



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 5 Tahun 2023 Page 3677-3689

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Gramatical Error Analysis Used on Translation Of The "Batu Gantung" Myth Into English For Sixth Semester Students Of Universitas HKBP Nommensen

Joice Elisa Siadari^{1✉}, Sahlan Tampubolon², Harpen Silitonga³

English Department, Faculty Of Teacher Training Education University Of HKBP Nommensen,
Medan, Indonesia

Email : joyce.siadari@student.uhn.ac.id^{1✉}

Abstrak

Analisis kesalahan tata bahasa yang digunakan dalam penerjemahan mitos "Batu Gantung" ke dalam bahasa Inggris untuk mahasiswa semester enam universitas HKBP nommensen. Kesalahan tata bahasa mempunyai empat kategori utama yaitu kelalaian, penambahan, kesalahan urutan, kesalahan bentuk. Bahasa Inggris dan Bahasa Indonesia mempunyai kategori tata bahasa yang berbeda. Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis-jenis kesalahan tata bahasa dan mengidentifikasi jenis-jenis kesalahan tata bahasa yang paling dominan dalam terjemahan film Batu Gantung. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Pengumpulan data dilakukan dengan menggunakan tes terhadap 15 responden. Pesertanya adalah mahasiswa semester enam Universitas HKBP Nommensen. Penelitian ini menemukan bahwa terdapat jenis kesalahan, kelalaian 16 (29,19%), penambahan 4 (7,28%), kesalahan pemesanan 0 (0%), dan kesalahan informasi 35 (63,63%) untuk suara. Jenis kesalahan tata bahasa yang paling dominan terjadi pada terjemahan siswa adalah (misinformasi). Permasalahan penelitian yang kedua adalah, apa penyebab kesalahan tata bahasa, kesalahan tersebut sering dilakukan siswa karena kurang memperhatikan struktur tata bahasa sehingga sepenuhnya memahami bagaimana tidak menyusun tulisannya dengan sintaksis yang baik.

Kata Kunci: *Analisis kesalahan, tata bahasa, Terjemahan*

Abstract

Analysis of grammatical errors used in the translation of the myth "Batu Gantung" into English for sixth semester students of university of HKBP Nommensen. Grammatical errors have four main categories namely, omission, addition, sequence error, form error. English and Indonesian have different grammatical categories. The purpose of this study is to describe the types of grammatical errors and identify the most dominant types of grammatical errors in the translation of Batu Gantung movie. This study used descriptive qualitative research method. The data were collected by using test to 15 respondents. The participants were sixth semester students of HKBP Nommensen University. This research found that there are for types of errors, omission 16 (29.19%), addition 4 (7.28%), misordering 0 (0%), and misinformation 35 (63.63%) for voice. The most dominant type of grammatical error that occurs in the students translation is (misinformation). The second research problem is, what is the causes of grammatical errors, students frequently commit these mistakes because they pay insufficient attention to grammatical structures and hence do not completely comprehend how to arrange their writing with good syntax.

Keyword: *Error analysis, grammatical, Translation*

PENDAHULUAN

Language is a set of Sound symbols used by humans as a means of communicating and interacting among humans. The use of the language intended by the speaker so that listeners and interlocutors can understand it through the language expressed. Using language to communicate and interact among human beings. Language is needed to express thoughts, ideas, and also feelings to other people. This language is needed in all aspects of social life such as trade, government, education, religion and so on. It is very clear that language is needed in social life as it can be said that humans speak every day starting from waking up until going to bed again (Irsa, 2019). And there are many ways to learn foreign languages, namely taking courses, listening to songs, reading foreign language books, and many others. That's what we usually do when we talk about rule-focused language elements Covers grammar rules for noun phrases. A noun phrase is a group of words.Sentences that somehow behave like nouns, i.e. H.Object of interest,Complements or objects of prepositions. The noun phrase is the main structure.It may appear as the subject or object of a sentence complement (Sholikhin, 2021). It basically consists of noun-like words, which is the most importantpart of a phrase.

English is an international language that is used by many people in the world to communicate. Using English is an alternative way to communicate with people from different countries. As for various aspects of human life such as education, science, business, culture, technology and also other aspects used in Indonesian society (Ariyanti & Fitriana, 2017). The

use of English as a communication tool in each of these daily routines is the ability to use English. Almost all aspects that we know such as technology, education, business and others. Using English as a medium for communication tools. Therefore it is very necessary for us, especially students, to learn the language (R. A. Fitria et al., 2022).

Translation is an activity to produce written language messages to transfer one language to another in the manner intended by the text writer. Translation needs to refer to the findings and theories of other related disciplines to develop and formalize methods - own method. Translating Indonesian text into English text is not an easy thing to do. The translator must know what words to use correctly. Students experience difficulties in dealing with word associations because students do not understand them because they do not find the right grammar which makes translation a difficult task (Jayanti, 2019).

Grammar is very crucial and more difficult when it's far utilized in writing of foreign language, mainly translation textual content that provides the meaning and records from the supply language to the target language. Many mistakes and mistakes arise in writing with a couple of language. Grammatical shape impacts the structures of sentences composed in translation. because translation is moving a textual content from supply language into goal one, the students has to understand grammatical shape of both language. If the lacks of the grammatical structure in both language, he's going to face issues at some point of translation method. The process of translating isn't as simple and smooth as people suppose. In other phrases, a translator must know things that the author truly desires to get from her/his writing. In translation subject, the scholars must have ability on translation process and realize the equivalence to produce an amazing translation. Larson in Cahyani (1984:13) defines translation as the procedure of "shifting the meaning of the source language into the receptor language by means of manner of semantic shape".

The policies of English grammar have grow to be an necessary a part of college students' information. It permits them to supply English sentences that are grammatically ideal and therefore understandable. As a depend of fact, college students get a few problems in getting to know structure. there are many mistakes they make throughout their learning structure (Zulaikah et al., 2018). The gadget of English grammar will be exceptional from the system of the learner's local language. So, the principle problem on getting to know a foreign language is the learner's grammatical errors. The problems which the college students frequently seem are shown by way of the mistakes they make (S. Fahmi & Rachmijati, 2021).

When a student translate a textual content or passage from Indonesian into English and viceversa, he should understand grammatical shape in each language. If the scholar

lacks of grammatical structure, in particular within the goal language (English), it leads problems for him. As a end result, the scholars make grammatical mistakes to translate it in writing shape. The cause to investigate the students' writing capability is due to the fact the writer wants to recognize the skill of the English teacher candidates in gaining knowledge of writing in particular in descriptive textual content (Fitriana & Nurazni, 2022).

We found many mistakes in our daily activities. If you've never made a mistake, you don't know if something is good. No one is perfect, so we learn from our mistakes and get better. In school, students make mistakes all the time, especially when using grammar while translating texts from Indonesian to English. English grammar rules are different from Indonesian grammar rules. Those differences usually cause problems in learning English. Knapp (2005: 32), "Grammar is one of the most important reading skills. Without knowledge of grammar, the literacy process becomes dangerous." We provide our opinion and accurate information (M. A. Fahmi & Cahyono, 2021).

When the author conducted a hands-on program, he found that many students made grammatical errors while translating texts from Indonesian to English. Learners often make mistakes while learning. In particular, we make mistakes when composing sentences and using tenses in sentences and texts. As a result, you will write sentences that are grammatically incorrect. Students find it confusing and difficult to translate the text into English. Student Mistake is a very useful way of showing incomprehension when translating text from Indonesian to English (Mariana et al., 2018). Translating is not an easy task. A huge variety of common mistakes based on grammatical aspects that students do not use properly, such as omissions, additions, etc. Also, they don't pay attention to translation technology. If translating, the student must be fluent in at least two of her languages. In this case, Indonesian and English (T. N. Fitria, 2021).

Based on the author's experience conducting interviews with several students, the author found many grammatical errors used by students in writing English texts. This is because students prefer to translate text from Google. So that students lack understanding of grammatical errors in the text (Sipayung, 2021). So, based on the researcher's background and the author's experience, this is the reason why the researcher chooses this topic and recommends grammatical errors that aim to find out the students' problems in writing English and to answer the research questions that have been formulated so that the problems can be resolved (Izzadeen & Majeed, 2020).

Based on the above statement, the authors plan to conduct research titled: "Gramatical Error Analysis used on translation of the " Batu Gantung" myth into English for his second semester students at Nommensen University HKBP Medan".

METODE PENELITIAN

Research Design

The research design of this study was conducted by using descriptive qualitative. This is because the researcher analyze the students' grammatical error in writing text descriptive text and present of the result in a form of explanation of words which was supported by data presentation in the form of table. In relation to this, Atmowardoyo (in Derakhshan & Khatir, 2015) affirms that Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Hasani & Rasouli, 2015). The writer identified and classified the student's error in translating Indonesian texts into English. The description in this research is about the students grammatical errors in translating Indonesian text into English in descriptive text (Lumabi & Maleon, 2022).

The Subject of the Research

Subject of this research was the students class 2020 of sixth semester at Nommensen University HKBP Medan. The writer chose them because the writer wanted to know how far the students' ability in translating a text from Indonesia text into English text. The subject of this research was the sixth semester students of Nommensen Hkbp University Medan. The class consists of 15 students.

The Object of the Research

The object of the research was the error in translating a descriptive text that was conducted to the fourth semester students of Nommensen HKBP University Medan. The research data is the result of the translation of the students fairy myth entitle is Batu Gantung and data source is students in semester six (Ming & Wang, 2022).

Instrument of Collecting the Data

In this research, the instrument for collecting data is a test. It is to translate a text from Indonesian to English. To help their translation, they can use dictionary or grammar book to find out the difficult word and to construct the sentence well.

Technique of Data Collection

For data collection, authors use documentation methods based on the translation process. According to Ary (2010:442) qualitative research allows us to understand phenomena using documents and other artifacts.

Technique of Analyzing Data

According to Sugiyono (2011:255), analyzing the data in this study, the translation test method was used. Descriptive data analysis includes description and interpretation of data. After the data is collected, it must be analyzed to achieve the desired goals. The techniques used to analyze the data are descriptive statistics and error analysis. Based on the descriptive method applied in this study, the writer will analyse the research data by using the following procedure.

Validity (Triangulation)

The validity of the data must be checked. for effectiveness The data in this study were triangulated by the author. triangulation is an attempt to further reveal and explain the richness and complexity of human behavior. Sugiyono (2008: 330) Improving the situation with triangulation Understand what is sought is not determined by the truth of the same social phenomenon.

HASIL DAN PEMBAHASAN

The Data

The study applied descriptive qualitative method in collecting the case study that used to gain detail information concerning students' error on determine translating a descriptive text from the students. The data were taken from one group of fourth semester students of Nommensen HKBP University Medan, Source of data is texts with 60 sentence which consist of 15 students. After the students were asked to translate the descriptive text. Their grammatical errors in translating text from English into Indonesia in descriptive text becomes data of the research. The types of grammatical error in translating are: error of missformation are 35 errors, error of omission are 16 errors, error of addition are 4 errors, error of misordering are 0 errors.

Table 1. The Types of Grammatical Error In Translating Indonesian Texts Into English

No	Student's Initial	Types of Grammatical Errors				
		Pronoun	Verb	Tenses	Article	Noun phrase
1.	FG	1	2	-	1	-
2.	RL	1	3	1	-	1
3.	HS	2	1	1	-	-
4.	MP	3	-	-	-	-
5.	LM	2	1	1		-
6.	BS	2	1	1	-	-
7.	WS	1	-	1	-	1
8.	YD	1	-	1	1	1
9.	AS	-	-	4	-	-
10.	WA	-	1	-	2	-
11.	HA	1	-	1	2	-
12.	JT	2	-	-	2	-
13.	PS	1	-	1	1	1
14.	NS	1	-	2	1	-
15.	YS	1	-	1	1	-
Tot al	Errors	19	9	15	11	4

Data Analysis

After the data had been collected, the writer classified the students grammatical errors in translating Indonesian text into English in descriptive text into the four types of errors, namely error of Missformation, error of omission, error of addition, error of Misordering. The types of errors has 6 categories namely verb, noun phrase, pronoun, tense, article, auxiliary verb.

The cause of Gramatical Error

The researcher conducted interviews with 15 students who had done the previous research to find the causes of grammatical errors in the students' translation results.

Table 3. Interview analysis

No	Initial name	Respondent
1.	FG	I made an error in the text because I did not understand the grammatical structure, so when translating the text, I only used a dictionary, and the rest I used Google Translate.
2.	RL	Because when I work on the text, I'm not careful to pay attention to the correct grammatical structure, there are errors in the text that I translate..
3.	HS	I made an error in the text because I was not careful when working on it, so I did not notice the error in my translation.
4.	MP	Because when I was working on the text, I was not careful about paying attention to the correct grammatical structure, there were errors in the text that I translated.
5.	LM	I made an error in the text because I did not understand the grammatical structure, so when translating the text, I only used a dictionary, and the rest I used Google Translate.
6.	BS	Because when I was working on the text, I was not careful about paying attention to the correct grammatical structure, there were errors in the text that I translated.
7.	WS	Because when I work on the text, I'm not careful to pay attention to the correct grammatical structure, there are errors in the text that I translate.
8.	YD	I made an error in the text because I worked on it using Google Translate, so I did not notice the error in the text.
9.	AS	Because when I was working on the text, I was not careful about paying attention to the correct grammatical structure, there were errors in the text that I translated.
10.	WA	I made an error in the text because I did not understand the grammatical structure, so when translating the text, I only used a dictionary, and the rest I used Google Translate.

11.	HA	Because when I was working on the text, I was not careful about paying attention to the correct grammatical structure, there were errors in the text that I translated.
12.	JT	I made errors in the text because I wasn't careful while working on it, so I didn't realize the errors in my translation.
13.	PS	Because when I was working on the text, I was not careful about paying attention to the correct grammatical structure, there were errors in the text that I translated.
14.	NS	I made an error in the text because I worked on it using Google Translate, so I did not notice the error in the text.
15	YS	Because when I work on the text, I'm not careful to pay attention to the correct grammatical structure, there are errors in the text that I translate.

Research Findings

After analyzing the data, the writer found the errors from each students and they did error when translated the text. The writer was give the list of percentage categories of each types of error based on the student's work.

Table 4. Classification of Error Types

NO	Types of Error	Total of Error	Percentage
1.	Ommision	16	29, 19%
2.	Addition	4	7, 28%
3.	Misordering	-	0%
4.	Misformation	35	63, 63%
	Total	55	100%

Based on the table above, it could be described that errors in missformation was the most frequent error which the students committed 16 errors or 29,19%, Addition was the most frequent which students have 4 errors or 7,28%, Misordering was the most frequent which students have 0 error or 0% and Missformation was frequency which students have 35 errors or 63, 63%.

The classifications from the tables above are misinformation, omission, addition, misordering and missformation errors made by stdents in the use of grammatical. The total of misinformation errors will be shows in the following table.

The findings of the types of errors and causes of grammatical errors are errors where most students make mistakes due to lack of accuracy in paying attention to grammatical

structures, this is because students do not fully understand the structure of writing texts with proper grammar.

Table 5. Error in Grammatical

No	Types of Error	Total of Error	Percentage
1.	Pronoun	19	38, 75%
2.	Verb	9	15, 51%
3.	Tenses	15	25, 87%
4.	Noun phrase	11	18, 97%
5.	Article	4	6, 90%
	Total	58	100%

Discussions

In the previous of the research has done by ELT Worldwide, 2016 from the journal namely: Grammatical Errors in English Translation Made by Students of UKI Toraja English Study Program by Matius Tandikombong, Haryanto Atmowardoyo, Sukardi Weda. The researchers said that translation is one of the important skills in learning a foreign language so that translation skills are needed in learning English as a second or foreign language. The purpose of this study is to identify grammatical errors made by students of English Study Program of FKIP UKI Toraja in translating the source language into the target language, namely translating Indonesian texts into English texts (Velleman & Abbiati, n.d.). The similarity with my research is that this study uses descriptive research, where researchers collect data from student translations (Alsalem, 2019). After analyzing the data, it was found that the fourth semester students in the second, Analysis of Grammatical Errors in Research Reports Grammatical Errors (Widya et al., 2020). The findings of this study will be used as a reference in discussing the problems that occur to students in learning to translate using correct grammar. The difference between my research and the previous research is the difference in research places and the previous research used objects in the fourth semester while my research used the sixth semester (Raesi-Vanani et al., 2022).

Based on the findings and the following discussion are the final results of the research that has done once the test and once corrected but still wrong in the test, the researcher concludes that:

1. Students' errors in producing English writing are divided into several error categories, namely misformation, omission, addition error, and sequencing error. addition, and sequencing errors. The most frequent error is misformation as many as 35 or 63, 64%.

Omission errors occur as many as 16 or 29, 19%, followed by addition errors as many as 4 or 7, 28%, and the least is misordering errors as many as 0 or 0%.

2. The sources of these errors are Interlingual factors, namely the influence of the first language, and Intralingual, namely students' incomplete understanding of English, and the learning context. Intralingual factor is the biggest source of errors, followed by interlingual factor and learning context factor.

After seeing the results of the research that has been done, the author suggests to students to further improve their understanding of grammatical. In addition, they should also try to reduce errors in English writing from interlingual influences or the use of the first language in English writing (Mortazavi et al., 2021).

In the first problem, the author has found the types of errors in writing descriptive text. As one of the objectives of this research in writing descriptive texts of the sixth semester of HKBP Nommensen University Medan, the findings of the errors were found (Quiroz et al., 2021).

Then the second problem is to interview the students. The researcher found the cause of grammatical errors, namely not understanding the use of language structures and types of grammatical error.

SIMPULAN

After analyzing and discussion the student's errors in their translated the text from Indonesia into English, the writer conclude that the types of errors made by the students are Ommision, addition, missformation, misordering. It ,means that all the students made errors in all types.

1. The types of errors made by the students are Ommision, addition, missformation, misordering.
2. The most frequent in grammatical errors is Omission 16 errors the percentage is 29, 19%, Addition 4 errors the percentage is 7, 28%, Misordering 0 error the percentage is 0% and Missformation is 35 Errors the percentage is 63, 63%, the percentage is 100%.
3. The difficulties are faced by the students is past tense it means that the students have a big trouble with grammar, especially in translating the descriptive text.

DAFTAR PUSTAKA

- Alsalem, R. (2019). The Effects of the Use of Google Translate on Translation Students' Learning Outcomes. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3483771>
- Ariyanti, A., & Fitriana, R. (2017). EFL Students' Difficulties and Needs in Essay Writing.

- Proceedings of the International Conference on Teacher Training and Education 2017 (ICTTE 2017)*, 32–42. <https://doi.org/10.2991/iccte-17.2017.4>
- Derakhshan, A., & Khatir, E. D. (2015). The effects of using games on English vocabulary learning. *Journal of Applied Linguistics and Language Research*, 2(3), 39–47.
- Fahmi, M. A., & Cahyono, B. Y. (2021). EFL students' perception on the use of Grammarly and teacher feedback. *JEES (Journal of English Educators Society)*, 6(1), 18–25. <https://doi.org/10.21070/jees.v6i1.849>
- Fahmi, S., & Rachmijati, C. (2021). Improving Students' Writing Skill Using Grammarly Application for Second Grade in Senior High School. *PROJECT (Professional Journal of English Education)*, 4(1), 69.
- Fitria, R. A., Sabarun, S., & Miftah, M. Z. (2022). STUDENTS' PERCEPTION OF THE USE OF GRAMMARLY IN UNDERGRADUATE THESIS WRITING. *PROJECT (Professional Journal of English Education)*, 5(2), 366–371.
- Fitria, T. N. (2021). Grammarly as AI-powered English writing assistant: Students' alternative for writing English. *Metathesis: Journal of English Language, Literature, and Teaching*, 5(1), 65–78. <https://doi.org/http://dx.doi.org/10.31002/metathesis.v5i1.3519>
- Fitriana, K., & Nurazni, L. (2022). Exploring English Department Students' Perceptions on Using Grammarly to Check the Grammar in Their Writing. *Journal of English Teaching*, 8(1), 15–25. <http://ejournal.uki.ac.id/index.php/jet>
- HASANI, M. T., & RASOULI, M. (2015). Comparison of Rosetta stone English software vs. Tell Me More English software on Iranian EFL Student Achievement toward English learning. *Cumhuriyet Üniversitesi Fen Edebiyat Fakültesi Fen Bilimleri Dergisi*, 36(3), 1239–1246.
- Irsa, M. (2019). Transition-Action-Detail (TAD) Strategy for Teaching Recount Text. *Eti Setiawati, et Al.(Eds.)*, 429.
- Izzadeen, S. I., & Majeed, S. H. (2020). A Pragmatic Approach to Translation: A Study of Deixis in the Glass Menagerie. *Zanco Journal of Humanity Sciences*, 24(4), 296–308.
- Jayanti, A. D. (2019). Students' writing ability on english descriptive text at grade viii in smpn 33 padang. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 3(1), 72–94.
- Lumabi, B. M. C., & Maleon, J. M. (2022). ENGLISH AND TAGALOG VOCABULARY OF PRESCHOOLERS: A CONTRASTIVE ANALYSIS. *LLT Journal: A Journal on Language and Language Teaching*, 25(1), 63–81. <https://doi.org/10.24071/llt.v25i1.4494>
- Mariana, I., Purnomo, S., & Firdaus, A. R. (2018). Improving Student Writing Skills in Indonesian Language Learning Narrative Writing Materials Using Writing Process

Approach. *COLLASE (Creative of Learning Students Elementary Education)*, 1(3), 99–107.

- Ming, L., & Wang, G. (2022). An introduction to the special issue on “Language, Politics and Media: The Hong Kong protests.” *Journal of Language and Politics*, 21(1), 1–16. <https://doi.org/10.1075/jlp.21056.liu>
- Mortazavi, M., Nasution, M. K. M., Abdolazadeh, F., Behroozi, M., & Davarpanah, A. (2021). Sustainable Learning Environment by Mobile-Assisted Language Learning Methods on the Improvement of Productive and Receptive Foreign Language Skills: A Comparative Study for Asian Universities. *Sustainability*, 13(11), 6328. <https://doi.org/10.3390/su13116328>
- Quiroz, M. F., Gutiérrez, R., Rocha, F., Valenzuela, M. P., & Vilches, C. (2021). Improving English Vocabulary Learning through Kahoot!: A Quasi-Experimental High School Experience. *Teaching English with Technology*, 21(2), 3–13.
- Raeisi-Vanani, A., Plonsky, L., Wang, W., Lee, K., & Peng, P. (2022). Applying meta-analytic structural equation modeling to second language research: An introduction. *Research Methods in Applied Linguistics*, 1(3), 100018. <https://doi.org/10.1016/j.rmal.2022.100018>
- Sholikhin, M. I. (2021). An analysis of teacher’s strategies on English learning during pandemic. *EDUTAMA*. <http://repository.ikipgribojonegoro.ac.id/id/eprint/1682>
- Sipayung, K. (2021). IMPROVING STUDENTS VOCABULARY THROUGH BBC’S VIDEO IN INSTAGRAM AT JUNIOR HIGH SCHOOL. *Epigram*, 18(1), 32–36. <https://doi.org/10.32722/epi.v18i1.3751>
- Velleman, S. L., & Abbiati, C. I. (n.d.). Phonetics and Phonology: Beyond the phoneme. In *Clinical Applications of Linguistics to Speech-Language Pathology* (pp. 3–25). Routledge.
- Widya, T., Fatimah, A. S., & Santiana, S. (2020). STUDENTS’FEEDBACK AS A TOOL FOR REFLECTION: A NARRATIVE INQUIRY OF AN INDONESIAN PRE-SERVICE TEACHER. *TLEMC (Teaching and Learning English in Multicultural Contexts)*, 4(1), 1–11. <https://doi.org/https://doi.org/10.37058/tlemc.v4i1.1775>
- Zulaikah, Z., Agustina, E., & Muklas, M. (2018). An Analysis Student’s Ability in Writing Descriptive Text of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, 10(1), 12. <https://doi.org/10.30739/darussalam.v10i1.264>