THE GRAMMATICAL ANALYSIS ON THE INDONESIAN-ENGLISH

TRANSLATION OF PUPUT MUGIATI'S THREE

SELECTED FABLE BOOKS

THESIS

Written by:

IMRAATUS SHALIHAH

NIM 100110101046

ENGLISH DEPARTMENT

FACULTY OF LETTERS

JEMBER UNIVERSITY

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A Thesis Presented to the English Department,
Faculty of Letters, Jember University,
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the Award of Sarjana Sastra Degree
in English Studies

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IMRAATUS SHALIHAH

NIM 100110101046

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DEDICATION

With sincerity and love, I proudly dedicate this thesis to:

- ❖ Abd. Rochim Hamid, my beloved father, who has inspired me to become a formidable personal and patient person. I do thank you for your endless loves, prayers and supports;

- ❖ Fachimah Thohir, my dearest mother, who has taught me real experiences of life as a woman. I do thank you for your endless love and prayer;

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- ❖ My big family for supporting me all the way;

- ❖ All of my friends that I cannot mention one by one who have given their support and advice during the process of writing this thesis;

- ❖ My Alma Mater

MOTTO

"The world is not dangerous because of those who do harm, but because of those who look at it without doing anything."

(Albert Einstein)

DECLARATION

I hereby state that the thesis entittled *The Grammatical Annalysis on The Indonesian-English Translation of Puput Mugiati's Three Selected Fable Books* is an original piece of writing. I certify that the analysis and the research described in this thesis have not already been submitted for any other degree or any publications. I certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, November 2015

The writer,

Imraatus Shalihah

NIM 100110101046

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APPROVAL SHEET

Approved and received by the examination committee of the English Department, Faculty of Letters, Jember University.

Day: Tuesday

Date: November, 10th 2015

Place: Faculty of Letters, Jember University.

Jember, 10 November 2015

Secretary   Chairman

Indah Wahyuningsih S.S., M.A.   Dr. Sukarno, M. Litt.
NIP. 196801142000122001   NIP. 196211081989021001

The Members:

1. Riskia Setiarini, S.S., M. Hum   (…………………………)
   NIP. 197910132005012002

2. Dewianti Khazanah, S.S., M. Hum   (…………………………)
   NIP. 198511032008122002

Approved by the Dean,

Dr. Hairus Salikin, M.Ed
NIP. 196310151989021001

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SUMMARY

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A bilingual fable book becomes one of the ways to encourage children in learning English. However, problem can come from the English version of the fable book. This case is interesting to be discussed because the problem can influence the reader's understanding when he read the story. The problems are found in the three selected fable books written by Puput Mugiati which are about the grammatical mistakes which need a crucial discussion.

The goal of this study is to investigate the types of grammatical mistakes appear in the books, and give them a correction on how the text should be. The investigation is based on the theory of common grammatical mistakes proposed by Djatmika *et al* (2014) and the correction is based on the theory of grammar proposed by Sukarno (2015), Mas'ud (2005), Fauzan (2003), Murphy (1994), and Azar (1993).

This study applies a qualitative. The data are taken from the three selected bilingual fable books written by Puput Mugiati which are published by Cahaya Agency. The data are collected by documentary study, because they are from three fable books. They have totally 66 sentences which consist of: book (1) *Pesan Burung Kenari* which has 27 sentences, book (2) *Ratu Lebah yang Jahat* which has 22 sentences, then book (3) *Nasehat Eyang Katak yang Biaksana* which has 17 sentences. Next, the data are processed by selecting ungrammatical sentences of the books, which are found 47 ungrammatical sentences. It means that there are 47 sentences which are analyzed in this research. The analysis in this research uses descriptive method.

The finding of this research proves that there are seven types of grammatical mistakes in the data. They are word choice, incomplete elements, tenses, subjective pronoun, word order, possessive adjective, and plurality. These data are claimed as incorrect or mistakes because they have inappropriate grammatical rule, such as the inappropriateness in ordering the structures of sentences, the inappropriateness in selecting words, and the inappropriateness in completing the forms of sentences. Those inapproriateness have been corrected to be more appropriate ones by giving the model for improvement.

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CHAPTER 1. INTRODUCTION

Recently, people who have ability in speaking more than one language (bilingual) are verbally more skillful than people who only speak one language (monolingual) (Dullay *et al*, 1982). It is especially for people who have ability in English, because English is one of the global languages that people need to understand, so, many Indonesian people are trying to comprehend English or encourage their children to study English since they are childhood.

1.1 The Background of the Study

There are many ways to encourage children in learning English, one of them is reading bilingual story books. Many bilingual books have good translations, but some of them do not. Many people think that translation is similar to replace words in source language (SL) text with words in target language (TL) text. They merely change the words in SL text into the words in TL text only by looking at the words in dictionaries. As a result, the translation has ungrammatical structure, even it can mislead the readers to a different message, because the meaning of TL text is different from that of SL text.

In fact, according to Larson (1998:3) translation is "transferring meaning from source language into target language. This is done by going from the form of the first language to the form of the second language by way of semantic structure". It means that translation is not replacing the word but transferring the meaning from SL into TL, while the form must equal in the TL. Thus, if the translators understand the definition and the way how to translate, they can produce a good and understandable translation text.

A translation text can be evaluated as a good one if it can transmit the idea or message of the SL text to the TL as equal as possible. The form, moreover, must be as natural as possible in the TL text. In order to get natural form of the TL text, the translator should follow the good linguistic rules of the TL, namely arranging good lexical choices and grammatical constructions, because the quality of the grammatical structure and the word choice of a text can influence the

meaning of it. Thus the target readers of translation would read the text as if it were not a translation text.

On the contrary, the incorrect or bad translation text is if it can not transmit the idea or the message of SL text to the TL text. In translating a text, it is possible that there is a translation which the TL structure is terrible, so that it is not understandable. On the other hand, there is also a translation which has good structure in the TL, but the message in TL is far from the message of the original text. It can make the reader feels confused or misunderstood about the message of TL. It means that the goal of translation fails, as it is found in some fable books written by Puput Mugiati. Those fable books have many grammatical mistakes in the English translation text (TL text). Therefore those books are choosen to be discussed in this research.

There are three selected fable books discussed and corrected in this research. The discussion tries to find the grammatical mistakes of the text then they are corrected how the text should be. It is found in the books that there are many incorrect grammatical structures moreover the word choices that make the readers difficult to receive messages from the books. This study is very important to retranslate the translation text of those books into better grammatical translation in order to make the TL readers understand the message of the story.

1.2 The Problem to Discuss

Some common grammatical mistakes found in the bilingual fable books become a problem of this research. The mistakes are about word choice, incomplete elements, verb form, the use of subjective pronoun, etc., which can cause misunderstanding when the readers read the translation text.

1.3 Research Questions

This thesis aims to study translation result. It is taken from the three selected fable books written by Puput Mugiati which are selected randomly. The questions to discuss in this thesis are:

1. What kinds of ungrammatical elements can be found in the translation text of the three selected fable books?
2. Why are they incorrect and what correct translation can be suggested?

1.4 The Scope of the Study

This thesis focuses on translation product, which means analyzing the translated text. In translation study, people can analyze a text from linguistic or cultural aspects, but this study focuses on the linguistic aspect, especially on the grammatical aspect which analyzes ungrammatical English translation text in the form of sentences.

The translation analysis can be done by analyzing the text from magazines, newspapers, books, etc., and books are chosen as the object of this research. A book has many characteristics, it can be fiction or non-fiction. A fiction describes imaginary or unreal people or things and events, such as a story book, legend, fable, etc. Later, non-fiction describes about people or thing in the real event, such as science books, journals, articles, etc. The discussion of this thesis is interested in fiction, specifically in fable book which becomes one of the interesting objects in developing children's reading quality.

There are many fable books written in Indonesian-English or usually called bilingual fable books. This research, notably, discusses some fable books written by Puput Mugiati, because many ungrammatical sentences are found in the books, and they are published by Cahaya Agency. Those fable books have many kinds of stories, yet only three books are selected randomly to be discussed in this research. Those books are entitled *Ratu Lebah yang Jahat, Nasehat Eyang Katak yang Bijaksana,* and *Pesan Burung Kenari.*

1.5 The Goals of the Study

There are two goals intended to be achieved in doing this research. They are to find the answers of the questions above, namely:

1. To give clear description about the types of ungrammatical elements in the English translation text of the three selected fable books.

2. To find the reasons why they are claimed as ungrammatical sentences, and to provide the correction from the ungrammatical ones.

1.6 The Significances of the Study

Based on the goals of study above, hopefully this thesis has many advantages, not only to the writer but also to the others as follows:

1. This study is proposed to enlarge knowledge and create capability of the learners about the theory of translation and grammatical analysis.

2. This study is also intended to give a comprehensive understanding to the learners or to the authors of every bilingual book about how to create a good and appropriate translation text.

3. This is also expected to be a valuable reference for the next researchers who will conduct research relating to the similar topic.

1.7 The Organization of the Thesis

This thesis is structured into five chapters. Chapter one is introduction that consists of the background of the study, the problems to discuss, the research questions, the scope of the study, the goals of the study, the significances of the study, and the organization of the thesis. The next chapter is literature review consisting of the review of the previous researches, the review of related theories, and the theories used in this research. Then, chapter three is research methodology which consists of the type of the research, the data collection, the data proccessing, and the data analysis. The following chapter is the result and discussion of the research, and the last chapter, which becomes the clossing of this thesis, is conclusion.

CHAPTER 2. THEORETICAL REVIEW

Before analyzing the data and to reach the objective of the study, some previous researches of the same field are used as references in this thesis. The theory about translation and grammar are also discussed in this chapter.

2.1 The Review of the Previous Researches

Translation study and analysis are often viewed in terms of notions such as translation errors, translation procedures, translation shift, etc. Some of the examples are: Zulfah (2011) who studied translation in relation to error analysis, focused on two theories, in which she tried to relate between the theory of error analysis and the theory of translation. In practice, she used the theory of error analysis to analyze the errors of English translation of a bilingual book '*the Origin of Reog Ponorogo*' and made the correction based on the theory of translation. The result of her research indicated that there were 270 errors found in the book which were devided into four types of error. The dominant types of error in the text were omission error with 120 errors and misformation error with 106 errors. Keshavarz and Zonoozi (2011) studied translation in relation to critical discourse analysis (CDA). They focused on probing into the manipulation of ideologies in translations of political texts, specifically on the three English political books in Persia. In their research, they adopted a CDA approach based on Fairclough (1989) and Van Dijk (2004) at micro level, and Farahzad (2007) at macro level. The result showed that, in micro feature, all the lexical and grammatical deviations used by the Persian translators were in the employment of Iranian interests. While in macro feature the result showed that the translators manifested negative attitudes towards the authors of the original texts by pinpointing their mistakes and false information about Iranian affairs. In addition to these, there are also renewed interests in the study of translation. Some examples include: Machali (2012) studied translation in relation to pragmatics. She wanted to reveal how the Gricean Maxims could be used as tools of analysis. In her research, she focused to see whether the maxims could be used in considering meaning

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equivalence involving politeness in texts. The result showed that the maxims could not be used as a tool in the texts involving politeness, and also it was not quite suitable as parameters for translator teaching and training, but could be used as a tool for analysing translations. Then, Ramadhan (2013), who studied translation procedures, focused on translation procedures by Vinay and Dalbernet in Venuti (2000:84). He analyzed or checked the translation result of the Biology book used by Grade VII of SMPN 3 Jember. The finding of his research was there were only six of seven procedures were applied. The transposition and borrowing were mostly applied. He also found the incorrectness in the analyzed data, but the translation was still classified as a "good" translation.

Meanwhile, this research has similarity with the previous researches above, that is analyzing translation product. Besides, this research also has differences from those researches. The differences are (i) the focus on the analysis, (ii) the object of this research, (iii) the problems to discuss, (iv) the results of the research. This research focuses on analyzing and correcting the mistakes of English translation texts of bilingual fable books written by Puput Mugiati. It aims to: analyze the grammatical mistakes of the sentences, find the reason why they are claimed as incorrect/ mistakes, and also restructure the sentences to be the correct ones.

2.2 The Review of the Related Theories

2.2.1 Some Definitions of Translation

Translation is a process of transferring message of an SL text into a TL text. In accordance with the definition of translation, many different experts define translation in many ways depending on how they view language and translation. The experts are Larson, Nida and Taber, Catford, and Newmark.

First, Larson states that "translation consists of transferring the meaning of the source language into the receptor language" (1998: 3). In the process of translation, the form of the source text is adjusted by the form of the target text.

Next, according to Nida & Taber (1982:12) translation is the reproduction in a receptor language message in terms of meaning and in terms of style. Then,

they emphasize that translating must aim primarily at 'reproducing the messages'. In reproducing the message, the grammatical and lexical adjustment must be made by the translators.

Further, Catford (1965:20) states that translation is "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)".

Finally, in line with the definitions of translation, Newmark gives the definition of translation as "rendering the meaning of a text into another language in the way that the author intended the text" (1988:5).

According to the explanation above, it can be concluded that translation is the process of transferring message of a text from the source language (SL) into the target language (TL) by using grammatical and lexical adjustment in the TL.

2.2.2 The Types of Translation

There are two types of translation according to Nida and Taber. They are *a formal correspondence* translation and *a dynamic equivalent* translation (1982: 173). A formal correspondence translation is the translation in which the form of word (syntax and classes of word) is preserved, but the meaning is ignored. It stresses the result of the formal restriction. While the translation in which the form is restructured (different structures and lexicons) to preserve the same meaning, is called a dynamic equivalent translation. It emphasizes the equal meaning rather than the similar form of the two languages.

2.2.3 The Process of Translation

According to Nida and Taber (1982: 33-34) there are two different systems in the process of translation. The first is direct process. This process consists of one rule to translate a text. Suryawinata and Hariyanto usually call it as linier process of translation (2003:17). That process is diagrammed as follows:

$$\text{SL text} \longrightarrow \text{X} \longrightarrow \text{TL text}$$

(Nida and Taber, 1982: 33)

From the diagram above, it is clear that in that system the translator directly rewrite the text from SL into TL. The letter X, in the middle of the diagram, stands for any structure which may be used in the tranlation text.

Another system is the system of translation which consists of more complex process. This system comprises three stages, those are; analyzing, transferring, and restructuring. The system is diagrammed in the following figure:
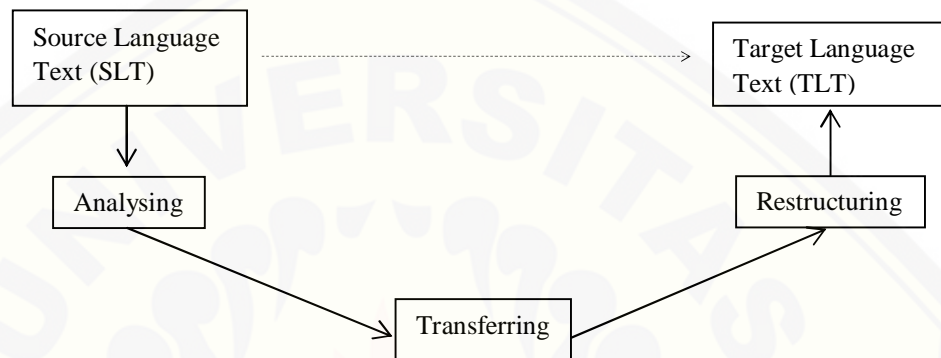
(Nida and Taber, 1982: 33)

Analyzing the source language text is the first step to do. Nida and Taber (1982: 34) explain that in analyzing process, the source language text is analyzed in a term of the grammatical relationship, and determining the meaningful relationship between the words and combinations of words. In this stage, the translator tries to understand the message of SL text.

After analyzing the text, then, the result of analysis is transfered into target language text by finding the equal meaning of the text. In this process, some adjustments (semantic and structural) must be made by the translator. In this stage, the writer has not arranged the words or sentences yet.

Afterwards, the last step of the translation process is restructuring. The process of restructuring focuses on grammatical and semantic adjustment. This step is done after analysing and transfering the text. It may involve the reduction, addition, or inversion. However, to produce the good restructuring text, the translation result must be appropriate with the TL rule. The grammatical, structural, and lexical aspects of the translation result must be natural in the target language (TL). In this last stage, the writer tries to rewrite or restructure the

message of SL text into TL text by using the equivalent words, structures, and idiom in the TL in order to make the final message fully acceptable in the target language.

In addition, Suryawinata (in Suryawinata, Z. and Hariyanto, S. 2003:19) completes those three process of translation by adding an evaluation and revision process. In this process the result of translation text is checked with the original text (SL text). If there is incorrectness in it, the revision process is needed in order to make a perfect result of translation.

2.2.4 English Sentence Structures

In a sentence, a subject and a finite verb are two elements which must appear. As Sukarno states that an English sentence at least consists of a subject and a verb (2015:1). The elements in a sentence may come from more than one word and have a meaning, they are usually called a phrase. A phrase can be a noun phrase; they got **some books**, an adjective phrase; this exam is **extremely difficult**, and an adverbial phrase; you should be different in the **saturday night** (Mas'ud, 2005:171). In addition to those three phrases, there is also a verb phrase; she **comes back** again.

A sentence is equal to a clause, because a clause also consists of a subject and a finite verb. In other words, according to Phillips (2001; cited in Sukarno, 2015, p.27) a clause is a group of words containing a subject and a finite verb.

It is a must for a sentence to have at least one subject and one finite verb. When a sentence has additional subject and verb (more than one clause), it must need a connector. Therefore, the classification of sentence depends on the number of clauses in a sentence. That classification is distinguished according to a sentence which has one clause (a subject and a finite verb) and a sentence which has more than one clause. A sentence which has only one clause is called a simple sentence, while, a sentence which has more than one clause is classified based on the equality relationship among the clauses in the sentence, whether they are equal or unequal. A sentence which has two or more equal clauses is called a compound sentence. Then, when it has two or more unequal clauses, it is called a complex

sentence. Sometimes there is a sentence which has two or more equal and unequal clauses, it is called a compound-complex sentence.

There are two kinds of clauses, the first is main clause, which is also called independent clause, and the second is sub ordinate clause (sub clause) which is usually called dependent clause. A main clause is a group of words consisting of a subject and a finite verb which can stand alone as a simple sentence (Sukarno, 2015:35). In contrast, a sub clause or dependent clause is a clause which can not stand alone in a sentence, it is also embedded into another clause (an independent clause). Those kinds of clauses influence the types of sentences. It will have different name when a sentence only consists of a main clause or consists of a main clause and sub clause, and also when a sentence consists of more than one main and sub clauses. Thus, the kinds of sentences are clarified below:

a. Simple Sentence

"A sentence which consists of one clause (one subject and one finite verb) is classified as a simple sentence", (Sukarno, 2015:28). While according to Mas'ud (2005:13) simple sentence is a sentence that consists of only one verb or one main clause, and indicates one idea. Even the sentence is very long but it has one finite verb, it is called a simple sentence. For example:

a) They *pick* their grand mother *up*.
b) She always *sits* in the middle of her beautiful flowerbed behind her house every Saturday night.
c) He *wants* to study hard now.

Each sentence above has only one finite verb. The italicized words are the finite verbs. In sentence (a), the word *pick-up* is the finite verb. Sentence (b) is long, but it has only one finite verb, *sits*. In sentence (c), there are two verbs, but it only has one finite verb (wants), and the other (to study) is non-finite verb.

b. Compound sentence

As stated before that compound sentence is a sentence which has more than one equal clause. Mas'ud (2005:14) clarifies that compound sentence is a sentence that consists of two or more main clauses, and indicates two or more ideas, and the two clauses are connected by conjunctions. The conjctions, in this case, are usually called coordinators, because the clauses in a sentence are equal to another. They functions to relate one main clause and another in the sentence. The coordinators are *for, and, nor, but, or, yet,* and *so* (Oshima and Hogue in Sukarno, 2015:31). It is necessary to put a comma before the conjction in a compound sentence (Wekker and Haegemen in Sukarno, 2015:31). For example:

a) You must work harder than before, *for* you must finish your thesis soon, *or* you will be left.

b) Roxy square opens at 9 a.m everyday, *and* many customers love to go shopping on Saturday night.

c) He wasn't there on Monday, *nor* on Tuesday,

d) Aida is very happy for her grand father's arrival, *but* her sister is very sad.

e) Someone are waiting for me, *so* I am hurry in typing these data.

Those sentences consist of more than one equal clause. One clause is coordinated with another, and they are connected by conjctions or coordinators. For example in sentence (a) the first clause *You must work harder than before* is coordinated with the second clause *you must finish your thesis soon* with the coordinator 'for' because the second clause gives a reason for the first one. Another coordinator in sentence (a) is '*or*', it coordinates the second clause with the third clause *you will be left*. It has function to give a choice of two possibilities (second and third clauses). Sentence (b) has two clauses which are coordinated by the coordinator '*and*' as the tool of showing the additional idea related to the first clause. Sentences (c) and (d) also has two clauses which '*nor*' and '*but*' are as the coordinators of each. '*Nor*', in (c) functions as the negative choice in both clauses. While '*but*' in (d) explains that the clause after it (the second clause) contrast with

the first clause. The following sentence, (e), the coordinator '*so*' functions to show that the second clause is the result of the first clause.

In addition to those conjuctions, Mas'ud adds the coordinators include; *because, before, after, as soon as, unless, therefore, even though, if, so that, until, while,* and *whether* (2005:14).

c. Complex sentence

A complex sentence also consists of more than one clause. The difference between a compound sentence and a complex sentence is in the relationship between the clauses in a sentence, whether it is equal or unequal. In a compound sentence, one clause is coordinated with another (equal), while in a complex sentence; one clause is embedded in another clause or a phrase (unequal) (Wekker and Haegeman in Sukarno, 2015:35). It means that, all of the clauses in compound sentence are main clauses, there is no sub clause, while in complex sentence, the clauses consist of a main clause and a sub clause. To combine the clauses, in complex sentence, it needs a connector. The connector is called subordinator. Mas'ud names the subordinator by a relative pronoun. He states that complex sentence is a sentence that consists of one main clause and one or more sub clauses, and the two clauses are connected by relative pronoun (who, whom, that, whose, which, when, where) (2005: 14). For example:

a) Matahari square, *where people can buy somethimg cheaply*, opens at 9 a.m everyday.
b) My brother, *who has given you a chocolate*, will come here.

Each sentence above has a main clause and a sub clause. The main clauses are underlined, while the subordinated clauses are italicized. It is proven that the main clause can stand alone in a sentence, while a sub clause can not. In sentence (a) the main clause *Matahari square opens at 9 a.m everyday* can be a sentence. The sub clause *where people can buy something cheaply* has incomplete meaning, it can not be called as a sentence.

d. Compound-complex sentence

In this sentence, it may consist of more than one main clause and more than one sub clause. So, it needs two kinds of connectors in a sentence, coordinator and subordinator. According to Mas'ud (2005:15) compound-complex sentence is a combination between compound and complex sentence. It consists of more than one dependent and independent clauses. For example:

Matahari square, *where people can buy something cheaply, so that many of them love to go shopping on Saturday night,* opens at 9 a.m. everyday and closes at 9 p.m.

In the sentence above, there are two main clauses which are underlined, Matahari square opens at 9 a.m everyday and closes at 9 p.m., and two sub clauses which are italicized, *where people can buy somethimg cheaply, so that many of them love to go shopping on Saturday night*. Those sub clauses are embeded to the main clause, and give an extra information of the main clause in that sentence.

2.2.5 The Types of Common Grammatical Mistakes in English Text

According to Djatmika *et al* (2014:355) there are several types of grammatical mistakes that usually appear in an English text. They are shown in the following table:

Table 2.1: The types of common grammatical mistakes

No	Types of mistakes	Incorrect sentences	Suggestions
1.	Preposition	*on the afternoon.*	*In the afternoon.*
2.	Parallel construction	*A good translation must be accurate, **acceptability**, and **readability**.*	*A good translation must be accurate, **acceptable, and readable.***
3.	Tenses	*That boy **finish** it perfectly last month.*	*That boy **finished** it perfectly last month.*
4.	Articles	*I have read **a** article.*	*I have read **an** article.*

5.	Double verbs (finite verbs)	*She wants to **buys** those vegetables.*	*She wants to **buy** those vegetables.*
6.	Word order	*I want to know **who is that man**.*	*I want to know **who that man is**.*
7.	Verb form	*The teacher **teached** you extremely well.*	*The teacher **taught** you extremely well.*
8.	Conjunction	*Naura is going to school **and** Jack is sleeping at home.*	*Naura is going to school **but** Jack is sleeping at home.*
9.	Subject-verb agreement	*She **go** to school.*	*She **goes** to school.*
10.	Passive voice	*The papers are **bring** by them.*	*The papers are **brought** by them.*
11.	Incomplete elements	*You **going** to the party when she came.*	*You **were going** to the party when she came.*
12.	Plurality	*There are many **childs** in that building.*	*There are many **children** in that building.*
13.	Adverb	*He always runs **fastly**.*	*He always runs **fast**.*
14.	The usage of other	*Are you **boring**?*	*Are you **bored**?*

Table 2.1 shows some common grammatical mistakes in English sentences, examples, and suggestions how the incorrect words (bold-type) should be. The clarification of the table are shown below:

1. **Preposition.**

A preposition is a word (words) used to indicate the existence or the position of something, it usually comes before a noun (pronoun) (Mas'ud, 2005:98). Preposition ***at, on,*** and ***in*** may show a time, but they are different. Murphy (1994:126) states that the preposition ***at*** functions for showing the time of day: *at 5 o'clock*, ***on*** functions for showing the days and dates: *on Friday*, *on 12 March*, while ***in*** functions for showing a part of a day, periods, months, years, season: *in the morning, in October, in 1991, in winter*, etc. Based on the definition, preposition has function to

show a place, position, time, or method, but sometimes some prepositions are used in wrong function, as it is shown in table 2.1 number one. The use of preposion *on* is not used for showing the part of a day, it should be *in*.

2. **Parallel Construction.**

Parallel construction or usually called parallel structure means using the same form of words to show that two or more ideas have the same important level. The incorrect sentence about parallel construction in the table 2.1 above uses different pattern of words in one sentence, *accurate*: adjective, *acceptability*: noun, and *readability*: noun. Those words should be formed as the same pattern: *accurate, acceptable*, and *readable*: adjective. The construction of parallel may be noun and noun: *Dinda and Dandi are smart students*, verb and verb: *they take, read, and put the books in the library*, adjective and adjective: *He is tall, white, and handsome*, etc. Then, the conjunctions which are usually used in this structure are: *and*, *but,or*, and *nor* (Azar, 1993:287).

3. **Tenses.**

The use of verbs in a sentence is influenced by a time signal. It is common for underestimating the time signal in a sentence, so, it can make mistake in using the form of verb. In simple present and present future tense, a verb must be bare infinitive (V1), and in past tense the verb should be past form (V2), while in perfect tense, the verb should be past participle (V3). The incorrect sentence of tenses in the table 2.1 uses the word *finish* as a verb, whereas there is a signal of time which indicates the past tense, *last month*, it should be formed as past tense, *finished*.

4. **Articles.**

An article is used before a noun, there are two types of article according to the kinds of noun, whether definite or indefinite. The indefinite nouns use *a/an*, this article is usually called indefinite article, while the definite nouns use *the* and it is called definite article. Besides, the article *a* is used before a noun with consonant sound and the article *an* is used before a noun with vowel sound (Fauzan, 2003:85). The incorrect

sentence of article in the table 2.1 above uses *a* before a noun with vowel sound, it should have been *an*.

5. **Double verbs (finite verbs).**

It is forbidden in a sentence, if there are more than one finite verb without a connector. Verbs may be in a sentence but the first verb must be a finite verb and the other one must be a non-finite verb. The incorrect sentence about double verbs in the table 2.1 above has two finite verbs, *wants* and *buys*, the second verb must be changed as a non-finite verb by omitting the suffix *–s* of the verb to be the infinitive one, *buy*.

6. **Word order.**

As Sukarno states that the English sentence structure is subjects followed by finite verbs (2015:70). In the form of statement, subjects come first before finite verbs then they are followed by objects or adverbs, it is different from when the sentences are in the form of questions or interrogatives in which the finite verbs in the sentences precede the subjects, rather than they follow their subjects (Sukarno, 2015: 70). The incorrect sentence about word order in the table 2.1 shows that the sentence is a complex sentence in the form of statement which uses *who* as a sub ordinator. The verb in the second clause of the sentence precede the subject (*that man*): *who **is** that man*, it should have been after the subject: *who that man **is***.

7. **Verb form.**

The form of a verb in a sentence can be altered if the subject or the tense is changed, such the addition of *–ing* for continuous, or *–ed* for past/participle. In past form, generally a verb is added by *–ed* for regular verb, but it is not prevailed for irregular verb. The incorrect sentence about verb form in the table 2.1 above uses the irreguler verb *teached* for past form from the infinitive *teach*, it should have been *taught*.

8. **Conjunction.**

There are two kinds of conjunctions, they are coordinate conjunctions and subordinate conjunctions (see page 12-13). According to the functions, conjunctions are classified into three groups, they are: 1) the conjunctions which are used for connecting two related clauses, such as *and*, *not only – but also*, *as well as*, etc., 2) the conjunctions which are used for connecting two contrary clauses, such as *but*, *yet*, etc., and 3) the conjunctions which are used for connecting the causal clauses, such as the word *because*, (Fauzan, 2003: 96-97). In the table 2.1 above, the use of conjunction *and* of sentence (8) is incorrect, because it connects the contrary clauses, it should have been *but* or *while*.

9. **Subject-verb agreement.**

Subject-verb agreement means that the form of subject and verb in a sentence should be grammatically appropriate, it means that if the subject is singular, the verb must be singular, and if the subject is plural, the verb must be plural. Sukarno (2015:85) states that the marker for singular subject is contrast to the marker of singular verb, and the marker of plural subject is contrast to the marker of plural verb. The verb with the suffix '-s' indicates that it is a singular verb, while the subject with the suffix '-s' shows that the subject is plural. The incorrect sentence about subject-verb agreement in the table 2.1 above uses a verb *go* (plural) for the subject *she* (singular), it is obligated to add an *s/es* of the verb for indicating the singular verb in simple present, and the verb should be *goes*.

10. **Passive voice.**

In the form of passive voice, *auxiliary* is one of the elements which have to be, and the verb after the auxiliary must be past participle. The incorrect sentence about passive voice in the table 2.1 above uses V-ing *bringing* to complete its form, it should be altered as *brought*.

11. Incomplete elements.

   A group of words can be called a sentence if it consists of at least one subject and one finite verb. The incorrect sentence about incomplete element in the table 2.1 above is a continuous form which needs an auxiliary before its verb (Ving), the auxiliary *were* is the best choice for improvement. The incompleteness of a sentence may be about the form of conjunctions; *because you* should be *because of you*, the apostrophe '*s* in possessive case; *Linda book* should be *Linda's book*, articles; *bird* should be *the bird*, or other forms which are necessary to complete a sentence.

12. Plurality.

   It is common for adding –*s* in nouns which are more than one, but there are some nouns which have their own forms (irregular forms), such as the word *mice* for *mouse*, or *feet* for *foot*. The incorrect sentence about plurality in the table 2.1 above uses the word *childs* for plural form, it should be *children*.

13. Adverb.

   Most of the form of adverbs have suffix –*ly*, but it is not for the word *fast* in the incorrect sentence about adverb in the table 2.1 above.

14. The usage of other.

   The last element of those common grammatical mistakes is the usage of other. It means that some English translation text have those mistakes, but some others have the other grammatical mistakes, such as the mistakes of word choice. According to Djatmika *et al* (2014:356) the problems on word choice can be grouped into three, such as wrong choice which is related to noun choice, to verb choice, and to adjective choice. In sentence 14 in the table above, a wrong word choice – *boring* - is chosen. Actually, the speaker wants to ask about the feeling or condition of the listener. The word *"boring"* and *"bored"* are adjectives, but they have different functions. *"boring"* is used to refer to something which make someone feels tired and empatient, while the word *"bored"* is used to refer to the condition or feeling of someone. The correct word to replace the

word *"boring"* is *"bored"*. Another example of the wrong word choice can be found in Djatmika's book " .... *their **defends** become week*", the word *defends* is a verb instead of a noun. Then the use of the word *their* implies the form of a noun, so, it has been substituted with the word *defence* (noun). Sometimes, in the problem of word choice, a translator uses a word which is useless in his sentence, such as the use of auxiliary *am* in *I **am** agree*, the use of article in *this is your **a** book*, etc., the choice of the words in the sentences is incorrect and they must be omitted.

In addition to the choice of word, there are also the grammatical mistakes in English sentence such as the use of subjective pronoun and the modal auxiliary. Let us pay attention to the following sentences.

(a) *Mrs. Jalal loves flower very much. **He** always put many jasmine flower on this bed.*

(b) *They will **can** come here if their doughter gets well.*

The first sentence (a) needs a pronoun to refer to Mrs. Jalal as the subject of the sentence (female), while the word "he" refers to male. It should use the word "she", and becomes *"Mrs. Jalal loves flower very much. **She** always put many jasmine flower on this bed."*. Then, the second sentence (b) has double modal auxiliaries. It is not permitted to use double modal auxiliaries in a clause (Mas'ud, 2005:34). If a clause needs to use more than one modal, the second modal should use similar expression (the word has similar meaning with the modal). The "*able to*" is a similar expression that has similar meaning with "can". So the sentence above should be *"They will **be able to** come here if their doughter gets well.*

2.3 The Theories Used in this Research

From the review of the related theories above, this sub chapter specifies the theories used in this research in order to make easier in doing the discussion of this research. They are included the definition, the type, and the process of translation. The types of common grammatical mistakes proposed by Djatmika *et al* (2014) becomes a measurement to find the mistakes or incorectness in the data

of this research. In addition, the sentence structures and the theory of grammar give a perfect guidance to correct the translation result in this research.

The first is the definition of translation. From some definitions recommended by experts in the previous sub chapter, two important points about definition of translation, they are the message of TL must be exactly equal to the SL, and the structure must be equal grammatically and lexically in the TL.

The second is the type of translation. In this research, the correction of mistakes are done by restructuring the form of sentence (TL text) and preserving the meaning or message of the SL. From the two types of translation by Nida & Taber (1982:173), the second type of translation, which considers the meaning than the form of SL text, is closer to this research.

The third is the process of translation. After reviewing the process of translation by Nida and Taber (1982: 33-34), the corrections of grammatical mistakes in this research focuses on the restructuring step of the process of translation. It is done by finding the equal meaning of SL into TL and by using the appropriate grammatical rules of TL.

The fourth, the criteria of mistakes that usually appear in Indonesian-English translation text recomended by Djatmika *et al* (2014) are used to find the types of mistakes found in the data. Then, the English sentence structures and the theory of grammar by Sukarno (2015), Mas'ud (2005), Azar (1993), Murphy (1994), and Fauzan (2003) also become a guidance to correct the data.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the methodology of research which is used to discuss the topic of this research. It is proposed to create a systematic and organized research, and it consists of the type of the research, the data collection, the data processing, and the data analysis. Each of those sub chapters is discussed as below:

3.1 The Type of the Research

The type of this research is a qualitative research. It conducts qualitative because the data are in the form of words or sentences which are taken from fable books. Afterwards, the data are explained descriptively, and also they are associated with document as a method of research, so that, this research surely included qualitative research.

In line with this, Denscombe suggests that qualitative data take the form of words (spoken or written) and visual images (observed or creatively produced) (2010: 273). He also states qualitative data are associated primarily with research methods such as document.

3.2 The Data Collection

The data of this research are ungrammatical English sentences derived from Indonesian-English translation text of the three selected bilingual fable books written by Puput Mugiati and published by Cahaya Agency. The data in this research are collected by documentary study. It is called document because the data are collected from written text. In line with this, Denscombe (2010: 216-219) states that the documentary sources are from written sources. They are taken from the form of visual sources (pictures, artefacts), sounds (music, records of meetings), or written text such as: government publications and official statistics, newspapers and magazines, letters and memos, diaries, website pages, and the internet.

There are three books as the source of data. They have totally 66 sentences which consist of: book (1) *Pesan Burung Kenari* which has 27 sentences, book (2) *Ratu Lebah yang Jahat* which has 22 sentences, then book (3) *Nasehat Eyang Katak yang Biaksana* which has 17 sentences.

3.3 The Data Processing

From the number of all sentences of those books, it can be classified into two kinds, they are grammatical and ungrammatical sentences. The table 3.1 below gives information about the data clearly.

Table 3.1: The number of grammatical and ungrammatical sentences

Book	Total sentences	Grammatical sentences	Ungrammatical sentences
1.	27	9	18
2.	22	4	18
3.	17	6	11
Total	**66**	**19**	**47**

Table 3.1 above, shows that in book (1) there are nine grammatical and eighteen ungrammatical sentences. Book (2) has only four grammatical and eighteen ungrammatical sentences. The last book, (3), also has six grammatical and eleven ungrammatical sentences.

From the number of all sentences in the table above, it can be decided that there are 19 grammatical and 47 ungrammatical sentences. In conclusion, the total data which are analyzed in this research are 47 ungrammatical sentences, then, the data are classified based on the types of the grammatical mistakes.

3.4 The Data Analysis

The data of this research are analyzed by using descriptive method. According to McMillan (1992:12), "descriptive method can be conducted as the procedure to solve problems of the research by using current facts and phenomena, and this method describes the facts and explains the phenomena".