

AN ANALYSIS OF STUDENTS' ERRORS IN TRANSLATING INDONESIAN INTO ENGLISH

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ABSTRACT

The aims of this research to find the dominant errors made by students in using preposition *in*, *on* and *at* of third grade in Senior High School 1 CIPARAY with the title "An Analysis of Students Errors In Translating Indonesia into English" but the writer limited the research and focuses on preposition of place *in*, *on* and *at*. On the research the writer used descriptive method to find out dominant errors made by students in using preposition of place *in*, *on* and *at*. The writer doing five steps in conducting errors analysis. The first step the writer Collecting the sample of learner, the writer take one class consist 30 students for the sample. The second steps identify the errors, the writer identification of errors involves a comparison between students' work and native speakers' in the same contex. The third steps describe the errors made by students based on the result of test and questionnaire. The four steps explaining errors, determining their sources in order to account why they were made. And the finally steps evaluate the errors, error evaluation is a supplementary stage in error analysis. Based on the reasearch 50.63% students made errors in using preposition of place *in*, *on* and *at*. The writer classified the errors made by students based on the type, there are tree type, those are omission, addition and misformation. And the highest number is misformation with 79.64%. The second highest is omission with 18.75%, and the lowest is addition with 1.61%. The writer also classified the causes errors made by students based on the type, there are tree type, those are carelessness, first language and translating. The causes of students made is translating with 93.3 %.

Keywords: Steps of Errors Analysis, Type of Errors, Causes of Errors

ABSTRAKSI

Tujuan dari penelitian ini adalah untuk menemukan kesalahan menonjol yang dibuat oleh siswa dalam menggunakan preposition of place *in*, *on* and *at* di kelas tiga di SMA Negeri Satu Ciparay dengan judul " Analisis kesalahan siswa dalam menerjemakan kalimat Bahasa Indonesia kedalam Bahasa Inggris" namun dalam penelitian ini penulis membatasi dan fokus meneliti preposition of place *in*, *on* and *at*. Dalam penelitian penulis menggunakan metode deskripsi untuk menemukan kesalaham menonjol yang dibuat ole siswa dalam penggunaan preposition of place *in*, *on* and *at*. Penulis melakukan lima tahap dalam menganalisis kesalahan. Tahap pertama penulis mengumpulkan sampel, penulis mengambil satu kelas yang berjumlah 30 siswa untuk sampel. Tahap kedua mengenali kesalahan, penulis mengenali kesalahan yang dibuat oleh siswa dengan melibatkan perbandingan antara pekerjaan yang dibuat oleh siswa dengan penutur asli dalam konteks yang sama. Tahap ke tiga mendeskripsikan kesalahan yang dibuat oleh siswa berdasarkan hasil dari test dan questionnaire. Tahap ke empat, menjelaskan kesalahan, menentukan sumber yang bertujuan untuk menjelaskan mengapa mereka melakukan kesalahan. Tahap kelima, mengevaluasi kesalahan, evaluasi kesalahan adalah tahap tambahan dalam analisis kesalahan. Dari

penelitian 50,63% membuat kesalahan dalam menggunakan preposition of place in, on and at. penulis menggolongkan kesalahan yang dibuat oleh siswa berdasarkan jenisnya, ada tiga jenis, yaitu omission, addition dan misformation. Dan nilai tertinggi adalah misformation dengan 79,64%, nilai kedua tertinggi adalah omission dengan 18,75% dan nilai terendah adalah addition dengan 1,61%. Penulis juga menggolongkan penyebab kesalahan yang dibuat oleh siswa berdasarkan jenisnya, ada tiga jenis, yaitu carelessness, first language and translating. Penyebab dari kesalahan siswa adalah translating dengan 93,3%.

Kata Kunci: tahap dari analisis kesalahan, Jenis Kesalahan, Penyebab Kesalahan

1.1 The Background of the Research

English is one of important subject to learn. In Indonesian education, English is taught from the Elementary school up to Senior High School as a foreign language. The study of English sometime obligates the students to have a good ability in making translation.

In doing communication, we have to understand what others are talking, and we can understand it by translating. According to Ghazala (1995), translation is generally used to refer to all the process and methods used to convey the meaning of the source language in to the target language. Ghazala's definition focuses on the notion of meaning as an essential element in translation. Understanding the meaning of source language is vital to have the appropriate equivalent in the target language.

English language has defferent structure from Indonesian, English language has own rules and skills. Grammar has also rules and skills. There are eight parts of speech in English grammar. They are verb, adjective, adverbs, pronouns, prepositions, conjunctions, and interjection.

The prepositions, can be devided in to three types. There are type of preposition, they are preposition place, preposition of time and preposition of direction. It is in line with Lindstromberg (1998) prepositions are traditionally classified into three categories : prepositions of place, of direction (or motion or movement) and of time. These prepositions are challenge because of the uniqueness of the problem involved.

In translation Indonesia into English, the learners face difficulties in the proper usage of preposition in sentence. Each of these prepositions has various meanings and uses that make the learning process equally difficult. Most students feel confused and exchange in using preposition of place in, on and at, and they confused then make some errors of using preposition in their translating sentence of Indonesian into English. So, writer is interested in doing research about An Error Analysis of the Translating Indonesia into English , especially using preposition place in, on and at.

1.2 Literary Review

1. Descriptive research

Leedy, Ormrod, (pg. 136), Descriptive research is a type of research involves either identifying the characteristics of an observed phenomenon or exploring possible associations among two or more phenomena.

2. Error analysis

Richards (2010; 5), error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. In this research, error analysis means study of the errors made by students in using preposition of place : *in, on* and *at*,

3. Preposition

Ehrlich and Murph (1990) state that a preposition is a word that conveys a meaning of position, direction, time, or other abstraction. But for this research, the writer limited this research to preposition of place.

4. Translation

Ghazala (1995), "translation is generally used to refer to all the process and methods used to convey the meaning of the source language into the target language. In this research, means study of the translation done by students in using preposition of place : *in, on* and *at*.

1.3 Research Methodology

1.3 .1 Research Design

This research uses a descriptive research as a method. According to (Leedy, Ormrod, pg. 136), " Descriptive research is a type of research which involves either identifying the characteristics of an observed phenomenon or exploring possible associations among two or more phenomena". Descriptive research is a research which is intended to describe event, phenomenon, etc.

1.3 .2 Population

According to (Burn, 1994:62), " A population is an entire group of people or object or events that all have at least one characteristic in common, and must be defined specifically and unambiguously". The population of this research is third grade students of Senior High School 1 Ciparay, consisting of ten classes. The total number of students in the population is 300.

1.3 .3 Sample

The writer only takes one class that consists of 30 students as sample, out of ten classes in the population.

1.3 .4 The Research Instrument

There are two types of instrument, those are used in this research. They are test and questionnaire.

1. Test

The test that is used in this research is a written test to translate Indonesian sentences into English, the writer gives 32 sentence to the students.

2. Questionnaire

The writer also gives closed questionnaire to answer the second research questions.

The writer gives 10 questions to the students and ask students to choose yes or no based on the question given.

1.3 .5 The Data analysis

The result of the test will be analysed and describing by computing the data, how many students who understand about preposition of place and how many student who confuse about preposition of place.

In this analysis the data, the writer uses some steps in order analysis the data for find the result. There are follow :

1. Identifying error

The writer reads and identifies the work of students to find the errors in using preposition of place *in*, *on* and *at*.

2. Classifying Errors

After find the errors of students in using preposition of place *in*, *on* and *at*, the writer classifies the errors into 3 categories :

1. Error in using preposition of place *in*.

2. Error in using preposition of place *on*.

3. Error in using preposition of place *at*.

3. Calculating errors

The writer using percentage for calculating frekuensi of errors made by students in using preposition of place.

4. Explaining Error

The writer make a description of analysis for explaining the result on the type and causes of the errors in using preposition of place *in*, *on* and *at*.

5. Drawing a Conclusion

The writer make a conclusion based on the result using description analysis of the type and the causes of errors made by students.

The formula follow :

$$P = \frac{f}{N} \times 100\%$$

Note :

P : percent

F : the total of errors of each type

N : the total occurrence of errors

1.4 FINDING and DISCUSSION

1.4 .1 FINDING

The test was given to students on Wednesday, August 07, 2019 in Senior High School 1 Ciparay and took one class consisted of 30 students. The aim of this research to know the errors and give suggestion to the students in using preposition of place *in*, *on* and *at*. The result shows in the table bellow :

Table 1.4

The Students Error in Using Preposition of Place (in, on and at)

Number	Name	Incorrect Preposition	Correct Preposition
1.	Student 1	14	18
2.	Student 2	15	17
3.	Student 3	20	12
4.	Student 4	18	14
5.	Student 5	13	19
6.	Student 6	9	23
7.	Student 7	9	23
8.	Student 8	13	19
9.	Student 9	20	12
10.	Student 10	22	10
11.	Student 11	18	14
12.	Student 12	18	14
13.	Student 13	14	18
14.	Student 14	14	18
15.	Student 15	18	14
16.	Student 16	12	20
17.	Student 17	14	18
18.	Student 18	12	20
19.	Student 19	16	16
20.	Student 20	16	16
21.	Student 21	8	24
22.	Student 22	20	12
23.	Student 23	21	11

24.	Student 24	21	11
25.	Student 25	20	12
26.	Student 26	23	9
27.	Student 27	20	12
28.	Student 28	16	16
29.	Student 29	16	16
30.	Student 30	16	16
Total		486	474

The table above showed the calculation errors made by students in using preposition of place in, on and at. There are 30 questions should be translated into English sentence by students, and it should be 960 correct sentences. From the 960 sentences there are only 486 incorrect sentence (50.63%), and only 474 (49.37%) correct sentence can be translated well by the students.

The Classification of Students Errors Number

This table show of error of each preposition of place *in*, *on*, *at*, and also the error percentage.

Table 1.4.1

No	Name	Preposition of Place		
		In	On	At
1.	Student 1		5	9
2.	Student 2	1	5	9
3.	Student 3	2	10	8
4.	Student 4	6	7	5
5.	Student 5	2	7	4
6.	Student 6	1	4	4
7.	Student 7	1	5	3
8.	Student 8	5	4	4

9. Student 9	3	8	9
10. Student 10	2	10	10
11. Student 11	2	10	6
12. Student 12	10	6	2
13. Student 13	2	8	4
14. Student 14	3	5	6
15. Student 15	3	8	7
16. Student 16	4	2	6
17. Student 17	6	2	6
18. Student 18	3	4	5
19. Student 19	2	5	6
20. Student 20	4	5	7
21. Student 21	2	2	4
22. Student 22	2	10	8
23. Student 23	7	12	2
24. Student 24	3	10	8
25. Student 25	4	8	8
26. Student 26	8	8	7
27. Student 27	4	9	7
28. Student 28	2	8	6
29. Student 29	5	5	6
30. Student 30	4	6	6
<hr/> TOTAL	103	198	182
Percentage	21.33%	40.99 %	37.68%

The table above showed the highest errors number made by students in using preposition of place in, on and at is “on” with 198 (40.99%), and the second highest errors made by students in using preposition of place in, on, and at “at” with 182 (37.68%), and the lowest errors made by students in using preposition of place in, in with 103 (21.33%).

To know the dominant type of error made by students, the writer used the table as follow :

Table 1.4.2

Table of Percentage of each Type of Error

No	Name	Preposition of Place		
		Omission	Addition	Misformation
1.	Student 1	2	-	12
2.	Student 2	2	-	13
3.	Student 3	4	-	16
4.	Student 4	2	1	15
5.	Student 5	2	-	11
6.	Student 6	4	-	5
7.	Student 7	4	-	5
8.	Student 8	4	-	9
9.	Student 9	6	1	13
10.	Student 10	7	1	14
11.	Student 11	3	1	14
12.	Student 12	4	1	13
13.	Student 13	2	-	12
14.	Student 14	4	-	10
15.	Student 15	3	-	15
16.	Student 16	3	-	9

17. Student 17	3	-	11
18. Student 18	1	-	11
19. Student 19	1	-	15
20. Student 20	4	-	12
21. Student 21	2	-	16
22. Student 22	3	-	17
23. Student 23	5	1	15
24. Student 24	6	-	15
25. Student 25	1	-	19
26. Student 26	4	-	19
27. Student 27	3	1	16
28. Student 28	1	-	15
29. Student 29	2	1	13
30. Student 30	1	-	15
<hr/> Total	93	8	395
Percentage	18.75%	1.61%	79.64%

The table above show the percentage of each type of errors analysis with used the formula :

$$P = \frac{F}{N} \times 100\%$$

Note :

P : percent

F : the total of errors of each type

N : the total of all errors

The table above showed the student error in translating preposition of place in, on and at. The errors are categorized into 3 catgoris, they are omission, addition and misformation. The explanation from the table above there are 496 errors made by students, and the highest errors percentage made by students is misformation with 395 (79.64). The second highest percentage errors is omission with 93 (18.75%), while the lowest percentage errors type made by students is addition with 8 (1.61%).

1.5 The Data Analysis of Questionnaire

The writer uses questionnaire to find out the dominant causes of the students error in using preposition of place *in*, *on* and *at*. The writer gives close questionnaire consisting of 10 item to the students. The writer uses the formula to find out the questionnaire :

$$P = \frac{F}{N} \times 100\%$$

Note :

P : percent

F : the total of errors of each type

N : the total of sample

Table 1.5.1

The Data of Questionnaire

No	Name	Indikator of error										TOTAL	
		S 1	S 2	S 3	S4 4	S 5	S6 6	S7 7	S8 8	S 9	S 10	Y	N
1.	Student 1	Y	Y	Y	Y	N	N	N	Y	N	Y	6	4
2.	Student 2	Y	Y	Y	N	N	N	Y	N	Y	Y	6	4
3.	Student 3	Y	Y	Y	N	Y	Y	Y	N	Y	Y	8	2
4.	Student 4	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	9	1
5.	Student 5	Y	Y	Y	Y	N	N	Y	N	Y	Y	7	3
6.	Student 6	Y	Y	Y	Y	N	N	Y	N	Y	Y	7	3
7.	Student 7	Y	Y	Y	N	N	N	Y	N	Y	Y	6	4
8.	Student 8	N	N	Y	N	N	N	N	N	N	Y	2	8
9.	Student 9	Y	Y	Y	N	N	N	Y	N	N	Y	5	5
10.	Student 10	N	Y	N	N	N	N	Y	N	Y	Y	4	6
11.	Student 11	N	Y	Y	N	N	N	Y	N	Y	Y	5	5
12.	Student 12	Y	Y	Y	Y	N	N	Y	N	Y	Y	7	3
13.	Student 13	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	9	1
14.	Student 14	N	Y	Y	N	N	N	Y	N	N	Y	4	6

15. Student 15	Y	Y	Y	N	N	N	Y	Y	N	Y	6	4
16. Student 16	Y	Y	Y	N	N	N	Y	N	Y	Y	6	4
17. Student 17	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	10	0
18. Student 18	N	N	Y	Y	N	Y	Y	N	Y	Y	6	4
19. Student 19	Y	Y	Y	N	N	N	Y	N	N	Y	5	5
20. Student 20	N	Y	N	N	N	N	Y	N	Y	Y	4	6
21. Student 21	Y	N	Y	Y	N	N	N	N	Y	Y	5	5
22. Student 22	Y	Y	Y	N	N	N	Y	N	N	Y	5	5
23. Student 23	N	Y	Y	N	N	N	Y	N	Y	Y	5	5
24. Student 24	Y	Y	Y	N	N	N	Y	N	N	Y	5	5
25. Student 25	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	9	1
26. Student 26	N	Y	Y	N	N	N	Y	N	N	Y	4	6
27. Student 27	Y	Y	Y	N	N	N	Y	N	N	Y	5	5
28. Student 28	Y	Y	Y	Y	N	N	Y	N	Y	Y	7	3
29. Student 29	Y	Y	Y	N	N	Y	N	N	N	Y	5	5
30. Student 30	N	Y	Y	N	N	N	Y	N	N	Y	4	6

TOTAL **176** **124**

DESCRIPTION :

Y : Yes

N : No

The table above shows the total of questionnaire. There are 176 students agree about the question of questionnaire, and 124 students disagree.

The questionnaire consist 10 questions to choose they are :

Table 1.5.2

1. Do you like studying English ? (apakah kamu suka belajar bahasa Inggris ?)

No	Answer	Frequency	Percentage
1.	Yes	21	70%
	No	9	30%

The table 1.5.2 above showed that percentages of “ question 1 “ is 70% it means that highest number of students like studying English and the rest of them 30% students do not like studying English.

Table 1.5.3

2. Do you have any troubles in studying English ? (apakah kamu mempunyai kesulitan dalam belajar bahasa Inggris ?)

No	Answer	Frequency	Percentage
1.	Yes	27	90%
	No	3	10%

The table 1.5.3 above showed that percentages of “ question 2 “ is 90% it means that highest number of students have any troubles in studying English and the rest of them 10% students do not have any troubles in studying English.

Table 1.5.4

3. Have you studied about preposition before ? (apakah kamu pernah belajar preposition sebelumnya ?)

No	Answer	Frequency	Percentage
1.	Yes	28	93.4 %
	No	2	6.6%

The table 1.5.4 above showed that percentages of “ question 3 “ is 93.4% it means that highest number of students have studied about preposition and the rest of them 6.6% students do not have studied about preposition.

Table 1.5.5

4. Do you know the meaning of preposition ?(apakah kamu tahu pengertian dari preposition ?)

No	Answer	Frequency	Percentage
1.	Yes	10	33.4 %
	No	20	66.6%

The table 1.5.5 above showed that percentages of “ question 4 “ is 66.6% it means that highest number of students do not know the meaning of preposition and the rest of them 33.4% students know the meaning of preposition.

Table 1.5.6

5. Do you know the meaning each of preposition of place ?

(apakah kamu tahu pengertian dari setiap preposition of place ?)

No	Answer	Frequency	Percentage
1.	Yes	24	80%
	No	6	20%

The table 1.5.6 above showed that percentages of “ question 5 “ is 80% it means that highest number of students know the meaning of each preposition and the rest of them 20% students do not know the meaning each of preposition.

Table 1.5.7

6. Do you know the function of preposition of place *in*, *on* and *at* ?

(apakah kamu tahu penggunaan preposition of place *in*, *on* and *at* ?)

No	Answer	Frequency	Percentage
1.	Yes	22	73.4%
	No	8	26.6%

The table 1.5.7 above showed that percentages of “ question 6 “ is 73.4% it means that highest number of students know the function of preposition of place *in*, *on* and *at* and the rest of them 26.6% students do not know the function of preposition of place *in*, *on* and *at*.

Table 1.5.8

7. Do you have any trouble in using preposition of place *in*, *on* and *at*?

(apakah kamu mempunyai kesulitan dalam menggunakan preposition of place *in, on* and *at* ?)

No	Answer	Frequency	Percentage
1.	Yes	25	83.4%
	No	5	16.6%

The table 1.5.8 above showed that percentages of “question 7 “ is 83.4% it means that highest number of students have trouble in using preposition of place *in, on* and *at* and the rest of them 16.6% students do not have any trouble in using preposition of place *in, on* and *at*.

Table 1.5.9

8. Can you differentiate between preposition of place *in, on, at* and preposition time *in, on, at* ? (dapatkah kamu membedakan antara preposition of place *in, on, at* dan preposition of time *in, on, at* ?)

No	Answer	Frequency	Percentage
1.	Yes	24	80%
	No	6	20%

The table 1.5.9 above showed that percentages of “question 8 “ is 80% it means that highest number of students can differentiate between preposition of place *in, on, at* and preposition time *in, on, at* and the rest of them 20% students can not differentiate between preposition of place *in, on, at* and preposition time *in, on, and at*.

Table 1.5.10

9. Do you like translating Indonesia sentence into English sentence ?

(apakah kamu suka menerjemahkan kalimat Indonesia kedalam kalimat Inggris ?)

No	Answer	Frequency	Percentage
1.	Yes	19	63.4%
	No	11	36.6%

The table 1.5.10 above showed that percentages of “question 9 “ is 63.4% it means that highest number of students like translating Indonesia sentence into English sentence and the rest of them 36.6% students do not like translating Indonesia sentence into English sentence.

Table 1.5.11

10. Do you have any trouble in translating Indonesia sentence into English ?(apakah kamu mempunyai kesulitan dalam menerjemahkan kalimat bahasa Indonesia kedalam bahasa Inggris ?)

No	Answer	Frequency	Percentage
1.	Yes	28	93.4%
	No	2	6.6%

The table 1.5.11 above showed that percentages of “ question 10 “ is 93.4% it means that highest number of students have any trouble in translating Indonesia sentence into English and the rest of them 6.6% students do not have any trouble in translating Indonesia sentence into English.

1.6 The Discussion

The aim of this study is to know the errors of students and to give suggestion to the students in using preposition of place in, on and at, at third grade of Senior High School 1 Ciparay. It discuss the causes and difficulties until they are made. From the table 1.4, the writer explain the result of analysis errors in using preposition of place in, on and at. It shows us that the average of errors made by students is 50.63%. For this research the writer uses instrument, there are test and questionnaire.

The first instrument uses test to find dominant errors made by students in using preposition of place in, on and at.

Line by Kuntjara (2013; 2-5) there are 3 type errors. They are omission, addition and misformation. While the dominant type of errors made by students of third grade of Senior High School 1 Ciparay in using preposition of place in, on and at ? is misformation with 79.64%.

The second instrument uses questionnaire to find the dominant causes errors made by students in using preposition of place in, on and at. From the result based on the collecting data, the writer can explain that the causes of errors in using preposition of place in, on and at, is translation with 93.3%.

1.7 Conclusion

This chapter contains conclusions base on the research finding and suggestions which are expected to bring some benefits for students and teachers in materian of preposition of place in, on and at. The result show that teh tird grade of Senior High School Ciparay, and take one class consist 30 students.

The writer concludes that the kind of errors that students made is categorized into three types, those are omission, addition and misformation, the aim to find out the errors in using preposition of place in, on and at.

After finishing the research and the fine out errors with the title “ An Analysis of Students Errors In Translating Indonesia into English “, but for this reasearch the

writer limited the research to preposition of place in, on and at. The writer can concluded base on the result the study as follow :

1. Base on the data can be conclude that the dominant made by students of the third gade of Senior High school 1 CIPARAY in using preposition of place in, on and at is “ on” with 40.99 %. And the dominant type errors in using preposition of place in, on and at is misformation with 76.63%.
2. Based on the questionnaire can concluded that the causes of students errors in using preposition of place in, on and at is translation with 93.3%.

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