

ANALYSIS ON STUDENT'S GRAMMATICAL ERRORS IN TRANSLATING AT SMAN 2 BANGKINANG KOTA

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Abstrak

Bahasa merupakan hal yang paling penting dalam kehidupan manusia. Dengan menggunakan bahasa, orang dapat berkomunikasi dan mengungkapkan ide dan perasaannya satu sama lain. Tujuan dari penelitian ini adalah bagaimana kesalahan tata bahasa dalam penerjemahan di SMAN 2 Bangkinang Kota. Metode penelitian kualitatif difokuskan pada analisis kesalahan tata bahasa dalam penerjemahan. Sampel dalam penelitian ini adalah siswa kelas X5 yang berjumlah 26 orang. Penelitian kualitatif ini berfokus pada analisis kesalahan tata bahasa dalam penerjemahan. Peneliti menggunakan tes sebagai instrumen dan menganalisisnya berdasarkan indikator kesalahan penerjemahan. Berdasarkan hasil rater 1 dan rater 2, total kesalahan pada jenis kesalahan pilihan kata ada 13 kesalahan dengan jumlah 8,30%, jenis kesalahan artikel sebanyak 11 kesalahan dengan jumlah 7,00%, jenis kesalahan kata jamak berjumlah 18 kesalahan dengan jumlah 11.45%, jenis kesalahan pada frase nomina terdapat 12 kesalahan dengan jumlah 7.65%, kesalahan kata ganti sebanyak 26 kesalahan dengan jumlah 16.55%, kesalahan participle sebanyak 15 kesalahan dengan jumlah 9.55 %, tense error sebanyak 23 error dengan total 14.65%, passive voice error sebanyak 19 error dengan total 12.10%, jenis gerund error sebanyak 20 dengan total 12.75. Bagi peneliti selanjutnya yang ingin meneliti kesalahan penerjemahan agar lebih mengembangkan penelitian ini dengan metode yang berbeda.

Kata kunci: *Analisis, kesalahan tata bahasa dalam penerjemahan*

Abstract

Language is the most significant thing in human life. Using language, people can communicate and express their ideas and feeling one to another. The purpose of this research is how student's errors grammatical in translating at SMAN 2 Bangkinang

Kota. Qualitative research methods are focused on analyzing students' errors grammatical in translating. The sample in this research was class X5 students, totaling 26 people. This qualitative research focuses on analysis students' errors grammatical in translating. Researchers use tests as instruments and analyze them based on indicators in translation error. Based on the results of rater 1 and rater 2, a total error in the word choice error type there are 13 errors with a total of 8.30%, the article error type is 11 errors with a total of 7.00%, the plural word error type is 18 errors with a total of 11.45%, the type of error there were 12 errors in noun phrases with a total of 7.65%, pronouns errors were 26 errors with a total of 16.55%, participle errors were 15 errors with a total of 9.55%, tense errors were 23 errors with a total of 14.65%, passive voice errors were 19 errors with a total of 12.10%, there were 20 types of gerund errors with a total of 12.75. For the following research which wants to research translation errors grammatical to further develop this research with different methods.

Keywords: *Analysis, Grammatical Errors In Translating Error Translation.*

LATAR BELAKANG

Language is the most significant thing in human life. Using language, people can communicate and express their ideas and feeling one to another according by (Sitepu, J.B., Abdulloh and Sarsono, 2021). Language is very necessary for communication, for example, Indonesia has a national language, namely Indonesian. And we can also see that there are thousands of regional languages that Indonesia has for communicating. Of course, we have to protect and preserve it. That is the importance of using language in everyday life.

English has a central role in developing student's intellectual, social and emotional (James w, et al, 2022). By learning a foreign language, a person can learn about himself, the social and cultural aspects of other people. Apart from that, language also helps students share important information, with language someone can also communicate well. In learning a foreign language there is something called translation, with translation someone will understand a foreign language. with translation someone will easily and can understand the meaning of a language.

Learning Foreign Language is a process for mastering foreign language in addition to mother tongue or certain regional languages according by (Dina Merris Maya Sari, 2019). English is a foreign language which is still being studied by many people, especially in the field of education. English has been studied by many countries in the world so we need English when we go abroad. We can learn English mastery, especially at educational institutions that have been authorized by the state.

Grammar is an important language component to enhance students' language proficiency (Setiyorini, et al, 2020). Grammar is very important for someone who uses language. because if you don't use grammar, then a language could become ambiguous because it is not based on the rules and ways of using language in English.

Grammar is a set of shared assumptions about how language works. Grammar assessment is not based on how learners demonstrate grammar rules, but on their ability to use grammar points to share ideas, emotions, feelings, or observations with others, especially in the context of teaching English in Indonesia (Mufidah, et al, 2022). In grammar, there are many points that must be paid attention to in a language, of course grammar plays a very active role in a language, especially English.

Translation is an attempt to transfer from one language in the form of a written statement or message to recreate the statement or message into another language. According Dwi Rizky Amalya (2018) said that 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.

Translation is an activity that requires substantial cultural knowledge (Olk, 2003). Without knowledge of translation procedures, a translator will certainly find it difficult to translate. Knowledge about Indonesian to English translation is needed so that a translation can accurately match the target language results.

Translation is the replacement of textual material in one language, source language (SL) by equivalent textual material in another language, target language (TL) (almeida, et al, 2016). Translation is very important in exchanging information when communicating between people, with translation people will be able to exchange ideas, that is, communicate with each other.

In order for someone to understand a language easily and understandably, it requires an understanding of all sentences from the source language and the target language. Translation is very necessary in language learning, because with translation we can understand a foreign language. This research analysis focuses on students' gramatical errors in translating. In Indonesia, learning translation is very important, because in addition to Indonesian, translation is also needed for foreign languages such as English. However, we can see that the quality of language translation, especially Indonesian to English, especially in the world of education, sometimes has many errors in the grammar.

In gramatical error in translating, of course, students, especially students of SMAN 2 Bangkinang Kota in class X5, will make many mistakes in grammar in translation. Currently, students limite vocabulary and a lot of literal translation in translating. Another error found by

the researcher about the students' mistakes is one of them when translating the text word by word. This is indicated because the students' vocabulary understanding is very poor. As a translator, it is necessary to understand the vocabulary and translate the text into another language that is easy for the translator to understand in the same style as the intended one. When students translate word for word, it will certainly lead to inaccurate translation results. This will certainly greatly affect the target language.

Another mistake that often occurs is when students tend to use Indonesian structures in grammatical errors in translating. (Khoirun Nisa and Imam Suyitno, 2017) said Errors in using sentence structure lie in grammatical errors, sentence inefficiency, and sentence incoherence. Sentence grammatical errors are caused by students not being careful and not understanding correct grammatical theory. Although it can still be said to be acceptable in Indonesian structures, students must also pay attention to the code of ethics in translating the source language (Indonesian) into the target language (English). If students are wrong in translating the source language, then the target language will be different from the original language and it can be said that the translation is wrong. From some of the explanations above, it can be illustrated that the main problem of students in translating is that students make several mistakes in translating Indonesian (source language) to English (target language).

This research aims to analyse and identify the language structure and vocabulary the source of gramatical errors. Based on the test and documentation with students, some conclusions can be drawn about children's ability to gramatical error in translating. Therefore, the researcher is important how the student's gramatical error in translating by making the title "ANALYSIS ON STUDENT GRAMATICAL ERRORS IN TRANSLATING AT SMAN 2 BANGKINANG KOTA"

METODE

The type of research that researchers used in this research is qualitative research. This research uses a descriptive method to reveal students' mistakes in Grammatical Errors In Translating. According (rani rahmawati, 2019) Qualitative encourages understanding of the substance of an event. Thus, qualitative research is not only to fulfill the desire of researchers to get a picture/explanation, but also helps to get a deeper explanation. The reason the researcher used qualitative research methods was because to answer research questions that required a more detailed description of the results, such as obtaining data from test and dokumentation, and the research concept being studied was qualitative.

The research "Analysis On Students Grammatical Errors In Translating At SMA N 2 Bangkinang Kota" The author took this place because the students of SMA N 2 Bangkinang Kota in class "X5" made a lot of mistakes in grammatical errors in

translating, so the author wanted to know how students made mistakes in grammatical errors in translating.

Collection data is the process of need for getting data in research. In data collection, Data will be obtained during test and dokumentation with students. Researchers will give a test in the form of Indonesian sentences as questions to translate them into English. This test consists of 15 sentences which will be filled in by 26 student class X5. Students are required to complete all tests.

Data sources are things that must exist in data to know where the data comes from. The data used in this research is qualitative data. This data is data obtained from research. In this research it consists of subjects (primary) and objects (secondary). According (Putu Agung, 2019) The subject (primary) Is data obtained or collected by researchers or certain institutions directly from the source, recorded and observed for the first time and the results are used directly by the researcher or institution itself to solve the problem to which the answer is sought. The party who provides information and presents the data needed by the researcher. According (Putu Agung, 2019) object (secondary) is the Primary data that has been further processed into forms such as tables, graphs, diagrams, pictures and others so that it is more informative for other parties. source in the form of documents resulting from test and documentation needed in the research.

In this research, researchers will give test sheets to students in Indonesian sentences which will then be given to students to translate them into English. Students will be given time to take the test within 30 minutes. After the students have finished taking the test given by the researcher, the researcher will then collect the test sheet that the student has done to analyze each word and sentence from the student's translation.

According to (Bowen, 2009) documentation is an appropriate methodology for exploring or assessing both printed and electronic documents. Like other strategies in subjective exploration, examination reports expect that the information to be analyzed be further elaborated to generate significance, gain understanding, and create appropriate information archives containing text (words) moreover, the images were recorded without the intervention of the researcher.

HASIL DAN PEMBAHASAN

This research was carried out on May 27 2024. To obtain further information about students' grammatical errors in translating, the researcher conducted research and obtained complete data according to the research instruments, namely student tests, and documentation that had been used by the researcher. In the research, there were 15 tests given to students that were asked to analyze students' grammatical

errors in translating. The aim of this research is to find out how students make error grammatical in translating. Especially class X5 students at SMAN 2 Bangkinang Kota.

The test was given to class X5 students at SMAN 2 Bangkinang Kota. The researcher distributed the test that had been created to all X5 students to take. There were 26 students who took the test given by the researcher and then analyzed it. This was done to obtain accurate data regarding students' grammatical errors in translating. To analyze students' error grammatical in translating, researchers created the best possible test so that questions about students' grammatical errors in translating could be answered well.

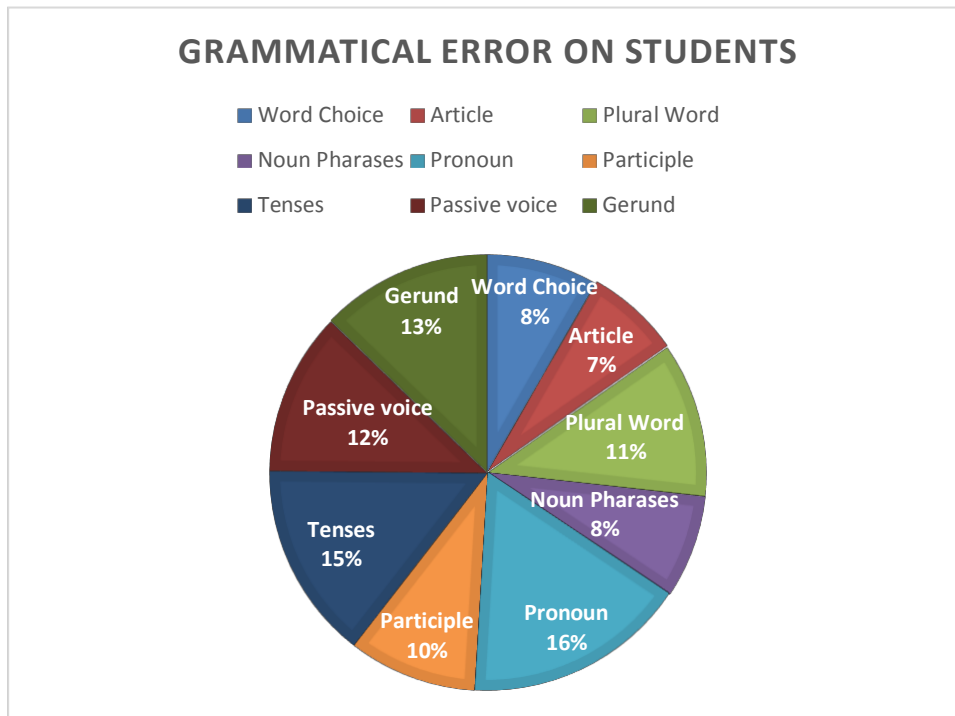
From the data obtained, the following is a recap of the results of the student categories in translation.

No	Name	Type of Error									
		Combine Rater 1 and Rater 2									Total
		Ar t	PW	Prn .	N P	gr n	P ar t.	P sv	te n s e	W C	
1.	AAN	1	1	1			1		2	1	7
2.	AZ			1	1			1			3
3.	AM		1	2	1	1	1		1	1	8
4.	ANE	1		1	1	1		1	2		7
5.	EEC		1	2	1	1	1		2	1	9
6.	AR		1	2	1	1	1		1	1	8
7.	PRR					1		1	1	1	4
8.	GR	1	2	1			1	1			6
9.	IA		1	2	1	1	1	1			7
10.	JAR	1	1	1	1	1	2	2	2	1	12
11.	KR	1		2	1	1		1	1	1	8
12.	NS		1	1		1	1				4
13.	NCM		1						1	1	3
14.	NF	2		1		1		2	2		8
15.	RES		1	1	1	1	1	2	1	1	9
16.	RK	1	1	1	1	2		1		1	8
17.	RA		1	1						1	3
18.	SA		2	1			1	1	1		6
19.	UG	1				2	1	1			5
20.	UA			1			1	1	1		4
21.	WF	1				2		1			4
22.	ZAH	1	1	1	1						4

23.	N			1							1
24.	FR		1	1		1	1	1	2	1	8
25.	SH		1	1		1	1	1	2	1	8
26.	SNA				1	1			1		3
Total		1 1	18	26	1 2	2 0	1 5	1 9	2 3	1 3	157

No .	Type of Error	The Appearance of Error	
		Frequency	%
1.	Word choice	13	8.30%
2.	Articles	11	7.00%
3.	Plural words	18	11.45%
4.	Noun phrases	12	7.65%
5.	Pronouns	26	16.55%
6.	Participles	15	9.55%
7.	Tenses	23	14.65%
8.	Passives	19	12.10%
9.	Gerunds	20	12.75%
Total		157	100%

From the table data above on student errors in articles, students made 11 mistakes in grammatical errors in translating, then in plural words, students make 18 mistakes in grammatical errors in translating, then in pronouns, students make 26 mistakes in grammatical errors in translating, then in noun phrases, students make 12 mistakes in grammatical errors in translating, then in gerunds, students make 20 mistakes in grammatical errors in translating. Then in participles, 15 mistakes were made by students in grammatical errors in translating, then in passive voice, students make 19 mistakes in grammatical errors in translating, then in tenses, students make 23 mistakes in grammatical errors in translating. Then finally, students made 13 mistakes in word choice in grammatical errors in translating. From the data above we can calculate the percentage of students' errors.



From the data in the table above, we can analyse that, in the word choice error type there are 13 errors with a total of 8.30%, the article error type is 11 errors with a total of 7.00%, the plural word error type is 18 errors with a total of 11.45%, the type of error there were 12 errors in noun phrases with a total of 7.65%, pronouns errors were 26 errors with a total of 16.55%, participle errors were 15 errors with a total of 9.55%, tense errors were 23 errors with a total of 14.65%, passive voice errors were 19 errors with a total of 12.10%, there were 20 types of gerund errors with a total of 12.75%.

From the data above, we can analyze that the student errors that occur very often and are often made by students are pronouns, followed by tenses, gerunds, possessive voice, plural words, participles, word choice, noun phrases, and the least is articles.

SIMPULAN

This research was carried out at SMAN 2 Bangkinang Kota, Kampar district, Riau province, in class X5, in the 2023-2024 academic year using tests, and documentation. With the aim of finding out how students make error when grammatical

errors in translating. Data obtained using this method shows that the errors that often occur to students are 26 errors in pronouns, then tenses with 23 errors, then 20 errors, then passive voice with 19 errors, then plural words with 18 errors, then participles with 15 errors. , then word choice with 13 errors, then noun phrases with 12 errors, and the least in articles with 11 errors. From these data it can be concluded that the students of SMAN 2 Bangkinang Kota in class X5.

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