AN ANALYSIS OF GRAMMATICAL ERRORS IN TRANSLATING TEXT FROM INDONESIAN INTO ENGLISH

SKRIPSI

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THESIS

An Analysis of Grammatical Errors in Translating Text from Indonesia into English.

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Study Program	: English Study Program

THE CANDIDAT HAS BEEN EXAMINED

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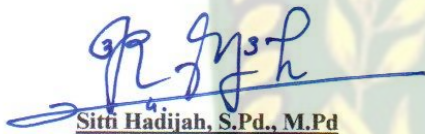
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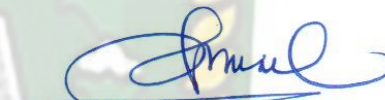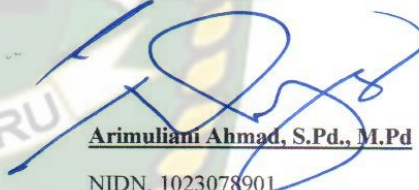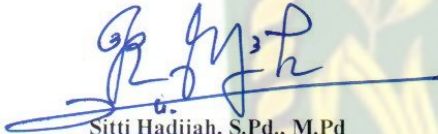
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LETTER OF NOTICE

I, the Head Advisor hereby notice that:

Name : Meri Eka Safitri Sinambela

Student Number : 156310449

Department : English

Study Program : Language Education

Faculty : Faculty of Teacher Training and Education

Has completely written a thesis entitled:

"An Analysis of Grammatical Errors in Translating Text from Indonesia into English"

It has been examined and this letter is made to be used as it is needed.

Pekanbaru, 28th July 2021

Advisor

Sitti Hadijah., S.Pd., M.Pd

NIDN. 1020048803

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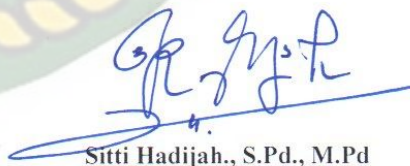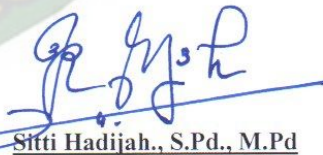Faculty : Faculty of Teacher Training and Education

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Pekanbaru, 28th July 2021

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DECLARATION

The undersigned researcher,

Name   : Meri Eka Safitri Sinambela

Student Number   : 156310449

Study Program   : English Language Education

Faculty   : Teacher Training and Education

      I declare that my thesis is based on my own efforts and words, except for certain theories were quoted from various sources and provided in references. I am responsible for the accuracy and substance of the data.

Pekanbaru, 28th July 2021

The Researcher

Meri Eka Safitri Sinambela

NPM. 156310449

ABSTRACT

MERI EKA SAFITRI SINAMBELA 2021. AN ANALYSIS ON GRAMMATICAL ERRORS IN TRANSLATING FROM INDONESIAN INTO ENGLISH. Thesis. Pekanbaru : English Study Program, Faculty Of Teacher Training and Education, Universitas Islam Riau

Key words: Translating Text From Indonesia to English

Considering the important of grammar in learning English, especially in writing, this research aims to describe grammatical errors made by student sixth semester in Translating text from Indonesia to English. The objectives of this research are formulated to identify and classify the type of errors based on translation word which type of errors is the most dominant found in students' translation text

The research design was qualitative research that involved 20 students of the sixth semester at Universitas Islam Riau. The participants were assigned to Translating Text with less 300 words. The researcher analyzed the students's translation by Classifing the errors based on the types of error according to Dulay, Burt, and Krashen (1982) Namely, Omission, Addition, Misformation, and misordering.

Based on the result of the analysis, Totally, there are 156 errors found in the students' writing. In term of omission, there are 45 errors which consist of omission in pronoun, verb, preposition, and article. In term of addition, there are 50 errors which consist of addition in article and preposition. While in term of misformation there are 43 errors which consist of errors in verb, preposition, and article. The last one is misordering, there is only error found. Based on these research findings, it can be seen that the most dominant type of errors in this study is misformation.

YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU

F.A.3.10

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KARTU BIMBINGAN TUGAS AKHIR SEMESTER GENAP TA 2020/2021

NPM : 156310198

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Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul Tugas Akhir : Analisa Kesalahan Tata Bahasa dalam Menerjemahkan Text dari Bahasa Indonesia ke Bahasa Inggris.

Judul Tugas Akhir (Bahasa Inggris) : An Analysis of Grammatical Errors in Translating Text from Indonesia into English

Lembar Ke : ....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	05/05/2019	Chapter I	Revised	
2.	10/06/2019	Revised Chapter I	Revised	
3.	30/10/2019	Chapter II & III	Revised	
4.	05/12/2019	Revised Chapter II & III	Revised	
5.	01/02/2020	Acc to Join Seminar Proposal	Approval	
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7.	06/03/2020	Revised Chapter I, II & III	Revised	
8.	15/05/2020	Took the Data	Approved	
9.	06/06/2020	Revised Chapter IV & V	Revised	
10.	24/04/2021	Acc to Join Thesis Examination	Approved	
11.	24/16/2021	Thesis Examination	-	

Pekanbaru,...................................
Wakil Dekan I/Ketua Departemen/Ketua Prodi

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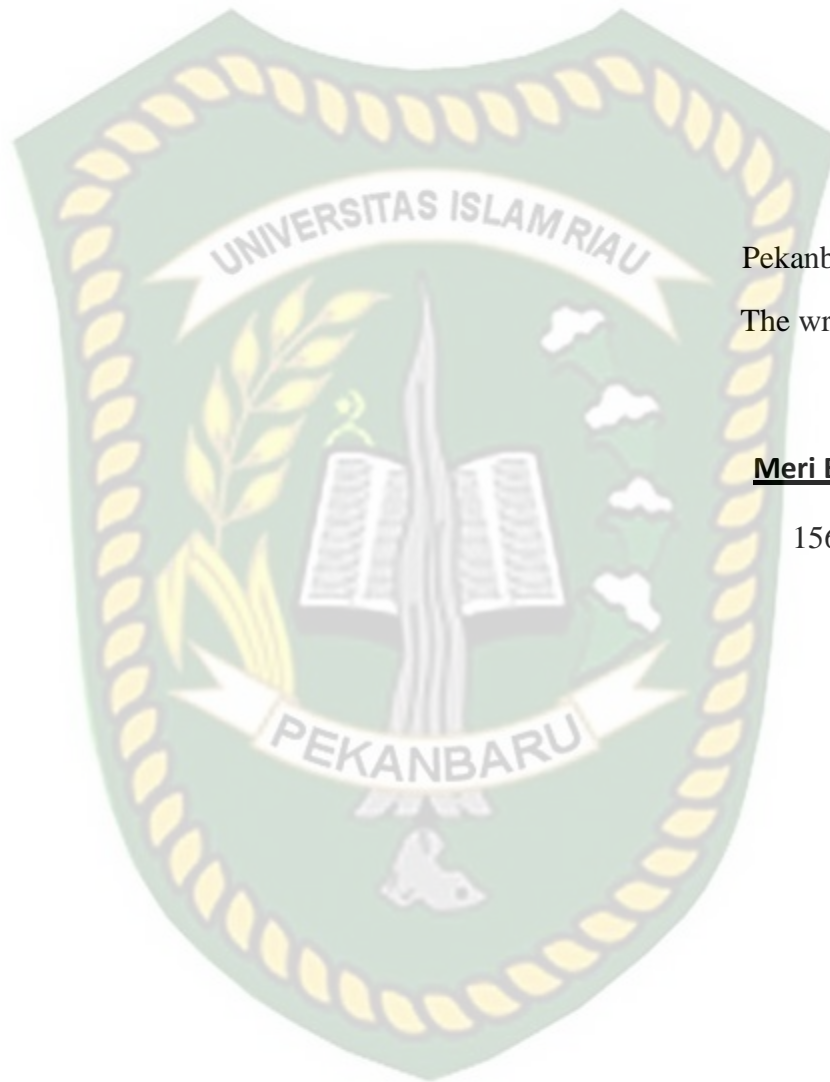
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Praise belongs to God the almighty, the lord of universe, by this guidance andblessing. Finally the researcher can finish and complete this academic requirement,Then the researcher delivers big thanks to God.

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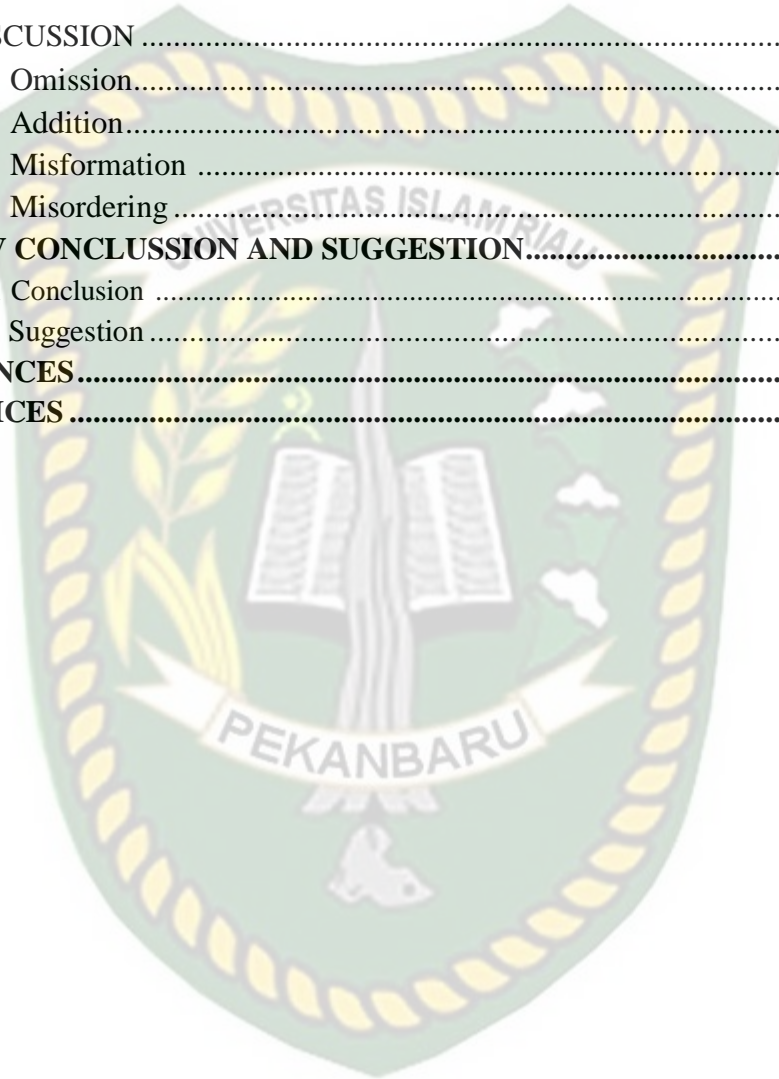8. My belove Friend Risda Silalahi.

Pekanbaru, May 2021

The writer

<u>Meri Eka Safitri</u>

15631044

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CHAPTER I

INTRODUCATION

1.1 Background of the Research

Translation is one of the language components that should be learned by all of the students, By especially in language education department learning translation, they can translate the Indonesian texts into English. They can get more information, such as biology, science ,teachnology, economy and etc. Translation is process of substituting a text in one language to another. It is not easy aspect in learning English because it is not a simple process. It is not only replacing the source language to target language it is also looking for the equivalent meaning or message in the language to be transferred in to Source language. In English, teaching and learning process students are taught four language skills : listening, speaking, reading, and writing. These skills are Interrelated each other because each skill develop other skills. Beside the skills mentioned above there is still one of very important aspects encouraging the foreign language in teaching and learning process, namely translation.

To be a great translator, someone should master the source and target languages, beside that the source text should be analysed before starting the translation process. In the translation process, the translator should focus on the meaning which is going to transferred in order to produce natural translation.

Translation cannot be separated in English language teaching context because it can be applied by English teacher as a method during the teaching and learning activities. As commonly known there is method, namely GTM (Grammar Translation Method) which is historically, this method is based on the idea that the Quickest way of learning a foreign language is by understanding its grammar and using the native language in explaining it. This method is done by transferring the target language into the students' native language in order to help the students in better understanding the language.

In the sixth semester student of Universitas Islam Riau, especially in English study program translation subject is provided for the students in order to help the students improve their knowledge and skill about translation. Base on the result of interview with one of the translation lecturers in English study program of teacher training and education faculty, the lecturer said that the students learned about translation concepts to Indonesian and strategies in doing the translation from Indonesian to English and vice versa. The lecturer also use a lot of variation of teaching methods , Projector and library all of that for support the students to study English effectively. The lecturer of Univeritas Islam Riau always gives translation tasks to the students. The goal of teaching and learning translation is to make the students prepare the students to have good understanding about translation concepts and also become skillful in doing translation texts. However, to achieve those objective eare still challenging for the lecturer because the students still make grammatical errors in doing their translation, especially in translating texts from Indonesian into English. In relation to the sixth semester student's experiences in

learning translation subject, the writer is interested in doing a research in order to analyze the student's grammatical errors in doing translation from Indonesian to English text. Finely, the title of this research is: '**GRAMMATICAL ERRORS IN TRANSLATING TEXTS FROM INDONESIAN TO ENGLISH TEXTS.**

1.2 Identification of the Research

There are some problems faced by the sixth semester at Universitas Islam Riau in translating subject such: they are afraid to have misunderstanding and miscommunication on doing translation from Indonesian to English text. The students said that their grammatical mastery influences their skill in translating, such as problem in tenses. Another problem experienced by the students in translating texts from Indonesian to English also relates to their vocabuly mastery. It is not easy by some of the students to select appropriate words in target language. This problem also affects their the translation quality. Then, the students usually are very faithful in doing their translation because they are mostly influenced by the source language. Besides that, they are not familiar with the translation procedure. This also creaks problem in the students' translation.

1.3 Limitation of the Research

Based on the identification of the This research is consent on grammatical errors. Therefore, The researchers identified the errors based on omission, addition, misformation, misordering.

1.4 Formulation of the Research

The formulation of this research the problem is as follows: what kind of grammatical errors are made by the students in translating text from Indonesia into English?

1.5 Objective of Research

What kind of grammatical errors made by the sixth semester students in translating texts from Indonesian into English texts.

1.6 Significance of the Research

1.6.1 For students, this research is expected for giving amore understanding about grammatical errors in translating text Indonesia to English.

1.6.2 This study is expected to give information about an analysis on students grammatical errors in translating text from Indonesia to English.

1.7 Definition of Terms

This study is expected to give information about an analysis on students grammatical errors in translating text from Indonesia to English. There are at least three essential advantages of this study, as describe follows:

1.7.1 For the English teachers, this research is expected could be a reference as the way in avoiding error in translating tax Indonesia to English. This research expectedly could open all teachers' point of view about grammatical error especially in translating tax Indonesia to English.

1.7.2 For students, this research is expected for giving a more understanding about grammatical errors in translating tax Indonesia to English.

CHAPTER ll

REVIEW OF RELATED LITERATURE

2.1 Translation

In translation there are several definition proposed by some experts. Larson(1984),in his book meaning-based Translation : A Guide to cross language Equivalence, defines translation as a change of from source language into target language of the recipient when the meaning should be maintained to remain the same. Larson explains that the translation consists on grammatical error of the source language into target language or target language into source language.

Translation means may be defined differently by every individual who defines it. It is related from own perspective of individual is to define it and of course, accompanied by science and experience. Students will probably give the definition to emphasize the translation as the transfer of the meaning and message from target language into source language or source language into target language or which carries the view that the translation is process of cultural transfer. In short following, experts of expertise opinion are available on the definition of language translation.

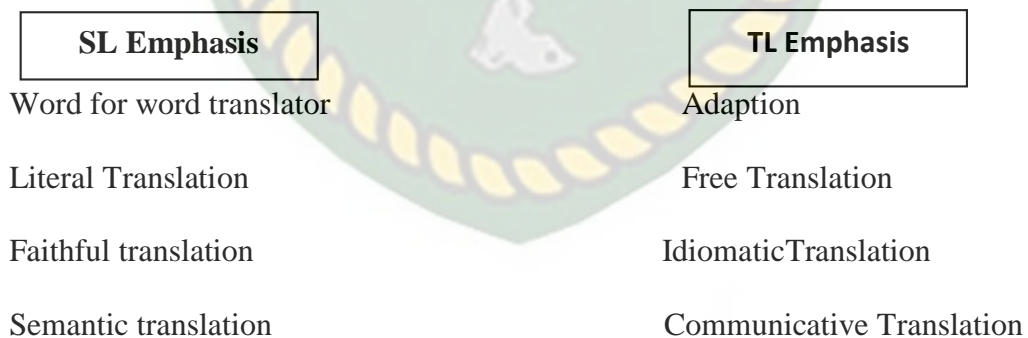Catford (1974), states "translation is replacement of textual material in another language." The translators are looking the text in different language but same in meaning.

Translation means according to Nababan (2008:48-51) are contextual lexical grammatical meaning, and situational meaning, textual meaning and socio-cultural. on translation, is not all of the words in the source text can be translated,

cause the point on the purpose of translation process is to get the same meaning in general to make the target readers understand about the text firstly and recive the same message as like as in the source text or target text. Few reduction and replacements are chosen by chosen by the translator to translate the translation projects.

Newmark (1988,p.5) in his book states that *"translation is rendring the meaning of a text into another language in the way that the author intended the text"*. This definition, the main purpose of translating is changing the meaning of the into another language in line with the author's idea

According to Newmark(1988), the central problem of translating has always been whether to translate literally or freely, It would be better if translators translate a source language text in to a target language with suitable method. Therefore, newmark (1988) proces several methods in translation and puts it as in the following figure 2.1.

SL Emphasis	TL Emphasis
Word for word translator	Adaption
Literal Translation	Free Translation
Faithful translation	IdiomaticTranslation
Semantic translation	Communicative Translation

2.2. Error Analysis

Error analysis of the linguistic analysis which focuses on the errors that students made, especially in translation process. According to According to Dulay, Burt and Krashen (1982), error analysis is the method to analyze errors made by

EFL and ESL learners when they are learning a language. James (2013) also states that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.

However, error analysis is a typing of linguistic analysis that focuses on the errors that learners made. It consists of a comparison between the errors made in the target language and the target language itself Faisyal(2015), Meanwhile, according to Crystal (1999), error an analysis as the study of language learners' language forms which delivery from those of the target language. Based on a definition below, it can be concluding that error analysis is a method to analyze the errors made by the students in learning Translation. Errors analysis also is one of the techniques used to anticipated the error appearing on learning Translation. It gives to relates an defection of errors in order to reduce the errors made by students at Universitas Islam Riau accurately.

In short, the term of errors also called as mistake. That terms have the same meanings, but both of them are differently. In order to avoid misunderstanding in defining errors and mistakes, the researcher shows the differences between error and mistake according to experts. Error is a naturally deviations that makes the learner's language flaws either in speeches or writings and translations, and it is reflecting the lack of the language knowledge and lack of vocabulary or the learner weakness in understanding the structure of languages Irawati (2014:),While mistake refers to a performances error that is either a randomly guess or a slip made by students, it also refers to the students fail to utilize a known system correctly.

2.3. Grammatical errors

Grammar is the most important aspect in learning English study. It is one of part of language that should be learning by students. Grammar shows to the set of rules that allow us to combine words in our languages into larger units Greenbaum and Nelson(2002),According to Murcia (1995),grammar is essentially about the patters and system use to selecting to combine words. By studying this aspect, the students have to producing good Translation . In short, the students have to apply the setup rules of grammar on the sentences they are produced in order to avoid grammatical errors and their own translating can be easily understood by the readers.

2.4 Types of Error

According to Dulay, Burt and Krashen (1982), there are set of taxonomies on error analysis, those are: Linguistic category taxonomy, which classified errors based on linguistics components. The surface strategy taxonomy which classifies errors into four of the categories namely omission, addition, misordering and misformation. The comparative taxonomy classifies errors into four namely developmental errors, interlingual errors, ambiguous errors, unique errors. 4. The communicative effect taxonomy classifies errors into global errors and local errors.

Strategy taxonomy according to Dulay et al (1982), Surface strategy taxonomy is based on the ways surface structures are changed. It means, learners may omit necessary items or add unnecessary ones, they may misform items or misorder them (Nezami, 2012). Dulay et al (1982) state there are five classification of error, namely omission, addition, misorformation and misordering:

2.4.1 Omission

Omission is indicated by the absence of certain items that should be appearing in sentences This usually happens in the early stages of second language acquisition. Generally, there are two main kinds of omission, those are omission of content morphemes and omission of grammatical morphemes.

a) Omission of Content Morphemes

This type of omission is relating to the major constituent of a sentence such as, verbs, nouns, adverb, and adjective. However, by doing this research, the researcher only focusing on the omission of pronoun and verb.

Example: ''**She** flipped learning application the students using video and learning material that media'

b) Omission of Morphemes

This type of omission did not carry the burden meaning. In other words, it plays a minor role in conveying the meaning of sentence. It includes noun and verb inflections

Example: flipped learning era, develop **(of)** learning actively.

2.4.2 Addition

Addition shows to the presence of an item that should be not appearing in awell-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. This error type is divided into three categories namely: double markings, regularization, and simple addition.

a) Double Markings

This error is describing as the failure to delete certain items which are required in some linguistic construction but in others. For example, He doesn't know**s** your name.

Exampl**e**: An era advance **learning in the recent years**.

b) Regularization

There are both irregular and regular in language in which students sometimes get confuse to apply the correct in certain constructions. Sometimes, they apply the rule used to produce the regular ones to those that are irregular. This type of errors is called errors of regularization.

Example: An era **(advanced)** learning in a years.

c) Simple Addition

Simple addition errors characterize all addition errors. It is the used of an item which should not be appeared in a well-formed utterances.

Example: In the learning, process students **aren't** directed to participle.

2.4.3 Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure in texts.This error classified into three types, namely: regularization, archi-forms, and alternating forms.

a) Regularization A regular marker is using in place of the regular one.

example: **it has** become an approach at the school

b) Archi-Forms

The selection of one member of a classes of forms to represent others in class is often made by the learners. The form chosen by the learners is calling as archi-forms. For example, a students may temporarily select just one of the English

c) Alternating Forms

This error is describe as selection or misuse of the correct word. For exaple: He **seen** you yesterday. Correction: He **saw** eat yesterday. In order to conduct the research, the researcher only focused on alternating forms which consists of errors in preposition, verb, and article.

Example:new paper a is a tool **to** share information

d) Misordering

Misordering refers to the incorrect placement of a morpheme of groups of morphemes in an utterance.

example: in the class are guided to engage in learning **at** assistance.

2.5 Sources of Error

According to James (1998), there are four causes of errors, namely interlingual errors intralingual errors, and induced errors.

a) Interlingual errors

Interlingual errors are causing by the interference of the learner's mother tongues. It means the errors influenced by L1 (the native languages) which interfere with L2 (target language).

b) Intralingual errors occur

Intralingual errors of second language at a stage when the learners have not really acquired the knowledge. The errors are caused by the target language itself, such as false analogy and misanalysis. Communication strategy-based errors which are subdivided into the holistic strategies or approximation and analytic strategies or circumlocution.

c) Translation

It is happening because a student translates his first language sentence or idiomatic expression in to the target language word by word. This cause of error is related to the previous cause of error: first language interference. When student or someone try to translate the first language into the target language, the first language will interfere the target language in their translation. This is probably the most common cause of error.

2.6 Relevance Studies

There are some part of studies that relating on this research and already done by the other researchers in analyzing grammatical .The first research is conducted by putrid and dewanti (2014), From English Department, At Universitas Airlangga with The title "an analysis of Grammatical Errors In Texts Done By second semester.

The Methodology of this Research was Qualitative method. In finding the researchers found errors regarding verb-verb group are the most dominant error(39.07%), with the biggest number of error are in omission of suffix –s/es/-ed/ing(18.19%). Then it is followed by the miscellaneous error theory(32.11%) the

third rank is errors regarding noun-noun group(13.02) then,(32.11%) the third rank is errors regarding preposition which amount 9.08% .

However, error analysis is a typing of linguistic analysis that focuses on the errors that learners made. It consists of a comparison between the errors made in the target language and the target language itself Faisyal(2015), Meanwhile, according to Crystal (1999), error an analysis as the study of language learners' language forms which delivery from those of the target language. Based on a definition below, it can be concluding that error analysis is a method to analyze the errors made by the students in learning Translation. Errors analysis also is one of the techniques used to anticipated the error appearing on learning Translation. It gives to relates an defection of errors in order to reduce the errors made by students at Universitas Islam Riau accurately.

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2.7 Conceptual Framework

On this research referred to the error analysis by Dulay, Burt Krashen (1982) namely addition, omission ,misordering and misformation the researcher identified and clasifed the errors found in students' writing recount text.

ERRORS IN TRNASLATING TEXT FROM AN-ANALYSIS ON GRAMMATICAL INDONESIAN INTO ENGLISH

QUALITATIVE RESEARCH

GRAMMATICAL   ERRORS

OMISSION

ADDITION

MISORDERING

MISFORMATION

CHAPTER III

RESEARCH METHODOLOGY

On this chapter, the researcher wants to show out the type of errors in the students' translation Texts from Indonesia into English. Methodology on this research includes research design, location and time of the research, participants, instrument of the research, data collection technique, and data analysis technique

3.1 Research Design

On the research design was qualitative research. It is about researching description. Qualitative research is working with data. It means that the researcher organizes and breaks all the data into manageable units. After that, the researcher describes the data and discovers why is important and what is to be learned. The aim is to giving all the information to the others Bogdan and Biklen (1982). In addition, Strauss and Corbin (1990) state that qualitative research is any kind of research that produces findings which are do not use statistical or quantitative procedures.

From the explanation above, it can be concluded that qualitative research is a type of non statistical resecher, which is the researcher collects the data, analyzes the data, and describes the data in the form of description in order to give the information to the others.

In this research, the researcher observed the process of teaching and learning in the classroom. The researcher collected students' translation text From Indonesian to English. And then, the researcher analyzed the students' translation Text from Indonesia to English. by classifying errors based. on the type of error,

omission, addition, misformation, and misordering. After that, the researcher described the errors. In the last, the researcher made a conclusion about the dominant type of error made by students' translation texts.

3.2 Location and Time of the Research

This research was conducted at Universitas Islam Riau the Sixth Semester It located on Jl. Kharuddin Nasution Simpang Tiga, Bukit Raya, Kota Pekanbaru. The time of the research secluding on 2019.

3.3 Participants

The participants of this research were the Sixth Semester students' of Universitas Islam Riau in class A of 20 students. The participants were assigned text with not less than 200 words. Then, their Translation tasks were analyzed in order to identify their errors in translation.

3.4 Instrument of the Research

The instrument of this research was documentation by collecting and analyzing the participant, By looking to the type of errors based on the theory from Dulay, Burt, and Krashen (1982), namely, omission, addition, misformation, and misordering. The indicators of analyzing and classifying the errors refer to the following list.

Table 3.1 Indicators of the Research

No	Indicator	Sub Indicators
1.	Omission	Omission of Content Morphemes: a) Omission of pronoun b) Ommision of verb Omission of Grammatical Morphemes: a) Omission of preposition b) Omission of artivle
2.	Addition	Simple Addition: a) Addition of preposition b) Addition of article
3.	Misformation	Alternating Forms: a) Misformation of verb b) Misformation of preposition c) Misformation of article
4.	Misordering	Incorrect placement of a morpheme or group of words in sentence

3.5 Data Collection Technique

In collecting the data, the researcher did some procedures to obtain the data.

Following are the procedures that the researcher do to collect the data:

The researcher came to Universitas Islam Riau get permission to do a research

in Class

a) The researcher observed the process of teaching and learning in the

classroom.

b) The researcher came into the class one week after the observation. The

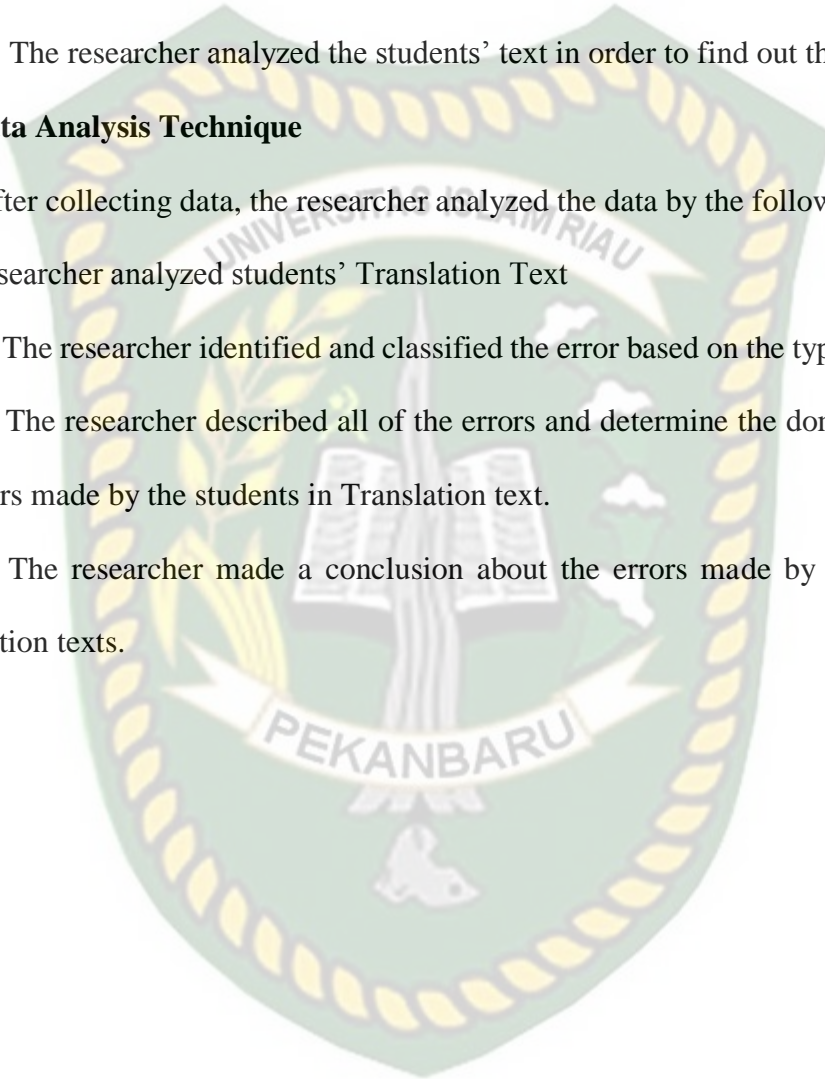researcher prepared the text or news paper on Indonesia into English.

c) After the students finished their translation Text the researcher collected their Translation test. This Translation test used as the instrument of this research.

d) The researcher analyzed the students' text in order to find out their errors.

3.6 Data Analysis Technique

After collecting data, the researcher analyzed the data by the following steps: The researcher analyzed students' Translation Text

a) The researcher identified and classified the error based on the type of errors.

b) The researcher described all of the errors and determine the dominant type of errors made by the students in Translation text.

c) The researcher made a conclusion about the errors made by students in translation texts.

CHAPTER IV

RESEARCH FINDING

On this chapter shows finding of the research and analysis of the data, As State in the previous chapter, the research analyzed and classified the error. Base on the type of errors. Cally, omission , addition, Misformation and misordering.

4.1. interpersonal Data A

On this part, research found errors on Student's Grammatical error in Translating Text Indonesia To English and classified the errors base on the types of errors by referring to Dulay at al (1982), Those are addition, omission, Addition, Misformation. The finding of the reseacher are: The classification of this errors can be seen as follows: Omission are consists of error on prepositions, articles, prunon, and adverbs, Addition are consists of prepositions and articles, Misformation are consists, prepositions, articles, prunon, and misordering all of students are made incorrect place on preposition. In addition all of data of students'errors in translating text on check at appendix 2 and classifation of errors follows:

No	Type of Errors	Number of Errors
1	Omission	106
2	Addition	6
3	Misformation	8
4	Misordering	1
Total		43

4.1.2 Interpersonal skill

This error refers to the selection or misuse of the correct words. The researcher classifies this error into three types, namely misformation of verb, misformation of preposition and misformation of article. In this type, the researcher found errors in all of those aspects. The classification of this errors can be seen as follows: Omission are consists of error on prepositions, articles, prunon, and adverbs

4.1.3 Omission

Omission shows to the absence of certain items that could appear in sentences. There are two kinds of omission, those are omission of content morphemes and omission of grammatical's morphemes. on this study, there are two types of omissions. found. and, in order to give a information about omission on the sentence, the researcher gives a sign to show the omission. The omission is symbolized ". The following paragraphs shows on the detail.

a) Omission content morphemes

On this the type omission is related on the major as aspects of a sentence, such as verb and pronoun based on the findings of the research, the researcher found more than nineteen errors from both aspects the classification of the errors can be seen as follow.

Number of text	Number of sentences	sentences
20	1	An era (**advance**) learning in the recent years, "flipped learning" in the years.
	2	"Flipped learning (**" have**) attracted much attention from teacher.
	3.	In the learning, process, students are (**directed**)to participle in learning .
19	4	But also(**improve**)learning outcomes and higher order thinking skill

b) Omission of pronoun

On this type of errors, there are some pronouns that students omited On their Translation Words, such as *she*, *he* and *it*. In pronouns "*I*" and "*they*", there are several omissions in each type, while in pronoun "*it*" there is only one omission. Totally, there are eleven omissions of pronouns in the students' Translating text From Indonesian into English .

In some Short texts, the students omit pronouns "*I*" in Traslation the texts. The students' errors can be seen on the following sentences or word:

Example: Approach **to** Learning context in school

Number of text	Number D	sentences
4	5	(**She**) flipped learning application the students using video and learning material that using media.
5	2	(**It)** has become an approach at the school a learning context.
7	**1**	(**It)**Promoting active learning and higher older thinking innovative with innovative flipped learning strategies and supporting

	2	**(It)**From researchers and school teacher
8	6	A learning activity teachers and their friends will provide assistance in applying us **(their)**knowlage

c) Omission of verb

On this types, the students omit several kinds of verb 2, such as *went, was, were, had* and *stayed*. In verb "*drove*" consists of four omissions, while in verbs "*was, were, had* and *stayed*" consist of four omissions. on total, there are eight omissions of verb that students made in their Translation.

d) Omission of Grammatical Morphemes

On This type of omission is having a minor role in conveying the meaning of the sentence. In this research, the omission of grammatical morphemes is divided into two categories, namely, omission of preposition and omission of article. There are four errors found in this type. It consists of one error in preposition category and three errors in article. The classification of these errors can be described as follows.

4.1.4 Addition

Addition refers to the existence of an item that must not appear in a well formed sentence. In conducting this research, the researcher classifies this error based on the simple addition. In this type, there are six addition found in students' Translating of Newspaper. The classification of this error can be seen as follows.

a) Simple Addition

This type of error refers to the addition of an element in a well-formed sentence. The researcher classifies this errors into two categories, namely addition of preposition and addition of article. The classification of this errors can be descrabe as follows.

Example**: in learning**, process students are important

a. Addition of Proposition

Number of text	Number of sentences	Sentences
11	4	Flipped learning era, the developing of learning as active the highest **(At)**thinking.
	5	Strategy and innovative support system in **(at)**learning era.

b) Addition of preposition

Based on the finding, there are two errors found in the term of addition. It refers to the addition of preposition "*at*". The description of this error can be described as follows:

Example: from research and **at** school

Number of text	Number of sentences	Sentences
20	1	An era advance learning in the recent years, "flipped learning" in **(the)**years.
	2	"Flipped learning(**the**)attracted much attention from teacher.
	3.	In **(the**)learning, process, students are directed to participle in learning .
	4.	**(The)** students not only practice and apply the knowledge.

Based on the explanations between the addition of preposition and article above, it can be summarized that the students commonly made error in article than in preposition. It can be seen from the number of each error. In addition of preposition, the students made errors twice. While in article, they made errors four times. So. It can be indicated that the students overuse in using these aspects. This error can be eliminated by understanding the use of prepositions and articles in the sentence.

4.1.5 Misformation

Misformation is characterized by the use of the wrong form of the morpheme In conducting the research, and researcher specifies this error based on alternating froms. In this type of error, students made in their texts. The classification of this error can be described.

Number of text	Number of sentences	Sentences
15	6	(A) learning activity teachers and their friends will provide assistance in applying their knowdlage
	3	It has become (an) approach at the school (a) learning context.
	4	Has become (a) topic that is often.

Misformation of verb

On this type, there are Over twenty two error that researcher found in the students' writing. It consists of error in misformation of verb 2, such as *did, was,* verb that has suffix *–ed, spent, felt, swam, were* and *to infinitive*. In the verbs "*did, was, spent,* and *swam*", there is only one error in each type and the total is four errors. In the irregular verb "*felt* and *were*" consists of two errors, so the total is four errors. In the

verbs with suffix "–ed" there are eight errors found. While in the "*to infinitive of verb*", consists of six errors. The description of these errors can be mentioned as follows:

*Example: But I really **don't** like for applied the bait.*

Number of text	Number of sentences	Sentences
11	4	Flipped learning era, the developing of learning as active the highest (**At**)thinking.
	5	Strategy and innovative support system in (**at**)learning era.

a) Misformation of preposition

Based on the finding of the research, there are four misformation in preposition, such as *with, at,* and *to*. In the prepositions "*with* and *to*" consist of one error in each aspect. While in the preposition "*at*", there are two errors. The description of these errors can be seen as follows. In some text, the students omit prepositions "*with* and *to*" in writing the text. these errros can be seen as following sentences:

*Example: **but also improve** learning outcomes.*

Number of text	Number of sentences	Sentences
2	5	In the class they are guided to engage in learning activities in which they apply knowledge with the (**At**) assistance

b) Misformation of article

In this type, there are two misformation of article, such *as* an and *the* which consist of one errors in each type. The description of the errors can be seen as follows:

*Example: **has become a topic that is often.***

Based on the three kinds of misformation above, it can be concluded that the highest number of errors in this type is misformation of verb which consists of twenty two errors. In the second one is misformation of preposition which consists of four errors. While in misformation of article there are two errors found. From this explanation, it can be seen that the students do not pay attention to the use of preposition, article, verb 2 and the form of irregular verb 2. It is indicated that the students do not memorize the use of regular and irregular verb 2 On their translation.

4.1.6Misordering

Misordering refers to the incorrect placement of a morpheme in a sentence. In this type, there is one error that the researcher found in the students' writing recount text, namely misordering of preposition. The error can be describe as follow:

Example : *development active learning and high level to thinking*

CHAPTER V

CONCLUSION ANDSUGGESTIONS

5.1 Conclusion

Based on the data in the previous chapters, the researcher gave a conclusion that the sixth Semester students' at Universitas Islam Riau made errors on Translating word From Indonesia to English. The several types of errors made by students are addition, Omission, misordering and misformation.

In the short term of omission, the total number of errors is 18, while in addition consists of 7errors, in misformation consists of 8 errors, it becomes the highest number of error in students on Translating text, and the last one is misordering which becomes the lowest number of error, it only found 1 error. So, the total number of all the errors is 43.

From the explanation above, it can be concluded that the dominant type of errors is misformation, especially in misformation of verb which consists of 223errors, misformation of proposition 4 and misformation of article 8. The total number of misformation is 35 errors. It is also answered the second research question about the dominant types of errors.

5.2 Suggestion

Error is something unavoidable in learning of foreign language, especially in English. Therefore, it can be improved by learn more about grammatical and function. By understanding this aspect, the errors can be reduced either in written or spoken language. Following are some suggestions that hopefully can be applied in teaching and learning English.

a) For the English Teachers

Based on this study, it can be suggested that the teachers should be aware on grammatical errors in Translation. They can recognize their students' difficulties in Translation so they will pay more attention to the errors made by the students. By knowing the students' problems, the teachers easier to solve their problems. The result of the study will evaluate the teachers whether they are successful or not in teaching English. It is expected that the teachers should find appropriate method in teaching grammar. So, the students are motivated to improve their Translation.

b) For the Students

The result of the study shows that the students made a lot of errors in Translation. By reading this research, they will know their problems and what aspect of grammar is difficult for them. So, they can evaluate themselves. By paying more attention to the grammar aspect, the students are expected to increase their knowledge and they will be aware of the errors they made in their Translate. so, the students can reduce the frequency of errors in their Translation.

c) For Further researchers

Hopefully, the result of this study can give information about grammatical error analysis or other topics related to the errors. The researcher expects that the result of this study can inspire other researchers to conduct the researcher

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