CHAPTER I

INTRODUCTION

1.1 Background of the Study

A language consists of words and grammar. Languages differ in the weightings they assign to different parts of grammar. Some languages have a simple morphology but make up for this by having complex rules for the ways in which words are combined. Learning a language means a study to communicate with that language both spoken and written. In order communicate correctly and appropriately, one should have good components of language that build up the language.

Grammar is very important and more difficult when it is used in writing of foreign language, especially translation text that delivers the meaning and information from the source language to the target language. Many mistakes and errors occur in writing with more than one language. Grammatical structure affects the structures of sentences composed in translation. Because translation is transferring a text from source language into target one, the students has to understand grammatical structure of both language. If the lacks of the grammatical structure in both language, he will face problems during translation process. The process of translating is not as simple and easy as people think. In other words, a translator should know things that the writer actually wants to get from her/his writing. In translation subject, the students should have skill on translation process and comprehend the equivalence to produce a good translation. Larson in Cahyani (1984:13) defines translation as the process of "transferring the

meaning of the source language into the receptor language by way of semantic structure".

The rules of English grammar have become an integral part of students' knowledge. It enables them to produce English sentences that are grammatically acceptable and therefore comprehensible. As a matter of fact, students get some difficulties in mastering structure. There are many errors they make during their learning structure. The system of English grammar will be different from the system of the learner's native language. So, the main problem on learning a foreign language is the learner's grammatical errors. The difficulties which the students often appear are shown by the errors they make.

When a student translate a text or passage from Indonesian into English and viceversa, he must know grammatical structure in both language. If the student lacks of grammatical structure, especially in the target language (English), it leads problems for him. As a result, the students make grammatical errors to translate it in writing form. The reason to research the students' writing ability is because the writer wants to know the skill of the English teacher candidates in mastering writing especially in descriptive text.

Error is a part of human life. We found many errors in our daily activities. We never know something is good if we have never made errors. Nobody is perfect, So from error we learn to be better.In school activity the students' always make errors especially in using grammar when translating a text from Indonesian into English. The grammatical rules of English is different from the rules Indonesian grammar. The differences between them usually induce problem in learning English. According to Knapp (2005:32), "Grammar is one of our key

literacy technologies. Without a knowledge of grammar the process of becoming literate becomes hazardous." So, with the structure of grammar we can express our opinion and giving correct information.

According to Brown (2007:258) "Error is a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time".In reality, in the process of acquiring English in writing, the students make errors. Although, errors made by the learners maygive contribution in understanding the process of second language acquisition, inthis case, English.

Error is the important part in teaching and learning process.Learner errors are significant in three ways. (1) They serve a pedagogic purpose by showing teachers what learners have learned and what they have not mastered; (2) they serve a research purpose by providing evidence about how languages are learned; and (3) they serve a learning purpose by acting as devices by which learners can discover the rulesof the target language (i.e. by obtaining feedback on their errors).

When the writer did the teaching practice program at SMP N 14 Medan , the writer found many students made grammatical errors when translating the text from Indonesian into English. The learners often make errors in learning, especially when they try to arrange sentences or use tenses in their writing/text. As a result, they will write sentences ungrammatically. The students felt confused and difficult when they translate a text into English. And some of them always used google translate to help them.Students' errors are very useful ways of showing what they have not understood about translating the text from Indonesian

into English. So, the writer wants to analyze students erorrs not in the school but in the college because the writer wants to know the differences of them. Doing translation is not easy task. So many types of common errors based on the aspects of the grammar that are wrongly used by students such as : omission,addition,etc. In addition, they do not pay attention to the technique of translation. In doing a translation, at least the students should master two languages. In this case, Indonesian and English.

Based on the explanation above, the writer intends to conduct a research entitled: "**An Analysis Of Grammatical Erorrs In Translating Indonesian Texts Into English Made By The Fourth Semester Students Of Nommensen Hkbp University Medan".**

1.2 The Problem of the Study

The writer identifies the problem of this study and formulated as follows : "What are the types of grammatical errors made by the fourth semester students of Nommensen HKBP University Medan in translating Indonesian texts into English ?"

1.3 The Scope of the Study

There are many types of error in translation. They are verb, noun, conjunction, pronoun, adjective, adverb, article, preposition, auxilary verb, tense. The limitation of this study is to find the grammatical errors made by students in translating Indonesian text into English based on the verb,article, pronoun, noun phrase, and auxilary verb and tense in descriptive text.

1.4 The Objective of the Study

The objective of the study is to find out the types of grammatical errors made by students in translating Indonesian texts into English.

1.5 The Significances of the Study

Findings of the study are expected to be relevant theoritically and practically.

1. The Theoritical Significances

   1) It can develop and enhance the concept and knowledge grammatical errors analysis in translating texts.

2. The Practical Significances

   The findings of the study are expected to give a feedback.

   1) For the teachers, this research becomes reference for them to select the better ways in teaching process.
   2) For the students, this research becomes feedback for them so they can be better in learning English.
   3) For the readers, this research becomes reference for them to know grammatical errors made by students
   4) For the researchers, this research becomes reference and develops the knowledge about grammatical errors made by the students.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

This chapter presents theories of the study in order to give some clearer conceptsare being applied in this study dealing with grammatical errors in a text. This concept will lead to a better analysis of the variables chosen because it helps writer to limit the scope of problems. Some references are explained in order to avoid misinterpretation of the term used.

2.2 Translation

The study of translation seems to be permeated by misunderstanding on both sides, linguists tending to misconstrue the objectives and methods of translation theory and translation theorists to demonstrate a far from adequate grasp of the principles of linguistics and its method of investigation. One recent quotaion will make this point : From the point of view of the translator, any scientific investigation, both statistical and diagrammatic (some linguists and translation theorists make a fetish of diagrams,schemas and models), of what goes on in the brain (mind? nerves?cells?) during the process of translating is remote and at present speculative. According to Peter Newmark (1988:5), "Translation is rendering the meaning of a text into another language in the way that the author intended the text. Common sense tells us that this ought to be simple, as one ought to be able to say something as well in one language as in another. On the other hand, you may see it as complicated, artificial and fraudulent, since by using another language you are pretending to be someone you are not. Hence in many types of text (legal, administrative, dialect, local, cultural) the temptation is to

transfer as many SL (Source Language) words to the TL (Target Language) as possible. The pity is, as Mounin wrote, that the translation cannot simply reproduce, or be, the original. And since this is so, the first business of the translator is to translate.

2.2.1 Types Of Translation

In his article 'On Linguistic Aspects of Translation', Roman Jakobson (in Susan Bassnett 2002) distinguishes three types of translation:

1. Intralingual translation, or rewording (an interpretation of verbal signs by means of other signs in the same language).
2. Interlingual translation or translation proper (an interpretation of verbal signs by means of some other language).
3. Intersemiotic translation or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems).

2.2.2 Methods of Translation

In addition to types of translation, it is really significant to know the methods of doing translation. People have to know how they translate something. They also must know whether something that wants to be translated is good or not. Accordingly, They must recognize what is the best method to get the best meaning when they translate. According Peter Newmark (1988:45-47) there are some methods of translation namely :

1. Word for Word Translation

This is often demonstrated as interlinear translation with the target language immediately below the source language words. The source language word order is preserved and the words translated.

Example :

SL : That women is visiting North America next week.

Tl : *Itu wanita adalah mengunjungi Amerika Utara depan minggu*

2. Literal Translation

The source grammatical construction are converted to their nearest target language equivalents but lexical words are again translated singly, out of context. As a pre translation process, this indicates the problems to be solved.

Example :

SL : That women is visiting North America next week.

TL : *Itu wanita mengunjungi Amerika Utara minggu depan*

3. Idiomatic Translation

Idiomatic translation reproduces the "massage" of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original.

Example :

SL : Love me, love my dog.

TL : *Cintailah aku dan kekuranganku*

4. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both contents and are readily acceptable and comprehensible to the readers. It is always simple, clear and natural.

Example :

SL : My buddy went through his exam yesterday and did well

TL : *Teman saya lulus ujian kemarin*

Based on the explanation above, the methods that are mentioned together with the examples are several ones commonly used to translate. It may be inferred that word for word methods are not good and effective to be used in translation because the meanings conveyed are not clear and acceptable. Conversly, Idiomatic and communicative look better and make sense since the meanings are clear and natural. That is why it is better to translate by using idiomatic and communicative translation.

2.3 Errors

Error means something done wrong by the learners because they do not know or cannot use the correct system. Actually making errors is a part of language. Learners can make error or mistake when they write or speak although the language is their mother tongue therefore it is their second language. A learner's errors provides evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he using some systems, although it is not yet the right system).

The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.

The appearence of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and inteligence. It is a relationship with the learner's language competence. Error is the flawed side of the learner speech or writing. It is a part of conversation or composition that deviaes from some selected norm of nature language

peformance. As a matter of fact, errors are different from mistake as explain by Brown (2007:257).

2.3.1 Error Analysis

Error analysis is an activity to reveal errors found in writing and speaking. Error analysis is given By Brown (2007:257). Learning is fundamentally a process that involves the making mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information.

He defines error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. Error analysis has advantages for the teachers and the students. For the teachers, it will enable the teachers to find out the sources of errors and take pedagogical precautions towards them. For the learners, error analysis will show the students types of errors happened towards them and make them more aware of doing errors. Thus, doing error analysis of the learners' language becomes an important need to overcome some questions and propose solutions to the errors themselves.

From all the definition show that error analysis is an activity to identify, classify and interpreted or describe the errors made byt someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. In teaching learning process, give error analysis is so important. It gives feedback for the students as far as they know their wrong in writing a texts with a correct grammatical structure. By doing the error analysis, a teacher can concentrate on the materials in which most learners made error; a teacher can also evaluate himself whether he/she succeeds

in teaching or not; and finally he/she can improve his techniques in teaching by preparing systematic materials.

Corder (1974) in Ellis and Barkhuizen (2005) distinguished five steps in conducting error analysis

1. Collection of a sample of learner language

To provide data for the error analysis, the researcher needs to collect a sample of learner language. In this step, the researcher may control the data by narrowly specifying the sample he/she intends to collect

2. Identification of errors

The identification of errors involves a comparison between learners' sentences and native speakers' sentences in the same context. Then, the researcher could identify which part of learners' sentences is different from the "reconstructed version"

3. Description of errors

The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner's sentences and native speakers' sentences

4. Explanation of errors

"Explaining errors involves determining their sources in order to account for why they were made". Obviously, learners make errors due to the difficulties in accessing their L2 knowledge in communication

5. Evaluation errors

Error evaluation is a supplementary stage in error analysis. "It involves determining the gravity of different errors with a view to deciding which ones should receive instruction"

2.3.2 Source of Error

Having examined procedures of error analysis used to identify errors in second language learner production data, our final step in the analysis of erroneous learner speech is that of determining the source of error. Why are certain errors made? What cognitive strategies and styles or even personality variables underlie certain errors? While the answers to these questions are somewhat speculative in that sources must be inferred from available data, in such questions lies the ultimate value of learner language analysis in general. By trying to identify sources we can take another step toward understanding how the learner's cognitive and affective process relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition.

Word by word translation of idiomatic expression in the learners' first language can produce classic errors. Brown (2007:263) states that there are four major sources of learners' errors, they are :

1) Interlingual Transfer

As we have already seen, Interlingual Transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. The learners are not aware of differences between the system of the two languages. In Indonesia, this is the example of phrase "baju baru", but if the phrase is translated in English, the ordered of word will replace that is not become T-shirt new but "new t-shirt".

2) Intralingual Transfer

Is a major factor in second language learning. One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. It is caused by the influence by the influence of one target language item upon another. For example, learners attempt to use two markers at the same time in one sentence since they have not mastered the language yet. When they say “I am ate fried rice”, instead of “ I ate fried rice”. In short, intralingual errors occur as a result of learners attempt to build up concepts and hypotheses about the target language from their limited experience with it. According to James(1998:185-187) intralingual transfer dividesinto 4 terms.

1. Overgeneralization.

Over-generalization is associated with redundancy reduction. It may occur, for instance, with items which are contrasted in the grammar of the language, but which do not carry significant and obvious contrast for the learner. The (-ed) marker in narrative or in other past contexts, often appears to carry no meaning, since pastness is usually indicated lexically in stories, and the essential notion of sequence in narrative, can be expressed equally well in the present. *Yesterday I go to the university and I meet my new professor.* Thus the learner cuts down the tasks involved in sentence production. Ervin-Tripp suggests that "possibly the morphological and synta ctic simplifications of second language learners correspond to some simplifications common among children [i.e. mother-tongue speakers] learning the same language".

2. Ignorance of rule restriction.

Closely related to the generalization of deviant structures, is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. *The man who I saw him* (Table III, 2) violates the limitation on subjects in structures with who. *I made him to do it* (Table IV) ignores restrictions on the distribution of *make*. These are again a type of generalization or transfer, since the learner is making use of a previously acquired rule in a new situation. Some rule restriction errors may be accounted for in terms of analogy; other instances may result from the rote learning of rules.

3. Incomplete application of rules.

Under this category we may note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. For example, across background languages systematic difficulty in the use of questions can be observed.

Example : - Teacher question's : Do you read much?

- Student's respones : Yes i read much

4. False concepts hypothesized.

The learner fails to comprehend fully distinction in the target language. Example: One day it was happened.

2.3.3 Types of Error

According to Carl James (1998 : 13) that there are four types of error based on the aspects of the grammar that are wrongly used by students such as :

1. Error of omission

It is sentence which one of its aspect (word) is omitted

Ex :

1) *I write letter*

   Should be : *I write a letter* because the sentence above the determiner "a" is omitted.

2) *Andi takes apple*

   Should be : *Andi takes an apple* because the sentence above has the determiner "an" is omitted.

2. Error of addition

   It is a sentence where some elements are presented, which should be there. The error of addition happens because learners add letter or word in sentence where should not be added there.

   Ex :

   1) *Does heve you breakfast?*

      Should be : *Have you hadbreakfast?* Because the sentence above the auxilary "does" is added.

   2) *I am go to church every day*

      Should be : *I go to church everyday*. Because the sentence above to be "am" is added.

3. Error of substition

   It is a sentence which one of its aspect (word) is subsituted by another.

   Ex :

   1) *I book is very expensive*

      Should be : *My book is very expensive* because the sentence above should use possesive pronoun "my" instead of "I" as subject.

2) *We bring we bag*

Should be : *We bring our bag* because the sentence above should use the possesive pronoun “our” instead of “we” as subject.

4. Error of reordering

It is sentence which is order incorrect or a certain aspect of language rule is not suitable. The sentence can be right in presented elements, but wrongly sequenced.

Ex :

1) *They are teachers good*.

Should be: *They are good teachers* because the sentence above, the rule of structure is not suitable.

2) *They bring chocolate last night*

Should be :*They brought chocolate* last night because the sentence above the sequenced of time is wrong.

2.3.4 The Causes of Error

In the learning process, it possible the students do errors. It is caused of many factor. Norrish(in Ma’mun) classifies causes of error in to three types, there are carelessness, first language interference, and translation.

1. Carelessness

It is often related to lack of motivation. Many teachers will admit that is not always the student’s fault if he loses interest,perhaps the materials and/or style of presentation do not suit him.

2. First language

Norrish states that learning a language (a mother tongue or foreign language) is matter of hobbit formation. When someone tries to learn new habits the old ones will interference the new ones. This cause of error is called first language interference.

3. Translation

It is one of cause of error. This happens because a students translate his first language sentence or idiomatic expression into the target language word by word. Probably the most students make errors in translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word (Norrish, 1938 : 21-26). It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference and Translation which those are from the learners themselves or the teacher, and the method.

2.4 Grammar

2.4.1 Grammatical Error

A good written communication should be correct in grammar and spelling. Error analysis will ensure your writing clear, precise, and comprehensible. Correct grammar and spelling make a positive impression on readers. Traditionally, grammar has been concerned almost exclusively with analysis at the level a sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed and is a process for making a speaker's or writer's meaning clear when contextual information is lacking.

The word grammar has several meanings there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar.According to Knapp (2005:32), “Grammar is one of our key literacy technologies. Without a knowledge of grammar the process of becoming literate becomes hazardous.” The great strength of our process-based approach to genre and grammar is the connections emphasised between genre and grammar. Pedagogically, grammar only becomes meaningful when it is linked to the purpose and function of texts.A knowledge of grammar in this sense is not just concerned with rules for what can and can’t be done with the organisation and use of words in English sentences, but also with the way written English functions to communicate experiences and knowledge of the world. In addition, narrative genres often deliberately break the rules of grammar and punctuation for literary effect.

Gerrot and Wignell (1994:2) “Grammar is the theory of language, of how language is put together and how it works”.A better approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus.

Ur (1996:75) said that grammar is sometimes defined as the way words are put together to make cotrrect sentences. He also defines grammar in two terms such as:

a. Grammatical structures

A specific instance of grammar is usually called a “structure”. Examples of structure would be the past tense, noun plurals, the comparison of adjectives, and so on. Not all language, of course, have the same structures: the English verb

has “aspects” for example in progressive: she is going, which many other language do not.

b. Grammatical meaning

Grammar does not only affect how units of language are combined in order to look right; it also affects their meaning. The meaning of grammatical structure may be quite difficult to teach. It is fairly simple to explain that the addition of a plural *-s* to the noun in English indicates that you are talking about more than one item, and there are parallels in other language. But how would you explain to the foreign when to use the present perfect (*I have gone*) in English, and when the simple past (*I went*) if you are an experienced English langauge teacher, you may have the answer at your fingertrips; but most English speakers who have not previously studied this question will have to stop and think, and may find it difficult to answer.

Having known the definition of grammar, it is not hard being understood why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells how to use the language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others.

According to Gerot and Wignell (1994:4) there are three terms of grammars which differ in how they characterized language, depending on the purpose of the user.

1. Traditional Grammar

Traditional grammar aims to describe the grammar of standard English by comparing it with Latin. As such, it is prescriptive. Students learn the names of

parts of speech (nouns,verbs,prepositions,adverbs,adjectives), parse textbook sentences and learn to correct so-called bad grammar. Writers are taught, for example, not to start sentences with ‘and’, to make sure the subject agrees with the verb (time flies-not time fly-like an arrow) to say ‘i did it’ and not ‘i dont it’.

2. Formal grammar

Formal grammar are concerned to describe the structure of individual sentences. In formal grammar theory, the rules describe how to form strings from the language’s alphabet that are valid according to the language syntax.

For example : Time flies like an arrow

Noun Verb Prepositional pharase

3. Functional grammar

Functional grammars view language as a resource for making meaning. It attempts to describe language in actual use and so focus on texts and their contexts. They are concerned not only with the structures but also with how those structures construct meaning.

For example : Time flies like an arrow

Partcipant Process Circumstance

This research concerns with formal grammar because it is not explain how to construct meaning from the sentences, but how to create a sentence with the rules of grammar itself. It is related to the grammatical errors which students make in their writing. How they write with true or wrong stucture in the sentence individually. That’s why the writer focuses on formal grammar.

2.4.2 Types of Grammatical Error

There are four types of grammatical error :

1) Noun Phrase

   Noun phrase consist of ‘article + adjective + noun in English. It is different from Indonesia which consists of ‘(article) + noun + adjective’ and it has to be begun by a noun.

   For example :

   English : a patient man

   Indonesia : (seorang) laki-laki yang sabar

   Meanwhile, there is another arrangement of noun phrase in English. It is different from the rule above that adjective may be after noun.

   For example :

   Englis : something interesting

   Indonesia : sesuatu yang menarik

2) Pronoun

   English has some personal pronouns, but it is not as complex as in Indonesia. There is a devision based on gender or sex, singular or plural, and inanimate things. For gender we can use *she, her, hers, he, him, his.*Wheares for singular or plural, *it, its, they, them, their, theirs, we, our, and ours.* We can translate “she” or “he” as “dia” in Indonesian without mentioning the sex.

   For example :

   English : she is student

Indonesia : dia adalah seorang siswa (not dia perempuan adalah seorang siswa)

3) *Tense*

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began an ended ata particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example: "When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud "pop!" Even my friends heard it. The teachers called my parents, who came quickly. . . . "

4) Article

There two kinds of article in English, definite and indefinite. Definite article is "the" which can be translated into Indonesian as 'nya', 'itu', 'ini', 'tadi', and 'tersebut'. While, indefinite article is such as 'a' or 'an' which can be translated into Indonesian as 'sebuah', 'seekor', 'sebutir', 'sekuntum', 'seorang', etc. Moreover, an Indoneisan sentence that does not have articles can be translated in English with articles.

For example :

English : my vehicle is a horse

Indonesia : kendaraanku adalah kuda

5) Verb

Verb is a word that expresses an action or a state of being.

For example :

English : People of parit masigi, Suherman said that he as the person who often pass...

Indonesia : Warga parit masigi, Suherman mengatakan pada dirinya sering melewati...

6) Auxilary Verb

Auxilary verb is a verb used in forming the tenses, moods, and voices of other verbs.

2. 5 Text

Language is always produced, exchanged or received as text; that is, language as a system of communication is organised as cohesive units we calltexts.Knap and Watkins (2005:17) Texts are always produced in a context. While texts are produced by individuals, individuals always produce those texts as social subjects; in particular, social environments. In other words, texts are never completely individual or original; they always relate to a social environment and to other texts.

A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act ofcommunication.Different types of texts have distinctive characteristics, depending on what they are made to do.A piece of poetry, for instance, is immediately and characteristically different from a scientific description because each is doing a vastly different thing with language.Texts can be classified and

organised in a multitude of ways: everyday, formal, entertaining and informational.

2.5.1 Kinds of Text-type (Genre)

There are many kinds of text type. According to Gerrot and Wignell (1994: 190) texts are divided into thirteen types of genre. They are:

2.5.1.1 Spoof

Retell an event with a humorous twist. It has:

1. Generic Structure:

    a. Orientation: sets the scene.

    b. Event(s): tell what happened.

    c. Twist: provides the punch line.

2. Significant Lexicogrammatical Features:

    a. Focus on individual participants.

    b. Use of material process.

    c. Circumstances of time and place.

    d. Use of past tense.

2.5.1.2 Recount

Retell events for the purpose of informing or entertaining. It has

1. Generic Structure:

    a. Orientation: provides the setting and introduces participants.

    b. Events: tell what happened, in what sequence.

    c. Re-orientation: optional-closure of events.

2. Significant Lexicogrammatical Features:

    a. Focus on specific participants.

b. Use of material process.

c. Circumstances of time and place.

d. Use of past tense.

e. Focus on temporal sequence.

2.5.1.3 Report

Describe the way things are, such as with reference to arange of natural, manmade and social phenomena in our environment. It has:

1. Generic structure:

a. General classification: tells what the phenomenon under discussion is.

b. Description: tells what the phenomenon under discussion is like in term of

1. Parts (and their functions).

2. Qualities.

3. Habits or behaviors, if living: use, if non-natural).

2. Significant Lexicogrammatical Features:

a. Focus on general participants.

b. Use of relational processes to state what is and that which itis.

c. Use of simple present tense.

d. No temporal sequence.

2.5.1.4 Analytical Exposition

To persuade the reader or listener that something is the case based on fact or observation. It is emphasizing the result. It has:

1. Generic Structure:

a. Thesis:

position (introduces topic and indicates writer'sposition), preview (outlines the main arguments to be presented).

b. Arguments:

point (restates main argument outline in preview), elaboration (develops and supports each point/argument).

c. Reiteration (restates writer's position).

2. Significant Lexicogrammatical Features:

a. Focus on generic human and non-human participants.

b. Use of simple present tense.

c. Use of relational processes.

d. Use of internal conjunction to stage argument.

e. Reasoning through causal conjunction or nominalization.

2.5.1.5 News Item

To inform the readers, listener, or viewer about events of the day which are considered newsworthy or important. It has:

1. Generic Structure:

a. Newsworthy event(s): recounts the event in summary form.

b. Background events: elaborate what happened, to whom; inwhat circumstances.

c. Sources: comments by participants in, witnesses to and authorities' expert on the event.

2. Significant Lexicogrammatical Features:

a. Short; telegraphic information about story captured in headline.

b. Use of material processes to retell the event.

c. Use of projecting verbal processes in sources stage.

d. Focus on circumstances.

2.5.1.6 Anecdote

To share with others an account of an unusual or amusing incident. It has:

1. Generic Structure:

a. Abstract: signals the retelling of an unusual incident.

b. Orientation: sets of the scene.

c. Crisis: provides details of the unusual incident.

d. Reaction: reaction to crisis.

e. Coda: optional-reflection on or evaluation of the incident.

2. Significant Lexicogrammatical Features:

a. Use of exclamations, rhetorical questions and intensifiers (really, very,quite, etc) to point up the significance of the events.

b. Use of material processes to tell what happened.

c. Use of temporal conjunctions.

2.5.1.7 Narrative

To amuse, entertain and deal with actual or vicarious experience in different ways.

1. Generic Structure:

a. Orientation: sets the scene and introduces the participants.

b. Evaluation: a stepping back to evaluate the plight.

c. Complication: a crisis arises

d. Resolution: the crisis is resolved, for better or for worse.

e. Re-Orientation: Optional.

2. Significant lexicogrammatical features:

a. Focus on specific and usually individualized participants.

b. Use of material processes.

c. Use of relational processes and mental processes.

d. Use of temporal conjunctions and temporal circumstances.

e. Use of past tense.

2.5.1.8 Procedure

To describe how something is accomplished through a sequence of acts or steps. It has:

1. Generic Structure:

a. Goal.

b. Materials (not required for all procedural texts).

c. Steps 1(i.e. goal followed by a series of steps oriented to achieving the goal).

2. Significant Lexicogrammatical Features:

a. Focus on generalized human agents.

b. Use of simple present tense, often imperative.

c. Use mainly of temporal conjunction (or numbering to indicate sequence).

d. Use mainly of material processes.

2.5.1.9 Descriptive

Describe a particular person, place, or thing. It has:

1. Generic Structure:

a. Identification: identifies phenomenon to be described.

b. Description: describes part, qualities, and characteristics.

2. Significant Lexicogrammatical Features:

a. Focus on specific participants.

b. Use of attributive and identifying processes.

c. Frequent use of Epithets and Classifier in nominal groups.

d. Use of simple present tense.

2.5.1.10 Hortatory Exposition

To persuade the reader or listener that something should or should not be the case. It has:

1. Generic Structure:

a. Thesis: announcement of issue of concern.

b. Arguments: reasons of concern, leading to recommendation.

c. Recommendation: statement of what ought or ought not to happen.

2. Significant Lexicogrammatical Features:

a. Focus on generic human and non-human participant, except for speaker or writer referring to self.

b. Use of mental processes (to state what writer thinks or feels about issue e.g. realize, feel, appreciate), material processes (to state what happens e.g. is polluting, drive, travel, spend, should be treated) and relational processes (to state what is or should be e.g. does not seem to have been, is).

c. Use of simple present tense.

2.5.1.11 Explanation

To describe the process involved the formation or working of natural or socio cultural phenomena. It has:

1. Generic Structure:

a. A general statement to position the reader.

b. A sequenced explanation of why or how something occurs.

2. Significant Lexicogrammatical Features:

a. Focus on generic, non-human participants.

b. Use mainly of material and relational processes.

c. Use of mainly of temporal and causal circumstances and conjunctions.

d. Use of simple present tense.

e. Some use of passive voice to get them right.

2.5.1.12 Discussion

To present (at least) two points of view about an issue. Ithas:

1. Generic Structure:

a. Issue: statement and preview.

b. Arguments for and against or statements of differing points of view: point and elaboration.

c. Conclusion or recommendations.

2. Significant Lexicogrammatical Features:

a. Focus on generic human and generic non-human participants

b. Use of :

1. Material processes e.g. has produced, have developed to feed.

2. Relational process e.g. is, could have, cause, are.

3. Mental processes e.g. feel

c. Use of comparative: contrastive and consequential conjunctions.

d. Reasoning expressed as verbs and nouns (abstraction).

2.5.1.13 Reviews

It is critique of art or event for a public audience. It has:

1. Generic structure:
    a. Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event.
    b. Interpretative recount: summarizes the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.
    c. Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive.
    d. Evaluative summation: provides a kind of punchline which sumps up the reviewer's opinion of the art event as a whole; is optional.
2. Significant Lexicogrammatical Features:
    a. Focus on particular participants.
    b. Direct expression of opinions through use of attitudinal lexis (value-laden vocabulary) including: attitudinal.

2.6 Previous Research

The writer will take two previous research studies from journal namely : *Grammatical Errors in the English Translation Made by the Students of English Study Program of UKI Toraja* by Matius Tandikombong, Haryanto Atmowardoyo, Sukardi Weda. He said that translation is one of the important skills in studying a language. Translation is the one of the ways acquire language as a second or foreign language so that translation skill is much needed in learning English as a second or foreign language. There are four the objectives of this research is to identify grammatical errors made by the students of English Study Program Faculty of Teacher Training and Education of UKI Toraja in translating

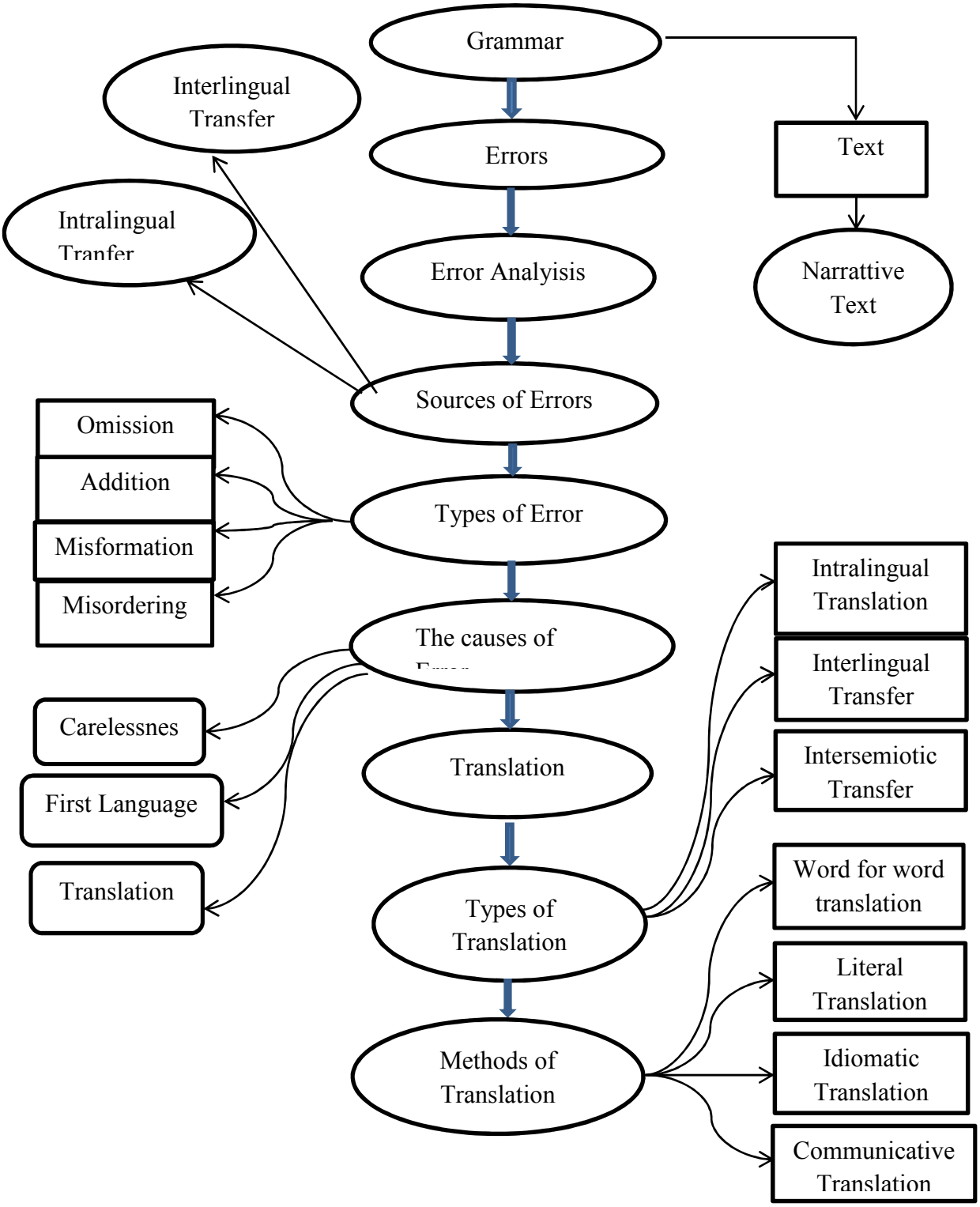
source language into a target language namely translating Indonesian text into English text. This research applied a descriptive research, where the researcher gathered the data from the student's translation.

Having analyzed the data, it was found that the fourth semester students in translation in a wide variety of types of errors.The second,*An Analysis Of Grammatical Errors In Report Texts By The Eleventh Grade Students of II S Of SMA 1 Bae Kudus In Academic Year 2014/2015* by Nova Ayu . This research deals with grammatical errors analysis. It described the grammatical errors on report text made by the eleventh grade students of IIS of SMA Bae Kudus in academic year 2014/2015. The researcher used the qualitative approach of which the data were obtained from the students' report text writing. These writings were analyzes. The grammatical errors were classified into five groups. They were errors in producing sentence pattern, tense, preposition, punctuation and spelling.

From the result in this research, the researcher concluded that the kind of grammatical errors made by the eleventh grade students of IIS of SMA Bae Kudus in academic year 2014/2015 in writing report text. From the result the researcher concluded that the possible causes of errors are mother tongue interference, translation, overgeneralization and carelessness.

In this research, the writer has different perspective with the previous studies, this graduating paper focuses on the types of grammatical errors in translating Indonesian text into English made by students. So, the contributient of this research for the readers, this research becomes reference for them to know grammatical errors made by students.

2.7 Conceptual Framework



CHAPTER III

METHODOLOGY OF RESEARCH

3.1 The Research Design

The research design of this study was conducted by using descriptive qualitative. This is because the researcher analyze the students' grammatical error in writing text descriptive text and present of the result in a form of explanation of words which was supported by data presentation in the form of table. In relation to this, Creswell in Williams (1994 : 67) affirms that Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. The writer identifyed and classifyed the student's error in translating Indonesian texts into English. The description in this research is about the students grammatical errors in translating Indonesian text into English in descriptive text.

3.2 The Subject of the Research

The subject of this research was the fourth semester students of Nommensen Hkbp University Medan. The writer had chosen them because the writer wants to know how far the students' ability in translating a text from Indonesian text into English text. The subject of this research was the fourth semester students of Nommensen Hkbp University Medan. The class consists of 15 students.

3.3 The Object of the Research

The object of the research was the error in translating a descriptive text that was conducted to the fourth semester students of Nommensen Hkbp University Medan.

3.4 The Instrument of Collecting Data

In collecting the data, the writer applied one instrument to elicit students' grammatical errors. The instrument was translation test. The writer gave the students a text. Then the writer asked 15 students to tanslate the text. The writer gave 60 minutes and students were assigned to write a Descriptive Text.

3.5 The Procedure of Collecting Data

The data was analyzed to identify the students' grammatical error in their translated descriptive text. The research applied some procedures, they are :

1. The writer asked 15 students to translate a text
2. The writer gave the students a descriptive text in Indonesia text for translate into English.
3. The number of data was 15 students which one class include.
4. The time allocation that the writer gave to the students is 60 minutes
5. After the students did the test, the writer was check the students work to find out the errors.
6. Identified the students' grammatical error by underlined every errors from the students writing test.

3.6 The Technique of Analyzing Data

The technique of analyzing data was :

1. Collecting the data from students' worksheet.
2. Cheecking the students' worksheet to find out the errors.
3. Identifying the students' grammatical errors by underlining every error from the students' translation test.
4. Classifying the types of error.
5. Make a conclusion in the result of test.