



**GRAMMATICAL ERROR ANALYSIS OF TEXT TRANSLATION FROM INDONESIAN
INTO ENGLISH BY THE STUDENTS OF ABA "BHAKTI PERTIWI" JEMBER
IN THE 2000/2001 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Get the Award of
S1 Degree at the English Education Program Language
and Arts Department Faculty of Teacher Training
and Education Jember University



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Muhammad Nurhadi K.

NIM. 9302107019

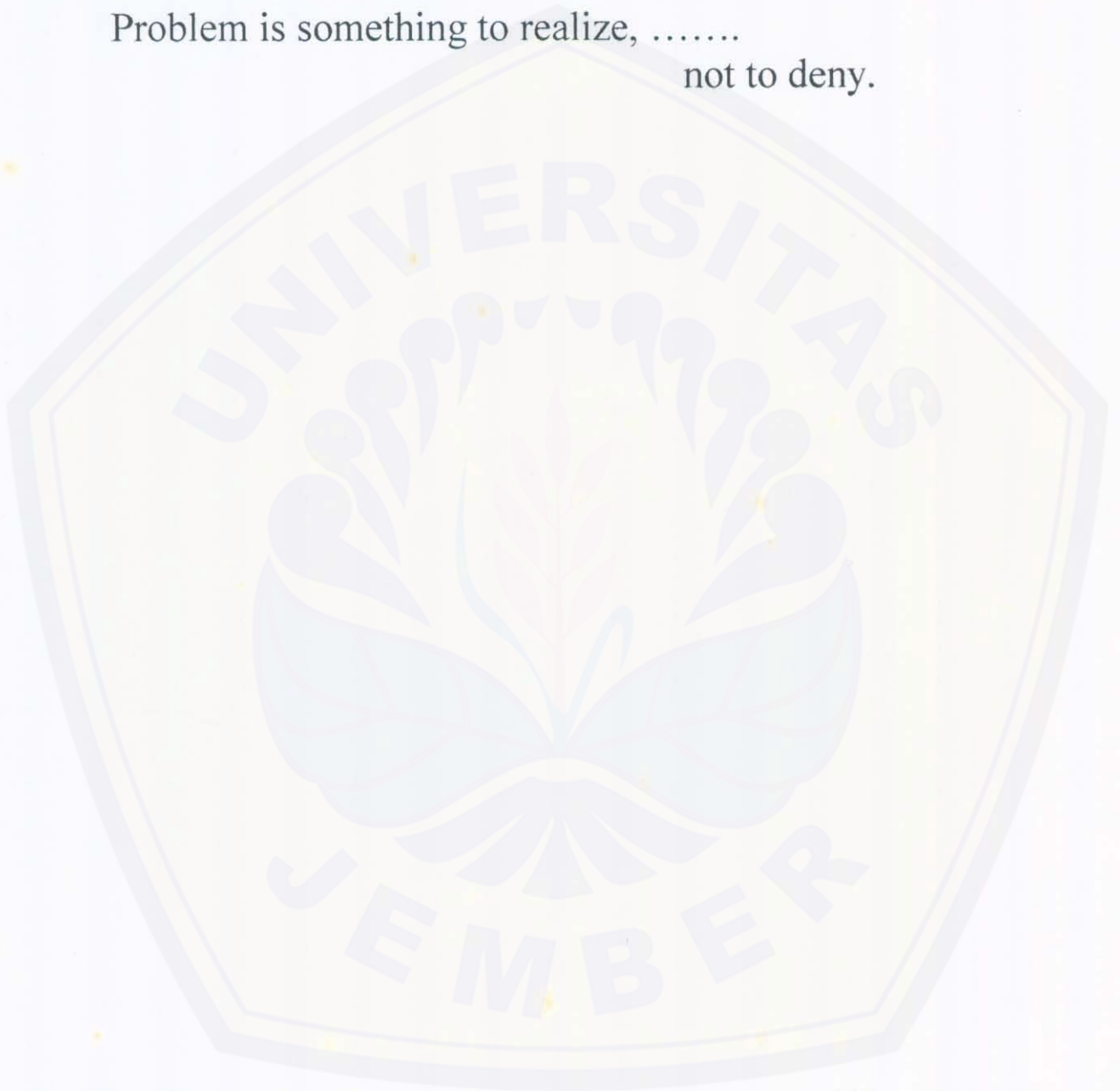
ENGLISH EDUCATION PROGRAM

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

January 2001

Problem is something to realize,
not to deny.



To:

Everyone in the world of error analysis.



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Presented as one of the requirements to obtain S-1 degree at
the English Education Program of the Language and Arts Department of
Teacher Training and Education Faculty of Jember University

NAME : MUHAMMAD NURHADI K.
IDENTIFICATION NUMBER : 9302107019
CLASS LEVEL : 1993
DEPARTMENT : LANGUAGE AND ART
PROGRAM : ENGLISH EDUCATION
PLACE OF BIRTH : LUMAJANG
DATE OF BIRTH : SEPTEMBER 14TH, 1974

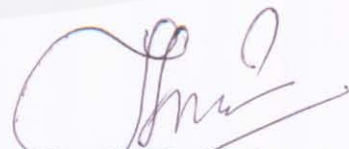
APPROVED BY:

CONSULTANT I



Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 131 475 844

CONSULTANT II



Dra. Siti Sundari, M.A.
NIP. 131 759 842

This thesis is approved and received by the examiner team of Faculty of Teacher Training and Education of Jember University.

Examined on : January 30th, 2001
Place : Faculty of Teacher Training and Education
Jember University


The Committee:

The Chairperson,



Dra. Wiwiek Istianah, M.Kes, M.Ed.
NIP. 131 472 785

The Secretary,



Dra. Siti Sundari, M.A.
NIP. 131 759 842

The members:


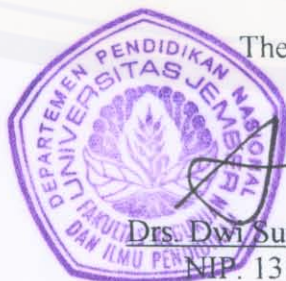
1. Drs. I Putu Sukmaantara, M.Ed.
NIP. 131 378 793


(.....)

2. Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 131 475 844


(.....)

The Dean,


Drs. Dwi Suparno, M.Hum.
NIP. 131 274 727

ACKNOWLEDGEMENT

Grateful acknowledgements are due to several people. Firstly, to my consultants, Mrs. Dra. Wiwiek Eko Bindarti, M.Pd. and Mrs. Dra. Siti Sundari, M.A., who did invaluable work of advice and ideas, and correcting the writing, without whose help this thesis report would probably never been completed. My thanks are also due to: (a) the Dean of Teacher Training and Education Faculty, (b) the Chairperson of the Language and Art Department, (c) the Chairperson of the English Education Program of Jember University, (d) the Director of Akademi Bahasa Asing (Academy of Foreign Languages) Bhakti Pertiwi Jember, (e) the lecturer of the translation subject who gave me opportunity conducting this research in the institution, (f) all my lecturers who have lectured and facilitated me during my study at this faculty, and (g) all friends of mine in the English Education Program of Jember University for their help and support.

Finally, I expect this thesis will become an invaluable finding in the translation skill for the purpose of developing the quality of teaching translation.

Jember, January 2001

The Writer

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ABSTRACT

Muhammad Nurhadi K., January 2001, GRAMMATICAL ERROR ANALYSIS OF TEXT TRANSLATION FROM INDONESIAN INTO ENGLISH BY THE STUDENTS OF AKADEMI BAHASA ASING BHAKTI PERTIWI IN THE 2000/2001 ACADEMIC YEAR

Thesis, the English Education Program, the Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The Consultants: 1) Dra. Wiwiek Eko Bindarti, M.Pd.

2) Dra. Siti Sundari, M.A.

The Key Terms: Grammatical Errors
Translation

Translation plays an important role in various fields and now it has been learnt by language students as a compulsory subject at universities. Translation is not an easy skill that it belongs to the highest level in mastering the foreign language. Generally, translation is frequently used to replace the meaning from English into Indonesian. That is why, many English students have difficulties in translating a text from Indonesian into English, mainly owing to the target language mastery. In this case, the students often make grammatical errors in their translation works. This research was conducted to describe the grammatical errors in the students' translation work at Akademi Bahasa Asing Bhakti Pertiwi in the 2000/2001 academic year. The respondent of this research was the whole students who had attended the translation subject. The methods to collect the secondary data were: interview and documentation. The primary data was analyzed by statistical analysis using the percentage formula to describe the grammatical errors that include morphological and syntactical errors. In morphological cases, the results were 15 (4.67%) errors of misuse of the possessive case, 30 (9.35%) errors of omission of the third person singular markers, 6 (1.87%) errors of misuse of the past tense markers, 45 (14.02%) errors of misuse and omission of the plural markers, and 14 (4.36%) errors of incorrect past participles, and 7 (2.18%) errors of incorrect noun forms. Meanwhile, in syntactical cases, there were 89 (27.73%) errors of misuse and omission of the articles, 42 (13.08%) errors of omission and misuse of the predicate, 18 (5.61%) errors of misplace of word orders, 31 (9.66%) errors of omission and incorrect prepositions, 5 (1.56%) errors of omission of nouns, 11 (3.43%) errors of incorrect gerund, and 8 (2.49%) errors of misuse of the demonstrative pronouns. The highest of the morphological errors was misuse and omission of the plural markers (14.02%), while the lowest one was Misuse of the past tense marker (1.87%). The highest percentage of the syntactical error was misuse and omission of the articles (27.73%), while the lowest one was omission of noun (1.56%). Based on the results, the lecturer should emphasize on the material of teaching by giving any essential remedial exercises, especially to the language components in which errors mostly occur, such as the use of the articles, plural markers, verb forms, and prepositions.

CHAPTER I INTRODUCTION

1.1 Background of the Study

English has been internationally used as a means of communication by many countries in the world. To communicate with others, people consequently must understand the language well to get the message or to communicate with other people speaking English. In the process of communication using English, people transfer the message from their own language into English. In this case, there is a process of translation that has a function as a medium in transferring the message.

Translation has been used as long as the existence of human culture. Nowadays, translation is important in various fields. By the progressing of the world, the diplomatic relationship among many countries that involves conventional written means of communication such as letters, proposals, brochures, and facsimile, should be written in English. That is why, in order to be able to send the message legibly, the English learners should be able to transfer the message of the native language into English by means of translation. Moreover, translation is not only discussed among language experts for academic purposes, but it is also learnt by the English students as a compulsory subject at universities.

According to Larson (1984:36), translation actually communicates the same meaning in the target language as it is communicated in the source language. Therefore, in order to get the idea, one important step in translation is that a translator must read the text carefully, and he has to understand the text as a whole. In this case, Larson (1984:48) states that a translator should begin by reading the text several times. As he reads the text, he will look for the author purposes and the theme of the text.

Nida, in Soekarno (1996:9), states that translation consists of reproducing in the receptor language the closest natural equivalent to the message of the source



language, first in meanings and second in styles. Meanwhile, Larson (1984:3) states that translation consists of studying lexicon, grammatical structure, communication situation, analyzing it in order to determine the meanings, reconstructing such things using the lexicon and grammatical structures, which are appropriate in the target language and its cultural context. Based on the idea above, translation deals with reproducing the messages using the grammatical construction and the lexical items in the target language. It means that it is important to use the correct grammatical construction as well as the lexical items in the process of translation.

To do a good translation, a translator must keep the message in the source language and reconstruct it using the target language forms, which express the message in a natural way. However, Heaton (1975:186) states that translation, as a skill on its own, is not the greater use to many students of English as a foreign language. Translation is considered as a necessary skill generally in the field of technical literature, so that it is frequently used to replace the meaning from the target language (English) into the mother tongue. In other words, translation from the mother tongue into English is very rare. Furthermore, Anwar (1995:196) states that translating a text from a simple language to the one with more systems and vocabularies is a lot easier than the opposite process. For instance, the result of an English translation from an Indonesian text will be better than the opposite one. Nevertheless, the Indonesian translators, perhaps, consider that translating the English text into Indonesian is a lot easier. However, this case is not mainly owing to the translation problem itself, but more to the translator's language mastery. In this case, the translator's language mastery on Indonesian is surely better than the English one. Therefore, no wonder that many translators often make grammatical errors in translation from Indonesian into English, whereas, errors in translation are obviously unacceptable.

The grammatical errors in translation are also experienced by many English students in Indonesia. In this case, they have grammatical problems when translating a text from Indonesian into English. The students' translation work

often cannot get the meaning of the text that has been translated. In other words, they have difficulties to reconstruct the meaning or the message of Indonesian text into English using the correct grammatical constructions.

Based on the descriptions above, it is necessary to conduct a research dealing with translation to describe the grammatical errors in the students' translation skill from the mother tongue into English. The title of this research is **"GRAMMATICAL ERROR ANALYSIS OF TEXT TRANSLATION FROM INDONESIAN INTO ENGLISH BY THE STUDENTS OF AKADEMI BAHASA ASING BHAKTI PERTIWI IN THE 2000/2001 ACADEMIC YEAR"**.

1.2 Problem Formulation

Problem formulation is an important statement in a research. Arikunto (1993b:29) says that formulation of the problem is a necessity in a research. The problem formulation refers to the indicators of the research.

This research consists of two problems, namely the general problems and specific problems.

1.2.1 General Problem

The general problem is: What types and percentages of grammatical errors do the students of Akademi Bahasa Asing Bhakti Pertiwi in the 2000/2001 academic year make in translating a text from Indonesian into English?

1.2.2 Specific Problems

The specific problems of this research are formulated as follows:

- 1) What types and percentages of morphological errors do the students of Akademi Bahasa Asing Bhakti Pertiwi in the 2000/2001 academic year make in translating a text from Indonesian into English?

- 2) What types and percentages of syntactical errors do the students of Akademi Bahasa Asing Bhakti Pertiwi in the 2000/2001 academic year make in translating a text from Indonesian into English?

1.3 Operational Definition of the Terms in the Title

It is necessary to define the terms used in the title in order to clarify and keep this study on the right track as well as to avoid misunderstanding. The terms in the title that are necessary to define operationally are grammatical errors and translation.

1.3.1 Grammatical Errors

Grammatical errors refer to any deviations of the structure of phrases and sentences made by the students of ABA Bhakti Pertiwi when translating the Indonesian text into the English one. The grammatical errors include the morphological and syntactical errors.

1.3.1.1 Morphological Errors

Morphological errors refer to errors of the structure of word formations that the students make in their translation text from Indonesian into English.

1.3.1.2 Syntactical Errors

Syntactical errors refer to errors in applying the rules of combining words to form sentences in the students' translation text from Indonesian into English.

1.3.2 Translation

Translation refers to the activity of transferring the message of a text written in Indonesian into the equivalent messages written in English.

1.4 Objectives of the Study

Based on the research problems, this research has general and specific objectives.

1.4.1 The General Objective

The general objective of this research is to describe the types and percentages of grammatical errors made by the students of Akademi Bahasa Asing Bhakti Pertiwi in the 2000/2001 academic year in translating a text from Indonesian into English.

1.4.2 Specific Objectives

The specific objectives of this research are as follows:

- 1) to describe the types and percentages of morphological errors made by the students of Akademi Bahasa Asing Bhakti Pertiwi in the 2000/2001 academic year in translating a text from Indonesian into English.
- 2) to describe the types and percentages of syntactical errors made by the students of Akademi Bahasa Asing Bhakti Pertiwi in the 2000/2001 academic year in translating a text from Indonesian into English.

1.5 Significance of the Research

The results of the research are expected to be significant for the following people:

1. The Translation Lecturer:

The results may be used by the translation lecturer as information to know his students' abilities in the text translation from Indonesian into English. This information can be used as an input to develop the teaching of translation by providing the remedial teaching focused on the components of grammatical errors that are the most made by the students for the purpose of improving the students' translation skill.

2. Other Researchers:

The results of this research are useful for other researchers as information or a reference to conduct further researches dealing with similar problems, for example to conduct a descriptive research to find the sources of the grammatical errors and an action research to improve the students' translation skill through intensive grammatical drill.



CHAPTER II LITERATURE REVIEW

This chapter presents the review of literature related to the problems of the research.

2.1 Errors in Language Learning

Errors appear every moment in language learning because errors and language learning are closely related to each other. Everyone who is in the process of learning cannot avoid himself of making errors. Dulay, et al. (1982:138) state:

"Errors are the flawed side of the learner's speech and writing. They are those parts of a conversation or a composition that deviate from some selected norm of mature language performance. Teachers and mothers who waged long and patient battles against their students' and children's language errors have come to realize that making errors is an inevitable part of learning."

Furthermore, errors commonly happen among language learners. People cannot learn a language without first systematically committing errors. Tarigan and Tarigan (1988:67) state that errors in language learning do not only happen on the second language learners, but also on those who learn their first language. The learners commit their errors because they are still in the development stage in learning the language. In other words, errors happen because of their lack of knowledge about the language itself. While, the second language learners often make errors that reflect their native language structure. These errors are the learners' problems in learning a language.

An effort to solve the problems is significantly important. One of the efforts is by studying the errors. Studying the learners' errors may lead us to a profitable result of language learning. According to Dulay, et al. (1982:138), studying the learners' errors serves two major purposes namely; (1) it provides data from which inferences about the nature of the language learning process can be made; (2) and it indicates the teachers as curriculum developers which part of the target

language, the students have most difficulty to produce correctly, and which error types detract most from a learner's ability to communicate effectively. In other words, the learners' errors will be helpful for the teachers and curriculum developers because they provide data from which the teaching materials are designed. They are also useful as information for the teachers to develop the teaching learning process.

2.2 Errors and Mistakes

Errors are similar to mistakes, but they are really different. Errors are systematically made. Learners make errors resulting from lack of knowledge of the rules of the language. The errors happen because the learners are still developing the knowledge of the rules of the language system. Dulay, et. al. (1982:139) define errors as any deviations from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.

On the other hands, mistakes usually are not systematically made. Mistakes are due to physical condition, such as tiredness and psychological condition, such as hurry and strong emotion. Others are caused by memory lapses, which are caused by some factors, such as fatigue and inattention (Dulay, et al., 1982:139).

2.3 Sources of Errors

Soemarno (1989:73) summarizes sources of error pointed out by some researches as follows:

1. According to Schumann and Stenson, the sources of error are incomplete acquisition of the target grammar (which may in turn be due to either, inter or intralingual difficulties), and language performance.
2. According to Selinker, the possible sources are the process of language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of target language linguistics material.

Richards brings up a popular opinion. Some errors are caused by the interference of the learners' mother tongue, which is called interlingual errors, while some others reflect the general characteristics of language learning, and illustrate the learner attempting to build up hypotheses about the language from his limited experience, which are called intralingual and developmental errors (Richard, 1971:173-174).

2.3.1 Interlingual Error

According to Richards (1971:173), interlingual errors are those caused by the interference of the learner's mother tongue. Meanwhile, Dulay et. al. (1982:123) state that interlingual errors are structurally similar to a semantically equivalent phrases or sentences in the learner's native language. Those errors are frequently found at the beginning process or stage of learning a foreign language. The interlingual errors are caused by the interference of the mother tongue or a previously learned language.

In addition, Brown (1980:173) states that the interlingual errors frequently happen to the learners in their early beginning stages of learning a second language because they are unfamiliar with the second linguistic system. It means they are only familiar with the system of the native language.

The examples that might be taken is the usage of English both in oral and written form, in which the interference of the Indonesian construction in general is often encountered. For instance the omission of plural inflection in these following forms; *some computer, many hovel*, etc. This happen because "plural inflection" does not occur in Indonesian as it is done in English. In most cases, Indonesian does not express its plurality by an inflectional suffix, but by reduplicating the singular form, or by plural quantity, such as *murid-murid, para bapak, banyak orang, beberapa orang*, etc.

2.3.2 Intralingual and Developmental Error

According to Richards (1971:174), intralingual errors are those reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Developmental errors illustrate the learner attempting to build up hypotheses about English from the limited experience of it in the classroom or textbook. Meanwhile, Brown (1980:174) states that the source of intralingual error is the negative transfer of items within the target language or incorrect generalization of rule within the target language. The learners make such errors once they have begun to acquire parts of the new system in the second language.

Dulay et. al. (1982:145) comment that it is difficult to classify whether an error belongs to intralingual or developmental. They state that in an examination of learner's developing speech, it is reported that most developmental errors are intralingual. However, the linguistic experts keep separating them. Thus, arbitrary classification decisions among the experts are unavoidable.

2.4 Error Classification

Error classification has been based on the linguistic items referring to linguistic components or the particular linguistic constituent, which is affected by an error. According to Dulay, et. al., (1982:146-147), language components include syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). The linguistic constituents include the elements that comprise each language component. For example, within syntax one may investigate whether the error is in the main or subordinate clause; and within the clause, which constituent is affected. The constituents may be the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

Politzer and Ramirez (in Dulay, et al., 1982:147) introduce the error classification as follows:

"The errors were categorized as an aid in presenting the data rather than to create a basis for extensive speculation concerning the sources for the errors. For this reasons, they were categorized along fairly traditional lines into errors in morphology, syntax, and vocabulary...The three main categories were further subdivided according to different parts of speech or parts of sentence..."

The statements above show that errors may be categorized into three main categories, namely errors in syntax, morphology, and vocabulary. In the following parts, the discussion covers the errors in syntax or syntactical errors and those in morphology or morphological errors. These errors are parts of grammatical errors.

2.4.1 Grammatical Errors

Corder in Hadiri (1988:3) says that second language users often make errors in using grammar and language rules. They tend to use the aspects of the native language. The learners frequently force themselves to express an idea in English just to fulfil the limit knowledge of the target language. Therefore, it is obvious that grammar takes an important role in language learning.

Based on the language components stated, this study will describe the grammatical errors that include syntactical and morphological errors found in the students' translation work.

2.4.1.1 Morphological Errors

Crystal (1985:200) states that morphology is the branch of grammar which studies the structure of form of words, primarily through the use of the morpheme construction. It is generally divided into two fields. They are the study of inflections and of word formation. Furthermore, Politzer and Ramirez, in Dulay, et.al., (1982:148) present the morphological error classification that includes the errors of indefinite articles (*a*, and *an*), possessive morphemes, third person singular morphemes, past tense morphemes, past participle mophemes, and comparative morpheme. Table 2 presents the examples of morphological errors.

Table 1. The Examples of the Morphological Errors.

No	Morphological Error Types	Examples of Error	The Correct Forms
1	Misuse of the possessive marker ('s or s')	<i>the <u>man</u> feet</i>	<i>The <u>man's</u> feet</i>
2	Omission of the third person singular marker (-s)	<i>The bird <u>help</u> man. The apple <u>fall</u> <u>downs</u>.</i>	<i>The bird <u>helps</u> man. The apple <u>falls</u> <u>down</u>.</i>
3	Omission, and addition of past tense markers (-ed)	<i>The bird he <u>save</u> <u>him</u>. He <u>calleded</u>.</i>	<i>The bird he <u>saved</u>. He <u>called</u>.</i>
4	Omission of past participle marker (-ed)	<i>I <u>been</u> <u>near</u> to him. He was <u>call</u>.</i>	<i>I <u>have been</u> <u>neared</u> to him. He was <u>called</u>.</i>
5	Misuse of comparative markers (-er, -est,)	<i>He got up <u>more</u> <u>higher</u>.</i>	<i>He got up <u>higher</u>.</i>

(Politzer and Ramirez in Dulay, et. al., 1982:148)

2.4.1.2 Syntactical Errors

Crystal (1985:300) states that syntax is a traditional term for the study of the rules governing the way words are combined to form sentences in a language. An alternative definition, syntax is the study of the interrelationships between elements of sentence structures, and of the rules governing the arrangement of the sentences in sequences.

Politzer and Ramirez in Dulay, et.al., (1982: 148-150) present the syntactical elements in the sentences that include errors in noun phrases, verb phrases, verb and verb constructions, word orders, and some transformations. Table 3 presents the examples of the syntactical errors.

Table 2. The Examples of the Syntactical Errors.

No	Syntactical Error Types	Examples of Errors	The Correct Forms
1	Misuse and omission of articles (a, an, the)	<i>He <u>fall</u> down on <u>the</u> head.</i> <i>He <u>no</u> go in <u>hole</u>.</i>	<i>He falls down on his head.</i> <i>He does not go in the hole.</i>
2	Incorrect verb form instead of <i>-ing</i>	<i>By <u>to cook</u> it</i>	<i>By cooking it.</i>
3	Misuse and omission of prepositions	<i>He fell down <u>from</u> (for on, into?) the water.</i> <i>He came <u>the</u> water.</i>	<i>He fell down on/into the water.</i> <i>He came to the water.</i>
4	Omission of the subject pronoun	<i>(<u>He</u>) <u>pinch</u> the man.</i>	<i>He pinches the man.</i>
5	Omission of the object pronoun	<i>I don't know (<u>it</u>) in English.</i>	<i>I don't know it in English.</i>
6	Omission of the predicate (main verb) and the simple predicate (<i>to be</i>)	<i>He (<u>fell</u>) in the water.</i> <i>He <u>in</u> the water.</i>	<i>He fell in the water.</i> <i>He is in the water.</i>
7	Incorrect subject and verb agreement	<i>You <u>be</u> friends.</i>	<i>You are friends.</i>
8	Misplace of word order	<i>He put <u>it inside his house a little around</u>.</i>	<i>He put it around inside his little house.</i>

(Poltizer and Ramirez in Dulay, et.al.,1982: 148-150)

2.5 Translation

2.5.1 The Concept of Translation

There are some linguists and experts of translation who point out the concept of translation definition. They emphasize the important factors in which translation is defined.

Larson (1984:3) states the concept of translation is as follows:

"Translation consists of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of second language by way of semantic structure. It is meaning which is being transferred and must be constant. Only the form changes".

This statement means that translation deals with transferring the message of the first or source language into the second or receptor language. Translation deals with transferring the constant meanings in different forms.

Furthermore, the factors involved in the process of text translation. He states that translation consists of studying lexicon, grammatical structure, communication situation, analyzing it in order to determine the meaning, reconstructing such meaning using the lexicon and grammatical structure, which are appropriate in the target language and its cultural context (Larson, 1984:3).

Catford, a linguist from the University of Michigan, in Soekarno (1996:8), defines translation as the replacement of textual material in one language (source language) by equivalent textual material in another language (receptor language). The important thing in translation, according to Catford, is the equivalency of message from the source language to the target language. Meanwhile, Newmark, in Soekarno (1996:9), states that translation is an exercise to replace a written message in one language by the same message in another language. There are two important aspects in translation defined by Newmark above. First, translation is an exercise. It means that if someone wants to be a good translator, he/she must exercise to translate frequently. Second, translation concerns with replacing a written message, not spoken language, which refers to interpretation.

2.5.2 Kinds of Translation

Based on the form and the meaning of the text, there are two kinds of translation, namely literal and idiomatic translation. Literal translation attempts to follow the form of the source language and is known as form-based translation (Larson, 1984:15). In other words, literal translation is word by word translation, which follow closely to the form of the source language. A literal translation is

sometimes unnatural. It is useful for someone learning the structure of the source language text. Here is the example of literal translation:

I eat an apple.

Saya makan sebuah apple.

(Rahman, 1992:48)

Meanwhile, idiomatic translation is a meaning-based translation, which makes every effort to communicate the meaning of the receptor language (Larson, 1984:16). Idiomatic translation applies the natural forms of the receptor language both in grammatical constructions and in the choice of lexical items. An idiomatic translation is not like a translation but it is like originally written in the form of the receptor language. Here is the example of an idiomatic translation:

He broke his leg.

Kakinya patah.

(Rahman, 1992:49)

From the examples of the translation above, idiomatic translation is better than literal one. As Larson (1984:10) states that it is the meaning, not the form, is retained. Therefore, a good translator must try to produce an idiomatic translation in which the message in the source language is expressed in the natural form in the receptor language.

In fact, when most people are likely to get the message of a text without considering its form, idiomatic translation is the most acceptable choice. Nida, in Soekarno (1996:6), states that nowadays translation tends to point up the aspect of dynamic equivalency in idiomatic translation.

This study focuses on analyzing the grammatical errors of the students' text translation from Indonesian into English. Then, they are analyzed to determine which type of grammatical errors most students made in their work.

2.5.3 Lexical and Grammatical Equivalents

There are two characteristics of a language that affect translation, namely lexical and grammatical equivalents (Larson, 1984:6). In other words, in the process of translating a text, a translator must concern with the lexicon and the grammatical construction of the source language text and analyze it to determine the meaning, and then reconstruct it in the natural forms of the receptor language. In other words, he must find the lexical and grammatical equivalents of the receptor language.

2.5.3.1 Lexical Equivalents

Lexical equivalent is the form, word or phrase of the receptor language, which has the equivalent meaning with the source language form (Larson, 1984:21). It means that a translator must find the lexical equivalents between the two languages. For example:

<u>Indonesian</u>	<u>English</u>
kursi	chair
penggaris	ruler
tas	bag

Those are simple translation of Indonesian into English. The process of translation above is done just by the replacement of the words using a bilingual dictionary of Indonesian and English. However, sometimes, it is difficult to find out the equivalents. There will be the lexicons of the two languages that do not match, so that it needs an adjustment. Here, the translator must try to find the most natural and accurate way to express the meaning of the source language into the receptor language through the context of the text.

For examples:

<u>Indonesian</u>	<u>English</u>
Dia <i>mencari</i> buku di perpustakaan.	He <i>looks for</i> the book in the library.

Dia *mencari* uang untuk keluarganya. He *makes* money for his family.

The meaning of the word *mencari* in the two sentences above are determined by specific contexts refer to the words *looks for* and *makes*. Thus, translating a text is more than replacing words from one language with the words in the other language.

2.5.3.2 Grammatical Equivalentents

In translating a text, a translator must concern with the linguistic components, such as position of attributive, participles, gerund, tense markers, auxiliaries and modals, elliptical construction, transformation into kernel sentence, and all other related elements in order that the meaning of the text that has been translated becomes acceptable, reasonable, and readable (Team, 1988:2.12). The process of translation will be easier if there are more similarities in the linguistic components between the source and the receptor language. However, if there are more differences in the linguistic components, a translator must adjust the components from the source into the receptor language.

The following discussion will points out the grammatical elements considered in translation from Indonesian into English that include position of attributive, participles (present and past participles), gerund, tense markers, auxiliaries and modals, elliptical construction, and transformation into kernel sentence.

1) Attributive

Indonesian attributive are only placed after the nouns, while English attributive can be placed either after or before the noun.

Table 3. The Examples of the Position of English Attributive Placed Before Nouns and Their Equivalents in Indonesian.

ENGLISH			INDONESIAN		
Article	Attributive	Noun	Article	Noun	Attributive
A	smart	boy	seorang	anak	yang pintar
A	beautiful	lady	seorang	wanita	yang cantik
A	good	friend	seorang	teman	yang baik
An	old	camel	seekor	unta	yang tua
A	water	tower	sebuah	menara	air

(Team, 1988, 2.11)

Table 4. The Examples of the Position of English Attributive Placed after Nouns and Their Equivalents in Indonesian.

ENGLISH		INDONESIAN	
Noun	Attributive	Noun	Attributive
Something	beautiful	sesuatu	yang indah
People	in the desert	orang-orang	di gurun pasir
Books	to read	buku	untuk dibaca

(Team, 1988:2.12)

2) Participles (Present and Past)

English applies either present or past participles as its attributive. The participles are always placed before the nouns. While, Indonesian attributive are always placed after the noun. For examples:

Table 5. The Examples of English Participles and Their Equivalent in Indonesian.

ENGLISH			INDONESIAN		
Article	Present/past participles as attributive	Noun	Article	Noun	Attributive
A	Sewing	mechine	sebuah	mesin	jahit
A	Swimming	pool	sebuah	kolam	renang
A	stolen	car	sebuah	mobil	curian
A	challenging	job	suatu	pekerjaan	yang menantang

(Team, 1988:2.13)

3) Gerund

A gerund is an -ing form of a verb used as a noun. This kind of noun might occupy a subject position, a direct object position, a subject complement, and an object of a preposition. Indonesian has no term of gerund. A gerund in Indonesian maybe a verb phrase or a noun phrase. For example:

Table 6. The Examples of Gerunds as Subjects and Their Equivalent in Indonesian.

ENGLISH		INDONESIAN	
Gerund as Subject	Verb Phrase/Complement	Noun/ Noun Phrase as subject	Verb Phrase/Complement
Swimming	makes you healthy	Berenang	membuat anda sehat
Smoking	is a bad habit	Merokok itu	kebiasaan buruk

(Team, 1988, 2. 14)

Table 7. The Examples of Gerunds as Direct Objects and Their Equivalent in Indonesian.

ENGLISH			INDONESIAN		
Noun Phrase as subject	verb	gerund as direct object	Noun Phrase as subject	Verb	Verb Phrase as direct object
The men	love	drinking	Orang-orang itu	suka	minum
The girls	like	joking	Gadis-gadis itu	senang	bergurau

(Team, 1988, 2. 14)

Table 8. The Examples of Gerund Phrases as Subject Complements and Their Equivalents in Indonesian.

ENGLISH			INDONESIAN	
Noun Phrase as subject	be	gerund phrase as subject complement	Noun Phrase as subject	(adalah) Noun Phrase as subject complement
His job	is	painting houses	Pekerjaannya	adalah) mengecat rumah
His hobby	is	watching TV	Kegemarannya	(adalah) menonton TV

(Team, 1988, 2. 14)

Table 9. The Examples of Gerund Phrases as Object of Prepositions and Their Equivalents in Indonesian.

ENGLISH				INDONESIAN			
Noun Phrase as Subject	be	Pre-positions	Gerund Phrase as Object of a Preposition	Noun Phrase as Subject	Verb Phrase	Prepo-sition	Noun Phrase as Object of a Preposition
That girl	is interested	in	studying English	Gadis itu	tertarik	untuk	mempelajari bahasa Inggris
This boy	is fond	of	reading novels	Pemuda itu	suka	akan	membaca novel

(Team, 1988:2.14)

4) Tense Markers

Tense markers of English consist of tenses and adverbs of time. While, Indonesian has no tenses. Indonesian's tense makers are only adverbs of time (Team,1998:2.15). For examples:

1. Dia pergi ke kantor setiap hari. (*habitual*)
He goes to the office everyday. (*Simple Present Tense*)
2. Dia pergi ke kantor kemarin. (*past time*)
He went to the office yesterday. (*Simple Past Tense*)
3. Dia akan pergi ke kantor besok. (*future time*)
He will go to the office tomorrow. (*Simple Future Tense*)

5) Auxiliaries and Modals

Auxiliary has to agree with the subject. It is also used to make a passive construction. In other side, modals are used to convey shades of meaning and are rarely dependent on or in concord with their subjects and are free from tenses aspects (Team, 1988:2.16). For examples:

1. Saya akan menulis surat.
I am going to write a letter. (*am* agrees with *I*)
2. Tas ini dibuat dari kulit asli.
This bag is made of genuine leather. (passive construction)
3. Dia seharusnya menyiapkan makanan. (should)
She should prepare the meals.
4. Dia harus di sini. (must)
He must be here.

6) Order within Clauses

There are some English patterns that have the same orders as those in Indonesian, but some others do not. When the patterns are the same, translation will be easier. However, when the patterns are different, the translation will cause difficulty. The affirmative sentences have the same patterns, while the negative and the interrogative sentences do not.

Table 10. The Examples of Affirmative Sentences in English and Their Equivalents in Indonesian.

ENGLISH			INDONESIAN		
Subject	Verb/Verb Phrase	Object	Subject	Verb/Verb Phrase	Object
The cat	caught	he mouse	Kucing itu	menangkap	tikus
She	is making	a cake	Dia	sedang membuat	kue
Jim	can play	tennis	Jim	dapat bermain	tennis

(Team, 1988, 2. 19)

To indicate negative statements, English applies the pattern *auxiliary + not*, while Indonesian applies the word *tidak* to replace *not*.

Table 11. The Examples of Negative Sentences in English and Their Equivalent in Indonesian.

ENGLISH					INDONESIAN				
Subject	auxiliary verb	not	verb	object	subject	not	auxiliary verb	verb	Object
The cat	did	not	catch	the mouse	Kucing itu	tidak		menangkap	Tikus
She	is	not	making	a cake	Dia	tidak		sedang membuat	kue
Jim	can	not	play	tennis	Jim	tidak	dapat	bermain	tenis

(Team, 1988, 2. 20)

To make yes/no questions, English always apply auxiliaries to begin the sentences, while Indonesian only apply the word *apakah*.

Table 12. The Examples of Yes/No Questions in English and Their Equivalent in Indonesian.

ENGLISH				INDONESIAN				
Auxiliary verb	Subject	verb	object	Apakah	subject	auxiliary	verb	object
Did	The cat	catch	the mouse?	Apakah	kucing itu		menangkap	tikus?
Is	She	making	a cake?	Apakah	dia		sedang membuat	kue
Can	Jim	play	tennis?	Apakah	Jim	dapat	bermain	tenis?

(Team, 1988:2.21)

7) Ellipsis

Ellipsis is a structural relation, where one linguistic item is omitted. An obvious structural gap occurs, which can only be filled by reference to a previous sentence. Ellipsis may occur in all languages although the particular structures that permit such omitted words may not be identical between the languages (Team, 1988:2:22). For examples:

- 1) Jane membeli beberapa buah bunga mawar, dan Cindy membeli beberapa buah bungan angrek.

(Jane bought some roses, and Cindy some orchids.)

2) Bob tampaknya marah, tetapi Peter benar-benar marah.

(Bob seemed angry, but Peter certainly was.)

3) Anak-anak perempuan tidak puas dan anak-anak lelaki pun tidak.

(The girls were not satisfied, and neither were the boys.)

8) Transformation into Kernel Sentences

A kernel sentence is a sentence which contains the most important ideas. It consists of a subject, a verb, and an object (Team, 1988:2.24). In translating a long simple sentence or a long complex sentence, a translator must try to find out the subject, the verb, and the object (if any) which are the most important ideas. Then, complete them, as the receptor language rules required.

For example:

Laki-laki yang mengenakan jaket itu sedang tidur.

(The man wearing a jacket is sleeping)

The kernel sentence of the sentence above is *Laki-laki itu sedang tidur*. Its equivalent is *The man is sleeping*. The complete sentence is *The man wearing a jacket is sleeping*.

2.5.4 Text Material of Translation

Text is the printed or written work as the main part of a book. Text material of translation refers to the source language document to be translated. According to Larson (1984:46), translating a text is done to communicate certain information to people speaking another language, or it maybe to share the enjoyment of the source text. The texts may discuss about historical event, economy, policy, and technology in the form of articles, letters, or even text books.

In relation to this research, the translation texts are taken from the students' translation work of ABA Bhakti Pertiwi Jember that are written from Indonesian into English.

CHAPTER III

RESEARCH METHODS

This chapter presents research methods used in this research. They cover the research design, the area determination method, the respondent determination method, the data collection methods, and the procedures of error analysis.

3.1 Research Design

Arikunto (1993b:41) states that a research design is a design of a research made by the researcher as the guideline to carry out a research. Meanwhile, Suryabrata (1983:20) explains that a descriptive research means a research that only gives descriptions about certain situation, neither to find any relationship nor to test hypothesis. In addition, Arikunto (1998:245) states that a descriptive research does not test the hypothesis, but only describes what is being seen, faced, observed, and known.

This study belongs to a descriptive quantitative research. It is not intended to test a hypothesis, but to describe the grammatical errors that cover syntactical and morphological errors made by the students in translating a text from Indonesian into English. The procedures of the research are as follows:

- 1) Reviewing the references
- 2) Determining the title
- 3) Formulating the problem
- 4) Determining the variable and data resources
- 5) Choosing the research design
- 6) Constructing the research instrument
- 7) Collecting the data
- 8) Analyzing the collected primary data
- 9) Concluding the results of the research
- 10) Writing the report.

3.2 Area Determination Method

According to Arikunto (1998:127), purposive method is conducted based on a certain purpose dealing with the technical cases, such as time and fund. Moreover, Ali (1993:57) states that a purposive method must be based on the previous knowledge about the population, and the researcher must not be doubtful or vague about that information. It means that the purposive method is used to determine the research area under consideration that the characteristics of the certain area have been known well.

Related to the variable of this research, this research used purposive method to determine the research area. This research was conducted at Akademi Bahasa Asing Bhakti Pertiwi Jember. This institution was chosen to conduct the research because it has run the academic subject dealing with the translation skill. Besides, there were some technical reasons concerning about the administrative requirement, energy, and fund.

3.3 Respondent Determination Method

Arikunto (1993b:102) states that the respondent is the person, who gives some responses or answers to the researcher's questions either orally or in the written form. Further, she states that the population research can be carried out if the number of subjects is less than 100 persons. On the other hand, if the number of the subjects is more than 100 persons, the sampling research can be conducted, and the samples taken can be 10%-15% or 20%-25% or more of the population.

Based on the idea, this was a population research because the number of the subjects was less than 100 students. It means that the respondents were all the students of Akademi Bahasa Asing Bhakti Pertiwi in the 2000/2001 academic year who took the translation subject that consisted of 13 persons.

3.4 Data Collection Methods

This research consisted of primary data and supporting data. The primary data were collected by using translation test, while the supporting data were collected by using interview and documentation.

3.4.1 Translation Test

This test was used to get the primary data. Test is a set of questions or exercises or other instruments used to measure a skill, knowledge, intelligence, ability or aptitude of a group or individuals (Arikunto, 1993a:123).

Test in this research was a translation test, which was given to the respondents in the form of the Indonesian text that must be translated into English. This test was intended to analyze and describe the grammatical errors that cover syntactical and morphological errors made by the students in translating the Indonesian text into the English text. The title of the Indonesian text was *Kesepakatan Baru OPEC*.

Dealing with test, Hughes (1996:9) divides tests into four types, namely proficiency tests, achievement tests, diagnostic tests, and placement tests.

1) Proficiency test

It is designed to measure people's ability in a language regardless of any training they may have had in that language. The content of this test is not based on the content or objectives of language courses.

2) Achievement test

It is directly related to language courses. The purpose of this test is to establish how successful students or the courses have been in achieving the objectives. There are two kinds of achievement test, namely final achievement test and progress achievement test.

3) Diagnostic test

It is used to identify students' strengths and weaknesses. This test is intended primarily to ascertain what further teaching is necessary.

4) Placement test

It is intended to provide information which will help to place students at the stage (or in the part) of the teaching program the most appropriate to their abilities.

The applied test in this research was an achievement test since it was related to the language courses, especially the translation skill. This test was designed to describe how successful students' translation skill related to the objectives of the

course and the materials having learnt based on the syllabus of the translation subject.

To measure the validity of the test, Hughes (1996:22) states that a test has content validity if its content constitutes a representative sample of the language skills, structures, etc. to be concerned. Moreover, Stamboel in Hutari (1997:19) states that content validity is primarily used to measure an achievement test. Meanwhile, the reliability of the test is based on Hughes' statement. Hughes (1996:28) states that a reliable test may not be valid at all, while a valid test is always reliable.

Based on the ideas above, this research used content validity since the test was the test of translation that was made based on the syllabus of the translation subject. It means that the test was valid. Based on the Hughes' statement, the valid test was reliable as well. Since the test used content validity, the test reliability was not necessary to be established.

3.4.2 Interview Method

Arikunto (1998:145) states that interview or oral questions is a dialogue, which is made by the interviewer to get the information from the interviewee. There are three kinds of interview that are commonly used in collecting data namely:

1. Guided interview

The interviewer should bring the list of questions to do the interview.

2. Unguided interview

The interviewer does not use a set of questions. The interviewer may ask everything as long as it is relevant to the data that will be obtained.

3. Free Guided Interview

It is the combination between the guided and unguided interview, in which the prepared questions can be developed to get the information need in details (Arikunto, 1998:145-146).

This research used free guided interview in which the interviewer made an interview guide in order that the data gained were controllable. Besides, the

process of interview was conducted in free situation in which the interviewee could answer the questions freely without any burden. The interview in this research was used to get the supporting data dealing with the teaching of translation that included the material of the translation subject and the common problems/errors in doing the translation. The interview was conducted with the lecturer who teaches translation.

3.4.3 Documentation Method

Documentation method, according to Arikunto (1998:149), is used to get the data from written things, such as books, magazines, documents, newspapers, regulations, diaries, charts, etc. In this research, documentation was used to get the supporting data about the names of the respondents, the subjects list, and the syllabus. These supporting data were taken from the documents of the institution.

3.5 Procedures of Error Analysis

Error analysis requires some procedures. They are collecting error data, identifying error data, classifying and explaining error data, and evaluating error data (Tarigan and Tarigan, 1988:70).

In this research, the procedures of analyzing the grammatical errors in translation were based on those as suggested by Tarigan and Tarigan which consisted of collecting error data, identifying error data, classifying and explaining error data, and evaluating error data.

3.5.1 Collecting Error Data

There are two kinds of linguistics data that can be elicited, namely oral and written data. This research dealt with the data taken from the written work in the form of translating a text from Indonesian into English. To collect the grammatical errors, the students were asked to translate a paragraph covering words of about 100-150 words. Their work, then, were collected and checked to find grammatical errors in their sentences.

3.5.2 Identifying Error Data

After the data had been collected by using translation test, the grammatical errors made by the students were identified.

3.5.3 Classifying Error Data

In this procedure, the identified grammatical errors made by the students in their translation work were classified into syntactical errors and morphological errors in the table. The tables are presented in chapter IV.

3.5.4 Evaluating Error Data

After the data of grammatical errors had been classified into syntactical and morphological errors, they were evaluated or analyzed by using the following percentage formula:

$$E = \frac{n}{N} \times 100\%$$

(Adapted from: Ali, 1993:186)

Explanations:

E = the percentage of grammatical errors made by the students in each component.

n = the number of grammatical errors made by the students in each component.

N = the total number of grammatical errors made by the students.

CHAPTER IV RESULTS AND DATA ANALYSIS

This chapter presents the results and data analysis of the research concerning with the supporting data, the respondents, data analysis, and discussion.

4.1 The Supporting Data

There are two kinds of methods used to get the supporting data of the research, namely interview and documentation.

4.1.1 The Result of Interview

The interview in this research had been conducted with the lecturer of the translation subject to get the information about the lecture of the translation subject. Dealing with the teaching of translation at Akademi Bahasa Asing Bhakti Pertiwi, the lecturer said that there were three stages in lecturing of the translation skill, namely Translation I, Translation II, and Translation III. Translation I and Translation II generally emphasize on the translation skill from English into Indonesian, while Translation III emphasized on the translation skill from Indonesian into English. In translating a text, firstly, the lecturer asked the students to analyze the meaning and the combination of the words carefully in order to catch the message of the text. Then, the next step was restructuring the message using the target language rules. The teaching technique applied by giving more exercises to translate texts related to the available themes in the syllabus. Then, the results of translating the texts were discussed together in the class. Furthermore, he said that there were three books used in the teaching learning process of the translation subject. They were *Translate to Communicate---A Guide for Translator*, *Buku Materi Pokok Translation Universitas Terbuka Modul 1-3*, and *Buku Materi Pokok Translation Universitas Terbuka Modul 4-6*.

4.1.2 The Results of Documentation

Documentation was used to gain the information about list of names of the respondents who take the translation subject, the subjects list, and the syllabus design of the translation subject. The list of the respondent names, the subjects list, and the syllabus of the translation subject and could be seen on appendix 4,5, and 6.

4.2 The Main Data

The main data analyzed in this research were the results of the translation test from 13 students who were asked to translate a text written in Indonesian into English. The topic of the text concerning with economics was chose based on the syllabus. The title of the text was “Persetujuan Baru OPEC”.

4.2.1 The Results of Collecting and Identifying Errors

The errors collected from the students' translation work were the grammatical errors which included morphological and syntactical errors. The results of collecting and identifying the grammatical errors made by the students are presented as follows:

1. Achmad Dony Marzuki (9813498)

1. OPEC's new agreement.
2. The member of Organization Petroleum Exporter Countries hold meeting last week.
3. The aim of the meeting for the stabilize the price of oil.
4. Last month the price of oil in the world is about US\$34 per barrel.
5. Whereas, last year the price of oil in the world is about US\$10 per barrel.
6. If the price of oil increase, the government will get more profit, because income of the countries increase too.
7. However, profit from this oil sales will be reach soon.

8. In the meeting of the members OPEC, there has _ new agreement namely to increase the quota of oil product as 1,45 million barrel a day or increase seven percent from _ previous quota.
 9. Therefore, began _ this 1 April, the oil product of OPEC to be 21,069 million barrel a day.
 10. How _ the impact with Indonesia?
 11. As one of the member of OPEC, Indonesia also get the right for increase the oil quota as 93.000 barrel a day.
 12. That number nearly hit the peak of _ capacity oil product Indonesia as about 1,3 million barrel a day.
 13. With this quota increase, Indonesia will __ increase of income in _ second semester this year, compare __ _ previous _.
2. Dwi Cahyo Wahyudi (9813500)
14. In the price of oil that _ unstable, the members of Organization of Petroleum Exporter Countries held the meeting last week.
 15. That meeting have _ purpose to stabilize the price of oil.
 16. The last month, _ price of oil in the world is US\$ 34 a barrel.
 17. Whereas, last year the price of oil in the world _ about US\$ 10 a barrel.
 18. If the price of oil go up, government will get more profit, because _ income of _ country will be increase.
 19. But, the profit of this oil sales will soon be reach.
 20. In that meeting of the member of OPEC, there have _ new agreement, namely to increase _ quota of oil production as 1,45 million barrel a day or increase 7% from the previous quota.
 21. Therefor, since the first of this April, _oil production of OPEC become 21.069 million barrel a day.
 22. How _ the effect for Indonesia?
 23. As one of the member of OPEC, Indonesia also has _ right to increase _ quota of oil as 93.000 barrel a day.

24. That number nearly hit the peak capacity of _ Indonesian oil production about 1.3 million barrel a day.
25. With this quota increase, Indonesia will get _ increase of income on the second semester this year, compared with _ previous _.

3. Endang Shanti (9813502)

26. _ OPEC's New Agreement.
27. In the unstable price of oil, the member of organization of petroleum exporter countries hold _ meeting a week ago.
28. The aim of the meeting is for stabilize _ price of oil.
29. The price of oil is US\$ 34 per barrel a month ago.
30. Whereas, last year _ price of oil in the world is about US\$ 10 per barrel.
31. If price of oil go up, the government will get more profit, because _ income of the country increasetoo.
32. However, _ profit from this oil's sales will be reach soon.
33. In the meeting of the members OPEC, there has _ new agreement, namely to increase the new quota of oil production as 1,45 million barrel_ a day or increase 7 percent from _ previous quota.
34. Therefore, began _ this first April, the oil product OPEC to be 21.069 million barrel a day.
35. How _ the impact with Indonesia?
36. As one of the members of OPEC, Indonesia also get the right for increase the oil's quota as 93.000 barrel a day.
37. The number nearly hit_ the peak of capacity of _ oil product Indonesia as about 1.3 million barrel a day.
38. With this quota increase, Indonesia will get _ increase of income in _ second semester this year, compare _ _ previous _.

4. Ervi Nur I (9813503)

39. OPEC's New Agreement
40. In the unstable price of oil, the members of organization petroleum exporter countries hold meeting last week.
41. The aim of the meeting is for stabilize the price of oil.
42. Last month, the price of oil in the world is US\$34 per barrel.
43. Whereas, last year the price of oil in the world is about US\$ 10 per barrel.
44. If the price of oil increase, the government will get the more profit, because income of the country increase too.
45. However, profit from this oil sales will be reach soon.
46. In the meeting of the members OPEC, there has new agreement, namely to increase the quota of oil product as 1,45 million barrel a day or increase 7% from previous quota.
47. Therefore, began this 1 April, the oil product OPEC to be 21.069 million barrel a day.
48. How the impact with Indonesia?
49. As one of the member of OPEC, Indonesia also get the right for increase the oil quota as 93.000 barrel a day.
50. That number nearly hit the peak of capacity of oil product Indonesia as about 1.3 million barrel a day.
51. With this quota increase, Indonesia will get increase of income in second semester this year, compare previous.

5. Eko Fajar F. (9813501)

52. New OPEC's Agreement
53. In the middle of the price of the oil that unstable, the members of OPEC held a meeting last week.
54. The meeting was for stabilize the price of the oil.
55. Last month, the price of the world's oil was US \$34 /barrel.
56. Whereas, last year the price of the world's oil was about US\$ 10/barrel.

57. If the price of the oil increase, the government will get more profit, because the income of the country will increase too.
58. But, the profit of the oil's sales will be get soon.
59. In the meeting of the OPEC's country, there is new agreement.
60. The agreement is to increase the quota of oil's production as 1.45 million barrel/day or increase 7% of the previous quota.
61. Therefore, begin 1st April of this year, the production of OPEC's oil became 21.069 million barrel per day.
62. How does the effect with Indonesia?
63. As one of the members of OPEC, Indonesia get the right to increase the oil's quota as 93,000 barrel/day.
64. That number nearly reach the top of capacity of the oil's production of Indonesia that about 1.3 million barrel/day.
65. By this quota's increase, Indonesia will get the increase of the income at the second semester this year, compare with before.
6. Ike Kartini (9813504)
66. New Agreement of OPEC
67. Its goal is to stabilize the petroleum price.
68. If the price of petroleum is high, the government will also get a lot of benefits, because the income of the country is also increase.
69. So that, starting from 1st April in this month, petroleum production of OPEC become 21,069 million barrel a day.
70. Then, how is the effect to Indonesia?
71. That nominal is almost reach the point of capacity of Indonesia petroleum production which around 1.3 million barrel a day.
72. With the increased of the quota, Indonesia will also gets better income in the second semester this year, comparing with the past.

7. Khusnul Khotimah (9813505)

73. New Agreement of OPEC

74. In the unstable of petroleum price, the members of organisation of petroleum exporter country (OPEC) hold a meeting last week.

75. Its goal is to stabilize the petroleum price.

76. Last month, international petroleum price is US\$ 34 per barrel.

77. If the price of petroleum is high, the government will get a lot of benefit, because the national income is also increase.

78. So that, starting from April 1st in this month, the petroleum production of OPEC become 21,069 million barrel a day.

79. Then, how about the effect to Indonesia?

80. The nominal above almost reach the point of capacity of Indonesian petroleum production which around 1.3 million barrel a day.

81. By this increase of quota, Indonesia will get better income in the second year this year, comparing with the last .

8. Shanti Yuli E. (9813508)

82. New Agreement of OPEC

83. In the unstable petroleum price, the members of organisation of petroleum exporter country (OPEC) held meeting last week.

84. Last month, international petroleum price is US\$ 34 per barrel.

85. In the OPEC's meeting, there was a new agreement, that is to create the quota of petroleum production to be 1.45 million barrel a day or 7% up from the quota before.

86. So that, starting 1st April of this year, the production of petroleum of OPEC becomes 21,069 million barrel a day.

87. Then, what is the effect to Indonesia?

88. Its nominal almost reaches the capacity point of Indonesia petroleum production around 1.3 million barrel a day.

89. By this increasing of its quota, Indonesia will get better income in this second semester, comparing with the past.

9. Dudung Drajat S. (9813499)90. OPEC's New Agreement91. During the unstable price of oil, the members of organisation of petroleum exporter country (OPEC) conducted meeting last week.92. This meeting is to stabilize the oil price.93. Last month, the world's oil price is US\$ 34 per barrel.94. In the meeting, the OPEC's members have already had new agreement, that was increasing the oil production quota become 1.45 million barrel per day or increasing 7 percent from previous quota.95. By this agreement, began in this 1st April, OPEC's oil production become 21,069 million barrel per day.96. How is the influence to Indonesia?97. As one of OPEC's member, Indonesia also gets the right to increase its oil quota as big as 93,000 barrel per day.98. By this quota increasing, Indonesia will get the income increasing in the second semester this year, comparing with pervious income.10. Sugeng Adi Purnomo (9813510)99. In the price of oil that is not unstable, the members of OPEC held a meeting last week.100. Last month, the price of world oil is US\$ 34 per barrel.101. If the price of oil increase, the government would get more income because the income of government increase too.102. In the meeting, the members of OPEC have made a new agreement, that is to increase the quota of oil production become 1.45 million barrel per day or there is an increase 7% from the previous quota.103. Thus, from 1 April, oil production of OPEC become 21.069 million barrel per day.104. How is its influence to Indonesia?105. As one of the OPEC country, Indonesia get the chance to increase the quota of oil become 93,000 barrel per day.

106. That point almost reach the capacity of _ point production of Indonesia that reach around 1.3 million barrel per day.
107. By this increase of quota, Indonesia will get an increase of income in the second semester this year, compared to the previous year.

11. Novan Wahyu H. (9813506)

108. _OPEC NEW AGREEMENT
109. In the unstable petroleum, the members of organisation of petroleum exporter countries (OPEC) hold _ meeting last week.
110. The aim of _ meeting is for stabilizing the petroleum price.
111. Last month, the world's petroleum price is US 34 per barrel.
112. If _ price increase, the government will get more profit, because _ income of the country will increase too.
113. In the meeting of _OPEC members hold last week, there is _ new agreement, namely to increase _ quota of _ petroleum production into 1.45 million barrel per day or increase 7% from the previous quota.
114. As one of _ members of OPEC, Indonesia also get _ right to increase its petroleum quota become 93,000 barrels per day.
115. That number nearly reach the capacity of _ Indonesian petroleum production, that is about 1.3 million barrels per day
116. By the increase of *this* quota, Indonesia will get the increase of income in the second semester this year, compared _ before.

12. Valentinus Riady (9813514)

117. _OPEC NEW AGREEMENT
118. The meeting was aimed to stabilize the price of oil.
119. Last month, the world oil price is around US\$ 10 per barrel.
120. Whereas, last year, that world oil price is US\$ 10 per barrel.
121. If the oil price is increase, the government will get more profit, because _ income country is also increase.

122. In the meeting of countries of OPEC member, there is a new agreement, that is to increase quota of oil production become 1.45 million barrel per day or increase seven percent from the previous quota.
123. Therefore, begins this 1 April, oil production of OPEC become 21.069 million barrel per day.
124. How its effect to Indonesia?
125. As one of the OPEC member, Indonesia also get right to increase the oil as 93,000 barrels per day.
126. That number almost reach the capacity point of oil production of Indonesia that is around 1.3 million barrels per day.
127. With this increase quota, Indonesia will get increase of income in the second semester this year, compared before.
13. Sri Mulyani (9813515)
128. NEW AGREEMENT OF OPEC
129. In the petroleum price that is unstable, members of organisation of petroleum exporter countries (OPEC) held meeting last week.
130. That meeting was aimed at stabilize petroleum price.
131. In the meeting of the OPEC members, there is a new deal, namely to increase the quota of petroleum production for 1.45 million barrels per day or increasing 7 percent from the last.
132. Therefore, began from 1st April, the OPEC petroleum production become 21.069 millions barrel per day.
133. How is the influence with Indonesia?
134. As one of the member of OPEC, Indonesia also have right to increase the oil quota as 93,000 barrels per day.
135. That number almost reach the capacity point of Indonesian oil production which is about 1.3 millions barrels per day.
136. With this quota increase, Indonesia will get the income increase in the second semester this year, comparing the last year.

4.2.2 The Results of Classifying Errors

After identifying the grammatical errors, the errors are classified into morphological and syntactical category including their types of errors. The classification is presented as follows:

Table 13. The Classification of the Morphological Errors.

Types of Errors (1)	No. (2)	List of Errors (3)	Freq. (4)
Misuse of the Possessive Case	1	<u>OPEC's</u> New Agreement (OPEC)	1
	26	<u>OPEC's</u> New Agreement (OPEC)	1
	36	increase the <u>oil's</u> quota (oil quota)	1
	39	<u>OPEC's</u> New Agreement (OPEC)	1
	52	New <u>OPEC's</u> Agreement (OPEC)	1
	59	<u>OPEC's</u> country (OPEC)	1
	61	<u>OPEC's</u> oil (OPEC)	1
	63	...to increase the <u>oil's</u> quota...(oil quota)	1
	64	...the <u>oil's</u> production of Indonesia... (oil production)	1
	65	By this <u>quota's</u> increase,...(quota increase)	1
	90	<u>OPEC's</u> New Agreement (OPEC)	1
	93	...,the <u>world's</u> oil price...(world oil)	1
	94	...,the <u>world's</u> oil price...(world oil)	1
	95	..., <u>OPEC's</u> oil production...(OPEC oil)	1
	111	..., the <u>world's</u> petroleum price...(world petroleum)	1
Omission of the Third Singular Markers	6	If the price of oil <u>increase</u> ,income of the countries <u>increase</u> too. (increases, increases)	2
	11	Indonesia also <u>get</u> the right...(gets)	1
	18	If the price of oil <u>go</u> up (goes)	1
	24	That number nearly <u>hit</u> the peak...(hits)	1
	31	If price of oil <u>go</u> up.....the country <u>increase</u> too. (increases)	2
	36	Indonesia also <u>get</u> the right (gets)	1
	44	If the price of oil <u>increase</u> ...income of the countries <u>increase</u> too. (increases, increases)	2
	50	That number nearly <u>hit</u> the peak... (hits)	1
	57	If the price of the oil <u>increase</u> ... (increases)	1
	63	Indonesia <u>get</u> the right...(gets)	1
	64	That number nearly <u>reach</u> the top...(reaches)	1
	71	That nominal is almost <u>reach</u> the point...(reaches)	1
	72	, Indonesia will also <u>gets</u> ...(get)	1
	80	The nominal above almost <u>reach</u> the point...(reaches)	1
	101	If the price of oil <u>increase</u> ,...(increases)	1

	101the income of government <u>increase</u> too. (increases)	1
	102the quota of oil production <u>become</u> 1.45 million...(becomes)	1
	103oil production of OPEC <u>become</u> 21.069 million...(becomes)	1
	114	Indonesia also <u>get</u> right...(gets)	1
	115	That number nearly <u>reach</u> the capacity....(reaches)	1
	121	If the oil price is <u>increase</u> , (increases)	1
	121	income country is also <u>increase</u> . (increases)	1
	122	oil production <u>become</u> 1.45 million (becomes)	1
	123	oil production of OPEC <u>become</u> 21.069 million (becomes)	1
	125	Indonesia also <u>get</u> right to increase (gets)	1
	126	That number almost <u>reach</u> the capacity (reaches)	1
	135	That number almost <u>reach</u> the capacity (reaches)	1
Misuse of Past Tense Marker	2Countries <u>hold</u> meeting last week. (held)	1
	27	Countries <u>hold</u> meeting a week ago. (held)	1
	40	...countries <u>hold</u> meeting last week. (held)	1
	74	...(OPEC) <u>hold</u> a meeting... (held)	1
	109	...(OPEC) <u>hold</u> meeting... (held)	1
	113	In the meeting of OPEC members <u>hold</u> last week,...(held)	1
Misuse and omission of the Plural Markers	6	...income of the <u>countries</u> ...(country)	1
	7	this oil <u>sales</u> (sale)	1
	8	1.45 million <u>barrel</u> . (barrels)	1
	9	21.069 million <u>barrel</u> (barrels)	1
	11	93,000 <u>barrel</u> (barrels)	1
	12	1.3 million <u>barrel</u> (barrels)	1
	19	of this oil <u>sales</u> (barrels)	1
	20	1.45 million <u>barrel</u> (barrels)	1
	21	21.069 million <u>barrel</u> (barrels)	1
	23	93,000 <u>barrel</u> (barrels)	1
	24	1.3 million <u>barrel</u> (barrels)	1
	32	this oil's <u>sales</u> (sale)	1
	33	1.45 million <u>barrel</u> (barrels)	1
	34	21.069 million <u>barrel</u> (barrels)	1
	36	93,000 <u>barrel</u> (barrels)	1
	37	1.3 million <u>barrel</u> (barrels)	1
	44	income of the <u>countries</u> (country)	1
	45	this oil <u>sales</u> (sale)	1
	46	1.45 million <u>barrel</u> (barrels)	1
	47	21.069 million <u>barrel</u> (barrels)	1
	49	93.000 <u>barrel</u> (barrels)	1
	50	1.3 million <u>barrel</u> (barrels)	1
	60	1.45 million <u>barrel</u> (barrels)	1

	61	21,069 million <u>barrel</u> (barrels)	1
	63	93,000 <u>barrel</u> (barrels)	1
	64	1.3 million <u>barrel</u> (barrels)	1
	69	21,069 million <u>barrel</u> (barrels)	1
	71	1.3 million <u>barrel</u> (barrels)	1
	78	21,069 million <u>barrel</u> (barrels)	1
	80	1.3 million <u>barrel</u> (barrels)	1
	85	1.45 million <u>barrel</u> (barrels)	1
	86	21,069 million <u>barrel</u> (barrels)	1
	88	1.3 million <u>barrel</u> (barrels)	1
	94	1.45 million <u>barrel</u> (barrels)	1
	95	21,069 million <u>barrel</u> (barrels)	1
	97	93,000 <u>barrel</u> (barrels)	1
	102	1.45 million <u>barrel</u> (barrels)	1
	103	21.069 million <u>barrel</u> (barrels)	1
	105	93,000 <u>barrel</u> (barrels)	1
	106	1.3 million <u>barrel</u> (barrels)	1
	113	1.45 million <u>barrel</u> (barrels)	1
	122	1.45 million <u>barrel</u> (barrels)	1
	123	21.069 million <u>barrel</u> (barrels)	1
	132	21.069 <u>millions barrel</u> (million, barrels)	2
Incorrect	7	will be <u>reach</u> soon. (reached)	1
Past	13	<u>compare</u> previous. (compared)	1
Participle	19	will soon be <u>reach</u> . (reached)	1
	32	will be <u>reach</u> soon. (reached)	1
	38	<u>compare</u> previous. (compared)	1
	45	will be <u>reach</u> soon (reached)	1
	51	<u>compare</u> previous. (compared)	1
	58	will be <u>get</u> soon. (got)	1
	65	<u>compare</u> with before. (compared)	1
	72	, <u>comparing</u> with the past. (compared)	1
	81	<u>comparing</u> with the last. (compared)	1
	89	<u>comparing</u> with the past. (compared)	1
	98	<u>comparing</u> with pervious income. (compared)	1
	136	<u>comparing</u> the last year. (compared)	1
Incorrect	72	With the <u>increased</u> of the quota (increase)	1
Noun Form	81	By this <u>increased</u> of quota (increase)	1
	89	By this <u>increasing</u> of its quota (increase)	1
	94	<u>Increasing</u> 7 percent (increase)	1
	98	By this quota <u>increasing</u> , Indonesia will get the income <u>increasing</u> in the second semester this year, (increase, increase)	2
	131	<u>increasing</u> 7 percent (increase)	1
TOTAL			117

Table 14. The Classification of the Syntactical Errors.

Category	No.	List of Errors	Freq.
Misuse and Omission of the Articles (<i>the, a, an</i>)	1	_ OPEC's New Agreement (The)	1
	2	...countries hold _ meeting last week. (a)	1
	3	... for <u>the</u> stabilize the price of oil. (-)	1
	6	...because _ income of the countries...(the)	1
	7	However, _ profit from this oil sales...(the)	1
	8	...there has _ new agreement...(a)	1
	11	...Indonesia also get <u>the</u> right...(a)	1
	12	That number nearly hit the peak of _ capacity...(the)	1
	13	..Indonesia will _ increase of income...(the)	1
	13	..increase of income in _ second semester...(the)	1
	13	...compare _ previous.(the)	1
	14	...held <u>the</u> meeting last week.(a)	1
	16	<u>The</u> last month, _ price of oil...(-, the)	2
	18	...because _ income of _ country...(the, the)	2
	20	In <u>that</u> meeting of the member of...(the)	1
	20	...,there have _ new agreement,...(a)	1
	20	...namely to increase _ quota of oil...(the)	1
	21	..., _ oil production of OPEC become...(the)	1
	23	...also has right to increase _ quota of oil...(the)	1
	25	..., Indonesia will get _ increase of income...(the)	1
	25	..., compared with _ previous.(the)	1
	26	_ OPEC's New Agreement (The)	1
	27	...hold _ meeting a week ago.(a)	1
	28	for stabilize _ price of oil (the)	1
	30	last year _ price of oil (the)	1
	31	If _ price of oil go up,...(the)	1
	31	..., because _ income of the country...(the)	1
	32	However, _ profit from this oil's...(the)	1
	33	..., there has _ new agreement...(a)	1
	33	...7 percent from _ previous quota. (the)	1
	36	..., Indonesia also get <u>the</u> right...(a)	1
	37	... the peak of _ capacity of oil ...(the)	1
	38	..., Indonesia will get _ increase of income in _ second semester...(the, the)	2
	38	...,compare _ previous. (the)	1
	39	_ OPEC's New Agreement (The)	1
	40	...countries hold _ meeting...(a)	1
	44	..., the government will get <u>the</u> more profit, because _ income of the country....(-, the)	2
	45	However, _ profit from this oil sales...(the)	1
	46	..., there has _ new agreement,..(a)	1
	46	...7% from _ previous quota. (the)	1
	49	..., Indonesia also get <u>the</u> right for...(a)	1
	51	..., Indonesia will get increase of income in	3

		_second semester this year, compare _previous. (the, the, the)	
	52	New OPEC's Agreement (The)	1
	54	...stabilize the price of <u>the</u> oil. (-)	1
	57	If the price of <u>the</u> oil increase...(-)	1
	59	..., there's _new agreement. (a)	1
	61	...the production of _ OPEC's oil...(the)	1
	63	..., Indonesia get <u>the</u> right to increase...(a)	1
	65	..., Indonesia will get the increase of <u>the</u> income...(-)	1
	66	New Agreement of OPEC (The)	1
	69	..._ petroleum production of OPEC...(the)	1
	73	New Agreement of OPEC (The)	1
	82	New Agreement of OPEC (The)	1
	83	...held _meeting last week. (a)	1
	90	_OPEC's New Agreement (The)	1
	94	...from _previous quota. (the)	1
	97	...,Indonesia also gets <u>the</u> right...(a)	1
	98	...with _previous income. (the)	1
	100	...,the price of _world oil...(the)	1
	102	...there is <u>an</u> increase 7%...(-)	1
	103	..., from 1 April, _oil production...(the)	1
	105	...Indonesia get <u>the</u> chance...(a)	1
	107	...,Indonesia will get <u>an</u> increase...(the)	1
	108	_OPEC NEW AGREEMENT (the)	1
	109	...hold _meeting last week.(a)	1
	112	If _price increase, the government will get more profit, because _income of....(the, the)	2
	113	...,there is _new agreement, namely to increase _quota of _petroleum production....(a, the, the)	3
	114	..., Indonesia also get _right to...(a)	1
	117	_OPEC NEW AGREEMENT. (the)	1
	122	, that is to increase _quota of _oil production (the, the)	2
	123	_oil production of OPEC become... (the)	1
	125	Indonesia also get _right...(a)	1
	127	Indonesia will get _increase of income.. (the)	1
	128	_NEW AGREEMENT OF OPEC. (the)	1
	129	_members of organisation of petroleum ...(the)	1
	129	(OPEC) held _meeting last week. (a)	1
	130	stabilize _petroleum price. (the)	1
	134	Indonesia also have _right to increase...(a)	1
	136	comparing <u>the</u> last year.(-)	1
Omission and Misuse of the Predicates	3	The aim of the meeting _ for the... (was)	1
	4	Last month, the price of oil in the world <u>is</u> about...(was)	1
	5	Last year, the price of oil in the world <u>is</u>	1

		about...(was)	
	8	...there <u>has</u> new agreement (has been)	1
	10	How <u>the</u> impact with...(is)	1
	14	In the price of oil that <u>unstable</u> ...(was)	1
	16	The last month, price of oil <u>is</u> ...(was)	1
	18	...because income of country will <u>be</u> increase.(-)	1
	22	How <u>the</u> effect for Indonesia? (is)	1
	28	The aim of the <u>is</u> for...(was)	1
	29	The price of oil <u>is</u> US \$34...(was)	1
	30	Last year, price of oil in the world <u>is</u> about....(was)	1
	35	How <u>the</u> impact with Indonesia?(is)	1
	41	The aim of the meeting <u>is</u> for...(was)	1
	42	Last month, the price of oil <u>is</u> US\$...(was)	1
	43	Last year, the price of oil in the world <u>is</u> about...(was)	1
	48	How <u>the</u> impact with Indonesia? (is)	1
	61	...the OPEC's oil <u>became</u> ...(becomes)	1
	62	How <u>does</u> the effect with Indonesia?(is)	1
	68	...the income of the country <u>is</u> also increase.(-)	1
	71	That nominal <u>is</u> almost reach...(-)	1
	71	...which <u>around</u> 1.3 million...was)	1
	77	...because the national income <u>is</u> also increase.(-)	1
	79	Then, how <u>about</u> the effect...(is)	1
	80	...Indonesia petroleum production which <u>around</u> 1.3 million...(was)	1
	99	In the price of oil that <u>is</u> not stable...(was)	1
	100	Last month, the price of world oil <u>is</u> US \$....(was)	1
	101	If the price of oil increase, the government <u>would</u> get....(will)	1
	102	...the members of OPEC <u>have</u> made...(has)	1
	110	The aim of meeting <u>is</u> for...(was)	1
	111	Last month, the world's petroleum price <u>is</u>(was)	1
	113	..., there <u>is</u> new agreement,...(has been)	1
	118	The meeting <u>was</u> aimed (-)	1
	119	Last month, the world oil price <u>is</u> around (was)	1
	120	last year, that world oil price <u>is</u> US\$ (was)	1
	121	If the oil price <u>is</u> increase....(-)	1
	121	...income country <u>is</u> also increase. (-)	1
	122	...,there <u>is</u> a new agreement...(has been)	1
	124	How <u>its</u> effect to Indonesia (is)	1
	130	That meeting <u>was</u> aimed at (-)	1
	131	there <u>is</u> a new deal (has been)	1
	134	Indonesia also <u>have</u> right to increase (has)	1
Misplace of	8	meeting of the <u>members</u> OPEC, (OPEC meeting)	1
Word	8	or <u>increase seven percent</u> (seven percent increase)	1
Orders	12	<u>capacity oil product Indonesia</u> (Indonesian oil)	1

	20	product capacity)	1
	33	<u>increase 7%</u> (7% increase)	1
	33	the <u>members OPEC</u> (OPEC member)	1
	33	<u>increase 7 percent</u> (7 percent increase)	1
	34	the <u>oil product OPEC</u> (OPEC oil product)	1
	37	<u>oil product Indonesia</u> (Indonesian oil product)	1
	46	In the meeting of the <u>members OPEC</u> ...(OPEC members)	1
	46	<u>increase 7% from</u> (7% increase)	1
	47	the <u>oil product OPEC</u> (OPEC oil product)	1
	52	<u>New OPEC's Agreement</u> (OPEC New Agreement)	1
	60	<u>increase 7%</u> (7% increase)	1
	94	<u>increasing 7 percent</u> (7 percent increase)	1
	102	<u>increase 7%</u> (7% increase)	1
	121	because <u>income country</u> is also increase.(country income)	1
	122	<u>increase seven percent</u> (seven percent increase)	1
	127	<u>With this increase quota</u> (quota increase)	1
Omission and Incorrect of Preposition	9	Therefore, began <u>_</u> this...(from)	1
	10	the impact <u>with</u> Indonesia (on)	1
	11	the right <u>for</u> increase (to)	1
	13	<u>With</u> this quota increase (By)	1
	13	compare <u>_</u> previous. (to)	1
	22	the effect <u>for</u> (on)	1
	25	<u>With</u> this quota increase (By)	1
	34	Therefore, began <u>_</u> this first (from)	1
	35	the impact <u>with</u> (on)	1
	36	right <u>for</u> increase (to)	1
	38	<u>With</u> this quota increase (By)	1
	38	compare <u>_</u> previous. (to)	1
	47	Therefore, began <u>_</u> this 1 April (from)	1
	48	the impact <u>with</u> (on)	1
	49	the right <u>for</u> increase (to)	1
	50	<u>With</u> this quota increase (By)	1
	51	compare <u>_</u> previous. (to)	1
	61	Therefore, begin <u>_</u> 1 st April (from)	1
	62	How does the effect <u>with</u> Indonesia? (on)	1
	65	..of the income <u>at</u> the second semester...(in)	1
	70	how is the effect <u>to</u> Indonesia? (on)	1
	72	<u>With</u> the increase (By)	1
	79	how about the effect <u>to</u> Indonesia? (on)	1
	86	starting <u>_</u> 1 st April (from)	1
	87	Then, what is the effect <u>to</u> Indonesia? (on)	1
	95	began <u>in</u> this 1 st April (from)	1
	96	How is the influence <u>to</u> Indonesia? (on)	1
	104	How is its influence <u>to</u> Indonesia? (on)	1

	116	..., compared <u>before</u> . (to)	1
	118	aimed <u>to</u> stabilize (at)	1
	113	How is the influence <u>with</u> Indonesia? (on)	1
Omission of Noun	13	compare previous <u>.</u> (ones)	1
	25	compared with previous <u>.</u> (ones)	1
	38	compare previous <u>.</u> (ones)	1
	51	compare previous <u>.</u> (ones)	1
	81	comparing <u>with</u> the last <u>.</u> (ones)	1
Incorrect Gerund	3	...for <u>the stabilize</u> the price of oil. (stabilizing)	1
	9	Therefore, <u>began</u> this 1 April...(beginning)	1
	28	for <u>stabilize</u> price of oil (stabilizing)	1
	34	Therefore, <u>began</u> this first April (beginning)	1
	41	for <u>stabilize</u> the price of oil. (stabilizing)	1
	47	Therefore, <u>began</u> this 1 April, (beginning)	1
	54	for <u>stabilize</u> the price of the oil. (stabilizing)	1
	61	Therefore, <u>begin</u> 1 st April (beginning)	1
	95	By this agreement, <u>began</u> in this.. (beginning)	1
	123	Therefore, <u>begins</u> this 1 April, (beginning)	1
	132	Therefore, <u>began</u> from 1 st April (beginning)	1
Misuse of the Demonstrative Pronouns (<i>this, that</i>)	9	<u>this</u> 1 April (the)	1
	20	In <u>that</u> meeting of the member (the)	1
	21	the first of <u>this</u> April, (the)	1
	34	<u>this</u> first April (the)	1
	47	<u>this</u> 1 April (the)	1
	89	<u>this</u> second semester (the)	1
	95	<u>this</u> 1 st April (the)	1
	123	<u>this</u> 1 April (the)	1
TOTAL			204

4.2.3 Evaluating Errors

After classifying the errors in each category, the total of errors in each category is counted. The calculation is showed in the following table.

Table 15. The Total Grammatical Errors of Each Category.

No.	Category	Frequency
1	Morphology	117
2	Syntax	204
TOTAL		321

4.3 Data Analysis

The percentage of the grammatical errors is calculated by using formula:

$$E = \frac{n}{N} \times 100 \%$$

Explanations:

E = the percentage of grammatical errors made by the students in each category.

n = the number of grammatical errors frequency in each category made by the students.

N = the total number of the grammatical errors frequency made by the students.

Table 16. The Frequency and Percentages of the Grammatical Errors.

No.	Category	Frequency	Percentages (%)
I	MORPHOLOGICAL ERRORS		
	1. Misuse of the possessive case	15	4.67 %
	2. Omission of the third singular marker	30	9.35 %
	3. Misuse of the past tense marker	6	1.87 %
	4. Misuse and omission of the plural markers	45	14.02 %
	5. Incorrect past participle	14	4.36 %
	6. Incorrect noun form	7	2.18 %
II	SYNTACTICAL ERRORS		
	1. Misuse and omission of the articles (<i>the, a, an</i>)	89	27.73 %
	2. Omission and misuse of the predicate	42	13.08 %
	3. Misplace of word order	18	5.61 %
	4. Omission and incorrect of prepositions	31	9.66 %
	5. Omission of noun	5	1.56 %
	6. Incorrect gerund	11	3.43 %
	7. Misuse of the demonstrative pronouns	8	2.49 %
	TOTAL	321	100 %

Table 17. Recapitulation of the Frequency and Percentages of the Grammatical Errors.

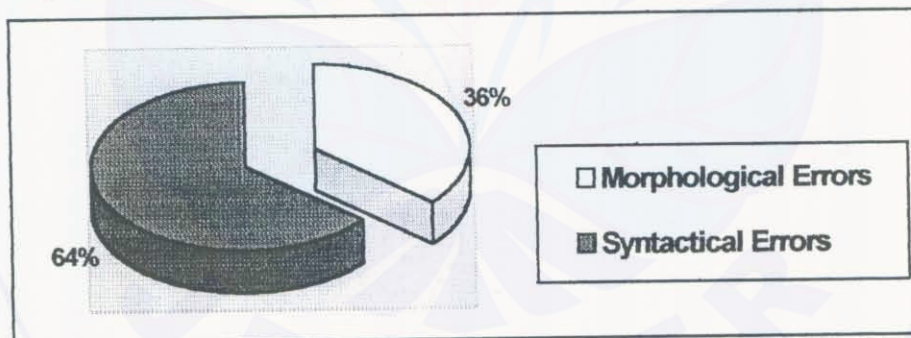
No.	Category	Frequency	Percentages
I	MORPHOLOGY	117	36.45 %
II	SYNTAX	204	63.55 %
	TOTAL	321	100 %

4.4 Discussion

In general, the statistical analysis reveals that there are 321 grammatical errors in the students' translation work. The highest grammatical errors belong to the syntactical errors that reach 204 errors or 63.55 %. While, in the morphological case, there are 117 morphological errors or 36.45 %.

In the morphological case, the misuse and omission of plural markers has the highest percentage (14.02%). The second is the omission of the third singular marker (9.35%). The misused possessive case is 4.67%, then followed by the incorrect past participle (4.36%), incorrect noun form (2.18%), and misuse of the past tense marker (1.87%). Meanwhile, in the syntactical case, the highest percentage belongs to misuse and omission of the articles (27.73%). The omission and misuse of the predicate is in the second (13.08%). Then, it is followed by omission and incorrect of prepositions (9.66%), misplace of word orders (5.61%), the incorrect gerunds (3.43%), misuse of the demonstrative pronouns (2.49%), and omission of nouns (1.56%).

Figure1. The Percentage of the Grammatical Errors of Each Category.



There are some possible sources of the grammatical errors. Generally, the percentage of syntactical errors is higher than the percentage of the morphological errors. This condition was probably because the language rules in English sentences have more complex construction and do not come easily to Indonesian students. In the syntactical cases, the highest percentage belonged to the misuse and omission of the articles (27.73%). It means that the distribution of the articles (*a, an, the*) creates more problems for the students, and this condition could

probably be related to the fact that there is no similarity between the articles in English and Indonesian. The second is the omission and misuse of the simple predicate that reaches 13.08 %.

Meanwhile, in the morphological cases, misuse and omission of the plural markers, and omission of the third singular markers took place in the higher positions. This condition is probably caused by the fact that there is no plural markers and third singular markers in Indonesian language. In English, the plural markers are indicated by *-s* or *-es*, while the Indonesian plural marker is indicated by the repetition of the word. This also happens on the third singular markers in English since the verbs of present form need to attach *-s* for the third person singular subject. Meanwhile, Indonesian language has no different verb forms related to the subject or the time of the moment of speaking.

Based on the results of the data analysis above, in each component either in morphology or syntax, there has been certain characteristics that the number of errors are not the same. The number could become a useful illustration about the grammatical errors in the students' translation work. Therefore, the lecturer can consider which part of the language components should be concerned in the teaching of translation.

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the problems of the research and the results of the data analysis, it could be concluded as follows:

- 1) The types and the percentages of the morphological errors are:
 - a. Misuse of the possessive case (4.67%)
 - b. Omission of the third singular marker (9.35%)
 - c. Misuse of the past tense marker (1.87%)
 - d. Misuse and omission of the plural markers (14.02%)
 - e. Incorrect past participles (4.36%)
 - f. Incorrect noun forms (2.18%)
- 2) The types and the percentages of the syntactical errors are:
 - a. Misuse and omission of the articles (27.73%)
 - b. Omission and misuse of the predicates (13.08%)
 - c. Misplace of word orders (5.61%)
 - d. Omission and incorrect of prepositions (9.66%)
 - e. Omission of nouns (1.56%)
 - f. Incorrect gerunds (3.43%)
 - g. Misuse of the demonstrative pronouns (2.49%)

Based on the data above, the highest percentage of the grammatical errors is misuse and omission of the articles (27.73%); while the lowest one is omission of noun (1.56%).

5.2 Suggestions

The occurrence of errors might be the indicator of the process of learning a language since errors are inevitable part in the students' learning process. However, errors should be criticized on how to solve them. Therefore, based on the result of the research, the translation lecturer is suggested to develop the

remedial program of translation in order to improve the students translation skill. The statistical data might become the effective reference in giving any essential remedial exercises, especially to the language components in which errors mostly occur, such as the use of the articles, plural markers, verb forms, and prepositions. Moreover, the lecturer should emphasize on the material of teaching which is mostly difficult for the students, so that the teaching learning process could run effectively and efficiently.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
<p>Grammatical Error Analysis of Text Translation from Indonesian into English by the Students of ABA Bhakti Pertiwi in the 2000/2001 Academic Year.</p>	<p>1) What types and percentages of morphological errors do the students of ABA Bhakti Pertiwi in the 2000/2001 academic year make in translating a text from Indonesian into English?</p> <p>2) What types and percentages of syntactical errors do the students of ABA Bhakti Pertiwi in the 2000/2001 academic year make in translating a text from Indonesian into English?</p>	<p>Grammatical Errors of Text Translation from Indonesian into English</p>	<p>1. <u>Morphological errors:</u></p> <ul style="list-style-type: none"> - Misuse of the possessive case - Omission of the third singular marker - Misuse of the past tense marker - Misuse and omission of the plural markers - Incorrect past participle - Incorrect noun form <p>2. <u>Syntactical Errors:</u></p> <ul style="list-style-type: none"> - Misuse and Omission of the Articles - Omission and Misuse of the Predicates - Misplace of Word Orders - Omission and Incorrect of Prepositions - Omission of Nouns - Incorrect Gerunds - Misuse of Demonstrative Pronouns 	<p>1. Respondents: the students of ABA Bhakti Pertiwi in the 2000/2001 Academic Year.</p> <p>2. Informant: - the lecturer</p>	<p>1. Research Design: descriptive quantitative research.</p> <p>2. Area Determination Method: purposive method</p> <p>3. Respondents Determination Method: population</p> <p>4. Data Collection Method:</p> <ul style="list-style-type: none"> • <u>Primary Data:</u> <ul style="list-style-type: none"> - Test (translation test) • <u>Supporting Data:</u> <ul style="list-style-type: none"> - Interview - Documentation <p>5. Data Analysis: Statistical Analysis Using the Percentage Formula:</p> $E = \frac{n}{N} \times 100\%$ <p><u>Note:</u> E = the percentage of grammatical errors in each component. n = the number of grammatical errors in each component N = the total number of grammatical errors. (Adapted from: Ali, 1993: 186)</p>

TRANSLATION TEST
(90 MINUTES)

Translate this text into English!

KESEPAKATAN BARU OPEC

Di tengah harga minyak yang tak menentu, para anggota organisasi negara pengekspor minyak (OPEC) mengadakan pertemuan pekan lalu. Pertemuan tersebut bertujuan untuk menstabilkan harga minyak. Bulan lalu, harga minyak dunia adalah US\$ 34 per barel. Padahal, tahun lalu harga minyak dunia itu berada di sekitar US\$ 10 per barel. Bila harga minyak naik, pemerintah akan mendapatkan lebih banyak keuntungan, sebab pendapatan negara juga bertambah.

Namun, keuntungan dari penjualan minyak ini akan segera diperoleh. Dalam pertemuan negara-negara anggota OPEC tersebut, telah ada kesepakatan baru, yaitu menaikkan kuota produksi minyak menjadi 1,45 juta barel per hari atau kenaikan tujuh persen dari kuota semula. Dengan begitu, mulai 1 April ini, produksi minyak OPEC menjadi 21,069 juta barel per hari.

Bagaimana pengaruhnya dengan Indonesia? Sebagai salah satu negara anggota OPEC, Indonesia juga mendapat hak untuk menaikkan kuota minyaknya sebesar 93.000 barel per hari. Angka itu hampir mencapai titik kapasitas produksi minyak Indonesia yang besarnya sekitar 1,3 juta barel per hari. Dengan kenaikan kuota ini, Indonesia akan mendapat kenaikan penerimaan penghasilan pada semester kedua tahun ini, dibandingkan sebelumnya.

(Adapted from: *Gamma*, April 5th-11th, 2000)

ANSWER KEY

THE OPEC NEW AGREEMENT

In the unstable petroleum price, the members of organization of petroleum exporter countries (OPEC) held a meeting last week. The meeting aimed at stabilizing the petroleum price. Last month, the world petroleum price was US\$ 34 per barrel. Whereas, last year, the price was around US\$ 10 per barrels. If the price increases, the government will get more profit, because the income of the country will also increase.

However, the profit from the petroleum sale will soon be gained. In the meeting of the OPEC members, there has been a new agreement, that is, to increase the quota of the petroleum production into 1.45 million barrels per day or 7% increase from the previous quota. Thus, beginning from April 1st, the petroleum production of OPEC will be 21.069 million barrels per day.

How is the impact/effect on Indonesia? As one of the members of OPEC, Indonesia also gets a right to increase the quota into 93,000 barrels per day. The number almost reaches the capacity of the Indonesian petroleum production, that is, around 1,3 million barrels per day. By the increase of the quota, Indonesia will get the increase of income in the second semester this year, compared to the previous ones.

Appendix 3

The Guide of Interview

NO	INTERVIEW QUESTIONS	DATA RESOURCES
1	How many stages are the translation subject arranged?	The lecturer
2	Would you please explain me about the teaching of translation at ABA Bhakti Pertiwi	
3	Could you explain me about the techniques do you usually apply in teaching translation	
4	How many references do you use in teaching translation skill? What are they?	

The Guide of Documentation

NO	THE DATA TAKEN	DATA RESOURCES
1	The names of the respondents	Document
2	The subjects list of ABA Bhakti Pertiwi Jember	Document
3	The syllabus of Translation Subject	Document

Appendix 4

Names of the Respondents

No.	Name	Sex	Students' Number
1	Achmad Dony Marzuki	M	9813498
2	Dwi Cahyo Wahyudi	M	9813500
3	Eko Fajar Firiandi Aris	M	9813501
4	Endang Shanti Hastini	F	9813502
5	Ervi Nur Islamiyah	F	9813503
6	Ike Kartini	F	9813504
7	Khusnul Khotimah	F	9813505
8	Santi Yuli Erawati	F	9813508
9	Valentinus Riady	M	9813514
10	Dudung Drajad S.	M	9813499
11	Sugeng Adi Purnomo	M	9813510
12	Sri Mulyani	F	9813515
13	Novan Wahyu H.	M	9813506

Appendix 5

The Subjects List at ABA Bhakti Pertiwi

Semester I	Semester II	Semester III
ISD	Pancasila	Kewiraan
Bahasa Indonesia	Agama Islam	Reading III
Structure I	MKI	Speaking III
Reading I	IAD	Writing III
Speaking I	Structure II	Listening III
Writing I	Reading II	Vocabulary III
Listening I	Speaking II	Translation I
Vocabulary I	Writing II	Bahasa Mandarin I
SKI	Listening II	CCU
AMT	Vocabulary II	Structure III

Semester IV	Semester V	Semester VI
Structure IV	Speaking V	Guiding and Travelling
Bahasa Mandarin II	Business English II	Accounting II
Reading IV	Front Office	Bahasa Jepang II
Writing IV	Accounting I	Computer II
Listening IV	TOEFL I	Food and Beverage Service
Speaking IV	Paper Writing	Speaking VI
Translation II	Translation III	Peng. Ling. Umum
Business English	Bahasa Jepang I	Peng. Kesus. Inggris
Method of Teaching	Computer I	TOEFL II
English for Hotels	Housekeeping	Office Management
Advertising		Tugas Akhir



SILABUS MATA KULIAH TRANSLATION
Akademi Bahasa Asing Bhakti Pertiwi Jember

1. Tujuan : Untuk memberikan ketrampilan menterjemahkan dari bahasa Inggris ke dalam bahasa Indonesia atau sebaliknya dengan baik dan benar.
2. Tema Materi : sejarah, politik, ekonomi, keagamaan, ilmu pengetahuan dan teknologi.
3. Bentuk Teks Sumber : cerita narasi, artikel ilmiah, surat-menyurat, buku teks.
4. Kepustakaan :
 - 4.1 Massoud, Mary M.F., 1988, Translate to Communicate---A Guide for Translator, David C. Cook Foundation, Elgin, Illinois, USA.
 - 4.2 Karnadidjaja, Udaya, Hobir Abdullah, dan Odo Fadloeli, 1986, Buku Materi Pokok Translation Universitas Terbuka Modul 1-3, Karunika, Jakarta.
 - 4.3 Karnadidjaja, Udaya, Hobir Abdullah, dan Odo Fadloeli, 1986, Buku Materi Pokok Translation Universitas Terbuka Modul 4-6, Karunika, Jakarta.

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : MUHAMMAD NURHADI K.
 NIM/Angkatan : 9302107019/1993
 Jurusan/Program Studi : Pend. Bahasa dan Seni / Pend. Bahasa Inggris
 Judul Skripsi : A GRAMMATICAL ERROR ANALYSIS OF TEXT TRANSLATION FROM INDONESIAN INTO ENGLISH BY STUDENTS OF AKADEMI BAHASA ASING BHAKTI PERTIWI JEMBER IN THE 2000/2001 ACADEMIC YEAR.
 Pembimbing I : DRA. WIWIEK EKO BINDARTI, M.PD.
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin / 5 Juni 2000	Chapter I, II, III + metrix	
2.	Selasa / 13 Juni 2000	Revisi Chapter I, II, III	
3.	Senin / 19 Jan 2001	Chapter IV	
4.	Senin / 22 Jan 2001	Chapter V	
5.	Rabu / 24 Jan 2001	Revisi chapter IV	
6.	Dimkt / 26 Jan 2001	Revisi Chapter V	
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

ATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi



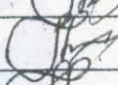
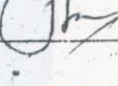
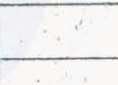
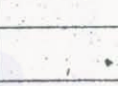


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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : MUHAMMAD NURHADI K.
 NIM/Angkatan : 9302107019/ 1993
 Jurusan/Program Studi : Pend. Bahasa dan Seni/Pend. Bahasa Inggris
 Judul Skripsi : A GRAMMATICAL ERROR ANALYSIS OF TEXT TRANSLATION
 FROM INDONESIAN INTO ENGLISH BY STUDENTS OF
 AKADEMI BAHASA ASING BHAKTI PERTIWI JEMBER
 IN THE 2000/2001 ACADEMIC YEAR.
 Pembimbing I :
 Pembimbing II : DRA. SITI SUNDARI, M.A.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin / 7 Feb 2000	Title & Matrix	
2.	Selasa / 22 Feb 2000	chapter I	
3.	Senin / 6 Mar 2000	chapter II & III	
4.	Rabu / 5 Apr 2000	Revisi chapter I	
5.	Senin / 15 Mei 2000	Revisi chapter II & III	
6.	Jumat / 19 Jan 2001	chapter IV & V	
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

- PERATURAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
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AKADEMI BAHASA ASING BHAKTI PERTIWI

Jl. Imam Bonjol 129, Telp. (0331) 337108 Jember
Status : Terdaftar SK. Mendikbud. Nomor : 0562/0/1986

SURAT KETERANGAN

Nomor: 263/ABA.BP/F/I/2001

Direktur Akademi Bahasa Asing Bhakti Pertiwi Jember menerangkan dengan sebenarnya bahwa mahasiswa tersebut di bawah ini:

Nama : Muhammad Nurhadi K.

NIM : 9302107019

Jurusan/Program : Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris
Universitas Jember

telah melaksanakan penelitian dengan judul skripsi: "A GRAMMATICAL ERROR ANALYSIS OF TEXT TRANSLATION FROM INDONESIAN INTO ENGLISH BY STUDENTS OF AKADEMI BAHASA ASING BHAKTI PERTIWI JEMBER IN THE 2000/2001 ACADEMIC YEAR" pada tanggal 6 sampai dengan 9 Nopember 2000.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Jember, 8 Januari 2001

Direktur,


DR. Sutarto, M.A.

NIP. 130 516 473

- New Agreement of OPEC

In the unstable of petroleum price, the members of organization of petroleum exporter country (OPEC) held meeting last week. The goal is to stabilize the petroleum price. Last month, international petroleum price is US\$ 94 per barrel. If the price of petroleum is up, the government will achieve much benefits, because the country income also increases.

But, the benefit of the petroleum selling will be reached soon.

In the Opec's meeting, there was a new agreement, that is to create the quota of petroleum production to be 1.45 million barrel a day or 7% up from the quota before. So that, starting 1st april of this year, the production of petroleum of OPEC becomes 21,069 million barrel a day.

Then, what is the effect to Indonesia? As one of the member of OPEC, Indonesia also has a right to create the quota of its petroleum becomes 93.000 barrel a day. Its nominal almost reaches the ~~point~~ capacity point of Indonesia Petroleum production around 1,3 million barrel a day. By this increasing of its quota, Indonesia will get better income in this second semester, comparing with the past.

interview 13th barrel interview

new agreement of OPEC	S	missing article
held meeting	S	- " -
The goal is	S	s+v agreement
price is	S	- " -
that is to create		- " -
barrels	m	plural markers
the quota before	S	
starting 1st	S	main preposition
barrels	m	plural markers
the effect to	S	misused preposition
barrel		plural markers
this increasing of its quota	S	demonstrative
comparing with the past	m	

Date _____

New Agreement of OPEC

In the unstable of petroleum price, the members of organisation of petroleum exporter country (OPEC) hold a meeting last week. Its goal is to stabilize the petroleum price. Last month, international petroleum price is US \$ 34 per barrel. Even, last year it was around US \$ 10 per barrel. If the price of petroleum is high, the government will get a lot of benefit, because the national income is also increased.

But, the benefit of the petroleum selling will be reached soon. In the meeting above, there ~~was~~ ^{has been} a new agreement, that is to increase the quota of petroleum production becomes 1.45 million barrel a day or 7% up from the early quota. So that, starting from April 1st in this month, the petroleum production of OPEC become 21,669 million barrel a day.

Then, how about the effect to Indonesia? As one of the member of OPEC, Indonesia also has a right to increase the quota of the petroleum becomes 95.000 barrels a day. ~~The~~ The vital above, almost reach the point of capacity of Indonesia petroleum production which ~~about~~ around 1.3 million barrel a day. By this increase of quota, Indonesia will get better income in the second year this year, comparing with the last.

become	become	become	barrels	Indonesia?	barrels
New agreement of OPEC			Syntax		article
(OPEC) hold a meeting			Morpho		tense marker
Its goal is			S		S+V agreement
price is			S		S+V agreement
income is			S		overused
barrel			m		plural marker
barrel			m		- " -
how about					missing verb
reaches			m		tense markers
which around			.		missing verb
this increased of quota			m		
Comparing with the last					

New Agreement of OPEC

In the unstable of petroleum price, the members of organization of petroleum exporter country (OPEC) held a meeting last week. Its ~~meeting~~ goal is to stabilize the petroleum price. Last month, international petroleum price is US\$ 34 per barrel. Even, last year it was around US\$ 10 per barrel. If the price of petroleum is high, the government will also get a lot of benefits, because the income of the country is also increased.

But, the benefit of the petroleum selling will be reached soon. In that meeting, there ~~was~~ ^{has been} a new agreement, that is to increase the quota of petroleum production becomes 1,45 million barrels a day or 7% up from the early quota. So that, starting from 1st April in this month, petroleum production of OPEC become 21,069 million barrel a day.

Then, how is the effect to Indonesia? As one of the member of OPEC, Indonesia also has a right to increase the quota of its petroleum becomes 93.000 barrels a day. That nominal is almost reach the point capacity of Indonesia petroleum production which around 6.3 million barrel a day. With the increase of the quota, Indonesia will also gets better income in the second semester this year, comparing with the past.

become	barrel	Indonesia	better
new agreement of OPEC	S		article
Its goal is to stabilize	S		s+v agreement
the country is also increase	S		overused subject predicate
petroleum production	S		article
from 1st	S		article
the effect to	S		preposition
that nominal is almost reach	S		overused subject predicate
	M		tense marker
which word	S		using predicate
barrel	M		plural marker
the increase of the quota	M		
will also gets	S		
	M		tense marker
Comparing with the past			