

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the data that have been collected on the research. The presentation covers primary data about Students' errors in translating Indonesian Descriptive Text into English at MTs Muhammadiyah 3 Al-Furqan Banjarmasin in school year 2015/2016.

#### **A. Findings**

This subchapter is intended to present the result of data analysis and the interpretation, which could be derived from the analysis. This part deals with the result of the study based on some facts found in the data. It covers the description about the errors are made of Eighth grade Students to translate Indonesian Text into English at MTs Muhammadiyah 3 Al-Furqan Banjarmasin in School Year 2015/2016.

To present the data, the researcher collects the data. In order to know the students' data, the researcher holds the test to find out the students' errors in translating Indonesian text into English.

This is the description about the error are made of the eighth grade students to translate Indonesian text into English at MTs Muhammadiyah 3 Al-Furqan Banjarmasin in school year 2015/2016.

## 1. Description about the Students' Errors in Translating Indonesian Descriptive Text into English

To better understand about what specific aspects of translation are errors for the students to ability, the researcher presented the data based on the test result by translating all most students' error of each type of the test. The data is shown on the following table:

Table 4.1. The Test Result of the Students' Errors in Translating Indonesian  
Descriptive Text into English

No	SE		LE			GE								Total
	S	PE	WD	AD	WN	BM	PR	AR	P	V	A	AD	C	
1.		4			1	2		1		2	1		1	12
2.		2		1		2			1	1		1		8
3.	2	5	1		1	4	3	1	1	2	1		1	22
4.	1	1			1	3	2	1	1	1	1	1	1	14
5.	2			1	1	2	1		2	1	2	1	1	14
6.	2	4	1	1	1	4	3	1	2	1	1	1	1	23
7.		3			1	2	1		1					8
8.		1				1	1		1				1	5
9.		1			1	1			1		1			5
10.	2	1			1	2	1	1	1	1	1		1	12
11.		1			1	1	2		1		2			8
12.	1	1			1	3	2	1	1	1	1	1	1	14

13.	1	2			1	2	1		2	2	1			12
14.	1	1		1	1	2	1	1	1	1	1	1	1	13
15.	1	1		1	1	1	1		1		1	1	1	10
16.					1	3	1		1		1		1	8
17.		1			1	1			1				1	5
18.	1	2	1		1	1	3		2	2			1	14
19.	2	3	1	1	1	3	2	1	4	1	2	1	1	23
20.	1	1			1	2	2	1	1	1	2	1	1	14
21.	1				1	2	1		1	1	2	1	1	11
22.	1	2			1	2	1		2	1	1		1	12
23.		1				1	2		1		1	1	1	8
24.		1	1		1	3	1		2	1	1		1	12
25.		1			1	1	1	1	1	1	1		1	9
26.		1	1		1	3	1		2	1	1		1	12
27.		2		1	1	1	3		1	1	2	1	1	14
28.					1	2	1		2		1		1	8
29.	1	2			1	1	2		1	1	2		1	12
30.					1	3	1			2			1	8
31.	2	1	1		1	2	2		2				1	12
32.	1	1		1	1	2	2		2	1	2		1	14
33.	1	2			1	2	1		1	2	2			12
34.					1	3	2		2					8
35.	1	2			1	1	2		1	1	2		1	12
36.	2	1			1	2	1		1	1	1	1	1	12
37.			1	1	1	1	3	1	2				1	11

38.		2	1	1	1		1		1		2		1	10
39.	1	1		1	1	2	2		1	2	2		1	14
40.	2	1			1	2	1		2	2	1			12
41.					1	3	3		1	1	2		1	12
42.						2	2		2		2			8
43.	1	1		1	1	2	2		1	2	2		1	14
44.	1	2		1	1	1	2		1	2	2			13
45.	1	1		1	1	2	2		1	2	2		1	14
46.	1				1	2	2		2	1	2		1	12
47.	2					2	2		2					8
48.		2			1				2		2		1	8
49.	2				1	2	3		3		2			13
50.				1	1	1	1		2		1		1	8
51.	1	1			1	3	1		3	2			1	13
52.					1				3		2		1	7
53.	1	1		1	1	2	2		1	2	2		1	14
54.	1				1	2	2		2	1	2		1	12
55.	2	3	2	2	1	4	3	2	4	2	2	2	1	30
56.	1	1		1	1	2	2		1	2	2		1	14
57.	2	2	2	2	1	3	2	2	2	2	2	2	1	25
58.	1				1	2	2		1	3	2		1	13
59.					1	2	2		2	2	2		1	12
60.	2		1		1	2	2		2		2		1	13
61.	1	1		1	1	2	2		1	2	2		1	14
62.	1	1		1	1	2			1	2	2		1	12

<b>63.</b>	2	2	2	2	1	2	3	2	2	2	2	2	1	25
<b>64.</b>	2				1	2	2		3	2				12
<b>Total</b>	<b>55</b>	<b>74</b>	<b>16</b>	<b>25</b>	<b>59</b>	<b>125</b>	<b>102</b>	<b>17</b>	<b>99</b>	<b>67</b>	<b>84</b>	<b>19</b>	<b>51</b>	<b>793</b>
	<b>6.93</b>	<b>9.33</b>	<b>2.01</b>	<b>3.15</b>	<b>7.44</b>	<b>15.76</b>	<b>12.86</b>	<b>2.14</b>	<b>12.48</b>	<b>8.44</b>	<b>10.59</b>	<b>2.39</b>	<b>6.43</b>	<b>100</b>

Where:

SE	Substance errors
LE	Lexical errors
GE	Grammar errors
S	Spelling errors
PE	Punctuation errors
WD	Wrong diction
AD	Addition of unnecessary word
WN	Wrong numbering
BM	Bound morpheme-s/-es
PR	Pronoun
AR	Article
P	Preposition
V	Verb
A	Adjective
AD	Adverb
C	Conjunction

The researcher had found some 793 errors of the students' errors in translating the descriptive texts at the eighth grade of MTs Muhammadiyah 3 Al-Furqan Banjarmasin. The errors were categorized into substance errors using spelling errors

6.93% and punctuation errors 9.33%. Lexical errors errors are wrong diction 2.01%, addition of unnecessary word 3.15% and wrong numbering 7.44%. Grammar errors using bound morpheme –s/-es 15.76%, pronoun 12.86%, article 2.14%, preposition 12.48%, verb 8.44%, adjective 10.59%, adverb 2.39%, and conjunction 6.43%. So, the highest category of errors is grammar errors especially in bound morpheme –s/-es at 15.76% and the lowest category of errors is lexical errors especially in wrong diction at 2.01%.

The researcher gave score 1 for each mistake of all kinds errors categories and calculated based them on the following formula:

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

Table 4.2. The Description of the Students' Errors in Translating Indonesian Descriptive Text into English

1. Students' errors for substance errors

a. Spelling errors

Indonesian	Answer Key	Students' errors
- Dia mempunyai rambut lurus	- He has straight hair	- He has strike hair
- Kami lahir di tahun yang sama	- We are born in the same year	- We are worn in the same year

In the students' spelling error for most errors contained in the written word the word "straight" with "strike". Moreover, the word "born" they are also wrong in writing where they write the word "worn".

b. Punctuation errors

Indonesian	Answer Key	Students' errors
- Dia mempunyai rambut lurus, matanya kecil,	- He has straight hair, small eyes,	- he has straight hair, small eyes,
- Selain itu, dia sangat penolong dan dermawan.	- In addition, he is very helper and benefactor.	- In addition. he is very helper and benefactor.

In the sentence "She has straight hair, small eyes," most students answered by not using capital letters. Additionally, in conjunction said after some students in writing using a point of not using a comma.

2. Students' errors for lexical errors

a. Wrong diction

Indonesian	Answer Key	Students' errors
- Namanya adalah Muhammad	- His name is Muhammad	- Hes name is Muhammad
- matanya kecil	- small eyes	- small ayes

At the wrong diction most errors found in the students' writing errors vowel especially the word "His" written with the word "Hes". Moreover, the word "eyes" they are also wrong in writing that they wrote the word "ayes".

## b. Addition of unnecessary word

Indonesian	Answer Key	Students' errors
- Favorit	- Favorite	- Favourite

In addition error of unnecessary word, students can add the letters in a word by itself. Most of them made a mistake in writing the word "favorite" which they wrote with the word "favourite".

## c. Wrong numbering

Indonesian	Answer Key	Students' errors
- kelas VIII.	- VIII grade.	- grade VIII.

In the wrong numbering error, the students reversed in writing wording. Most of them made a mistake in translating "class VIII" in which they answer "VIII grade".

## 3. Students' errors for grammar errors

a. Bound morpheme *-s/-es*

Indonesian	Answer Key	Students' errors
- Dia selalu membuat orang tuanya sangat bangga padanya	- He always makes his parents very proud to him	- He always make his parents very proud to him
- Hobi nya membaca buku	- His hobbies are reading books	- His hobby are reading books



In the bound morpheme -s / -es most errors found in the students' fault, especially after the word always makes written word with the word "make". In addition, the phrase "His hobby is reading the book" they are also wrong in translating where they answer "His hobbies are reading books" should have the word "hobby" translated with the word "hobbies".

b. Pronoun

Indonesian	Answer Key	Students' errors
- Beratnya 55 kg	- His weight is 55 kg	- It weight is 55 kg

Most students make errors in pronoun in the sentence "It weighs 55 kg". Students are translated using the "It" when should use the "His" where "His" is the pronoun of "He".

c. Article

Indonesian	Answer Key	Students' errors
- Dia mempunyai tubuh yang besar	- He has a big body	- He has big body

Most students do not use the article in translating a sentence. Where the students' mistakes contained in the sentence "He has a great body" the students mostly translates to "He has a big body" should they use the article before the word "big".

## d. Preposition

Indonesian	Answer Key	Students' errors
- Kami sekolah di MTs Al-Furqan	- We are school at MTs Al – Furqan	- We are school in MTs Al – Furqan
- Dia lahir 29 April 2002	- He is born on 29 April 2002	- He is born in 29 April 2002

Many students still don't understand the use of the preposition. Where in the column above most students use the preposition "in" on the date of birth of someone writing a sentence they were supposed to use is the preposition "on".

## e. Verb

Indonesian	Answer Key	Students' errors
- Dia mempunyai rambut lurus	- He has a straight hair	- He have a straight hair

Many students still do not understand the proper use of the verb. Where in the column above most students use the "haves" after the word "He" who should they use is "has".

## f. Adjective

Indonesian	Answer Key	Students' errors
- Dia seorang anak yang cerdas	- He is an intelligent boy	- He is a smart kid

In the use of the adjective, many students use words that do not fit the context. Which saw the column above, students translate the sentence "He is a smart kid" appropriate answer is "He is an intelligent boy".

g. Adverb

Indonesian	Answer Key	Students' errors
- Kami lahir di tahun yang sama	- We are born in the same year	- We are born in the some year

In the use of adverb, students were still confused in translating. In the column above, most students can't distinguish between "same" and "some".

h. Conjunction

Indonesian	Answer Key	Students' errors
- Selain itu,	- In addition,	- In adition,

In translating a conjunction, students are not too many mistakes. It's just that they are not informed about the right way of writing the conjunction as the columns above.

## B. Discussion

After presenting the data, the researcher analyzes all the obtained data to give some considerations on the research.

## 1. Students' Errors in Translating Indonesian Descriptive Text into English

### a. Substance Errors

No	Substance Errors	Percentage
1.	Spelling Errors	6.93%
2.	Punctuation Errors	9.33%
	Total	16.26%

In substance errors, some students had the errors. The percentage of students who had the errors is about (16.26%). We can take the example;

- In addition. he is very helper and benefactor.

From the text above, the researcher found that there are still some sentences did not use a period after every sentences, capital letter are used incorrect, and also comma. But, if we compared with the other errors, the percentage of students' problem in punctuation is the smaller. It is because of the rule in using punctuation is a little and they also have learned about it. So the students could make a translation with a good punctuation. The students also made errors in their spelling. In this case, the students were using a wrong letter in writing.

#### 1). Spelling Errors

From interviews with students who make mistakes in spelling errors cause are the English spelling is different from Indonesian spelling and the students do not

know/memorize the spelling of the actual writing so make errors in spelling. In addition, students also do not look at the dictionary and check the actual writing in the dictionary because they did not bring a dictionary to school when learning English. In fact, they are allowed to use a dictionary in translating exercise.

## 2). Punctuation Errors

Students who make mistakes in punctuation caused because they were less careful in writing and do not understand in understanding the writing punctuation so make errors in punctuation. Some of them also say English is a difficult lesson and did not like it.

### **b. Lexical Errors**

No	Lexical Errors	Percentage
1.	Wrong Diction	2.01%
2.	Addition of unnecessary word	3.15%
3.	Wrong Numbering	7.44%
	Total	12.06%

In lexical errors, just a little student had the errors. The percentage of students who had the errors is about (12.06%). When student starts translating a text for the first time, there are usually a lot of doubts attempt to look up words in the dictionaries.

### 1). Wrong Diction

In wrong diction, students accidentally wrote the wrong articulation when writing in translating text. In addition, students also find it difficult to understand a word of English and lazy to learn English by using the English dictionary.

### 2). Addition of Unnecessary Word

Students who make the addition of unnecessary word the cause is they know reading in English but they are not correct in writing it and accidentally they make addition of unnecessary word. They feel no need to use a dictionary to check words that you want to write and feel their memory in memorizing vocabulary is already very strong. Moreover, most of them also said felt tired of doing the test translation so hurry to finish the translation exercise.

### 3). Wrong Numbering

Many students make the mistake in the numbering because less conscientious and do not know the correct writing. They are said to have a teacher who pay less attention to their questions when they ask. Thus, make them confused and difficult to get a true understanding.

### c. Grammar Errors

No	Grammar Errors	Percentage
1.	Bound morpheme –s/-es	15.76%
2.	Pronoun	12.86%
3.	Article	2.14%
4.	Preposition	12.48%
5.	Verb	8.44%
6.	Adjective	10.59%
7.	Adverb	2.39%
8.	Conjunction	6.43%
	Total	71.09%

In grammar errors almost students have the errors with the percentage (71.09%); they could not make some grammatical sentences in their translating descriptive text. All of the students forgot to use bound morpheme –s/-es. It can be concludes, the mistakes happened because the students do not understand well yet about tenses that is used in the present or when they want to translate descriptive text. For example;

- He always make his parents very proud to him

According to researchers' interview to some students, the mistakes that the students have done because of the teacher just explained the formula/structure of present tense and then gave some examples in sentence, but she did not asked them to apply it in translating text/essay. And also, the students often practice their translating so almost of them had the errors in grammar and sentence structure.

As a demonstrator, before asking the students to construct a descriptive text, the teacher has to explain more about feature of descriptive, especially language feature of descriptive that include of grammar and sentences structure. By doing this, it will discharge the errors itself.

#### 1). Bound Morpheme -s/-es

In a bound morpheme -s/-es, students worried afraid wrong because not understand grammar properly. They are confused what to do in using bound morpheme -s/-es correct. In addition, they also said that difficult to understand sentences in English. So, take a long time thought to translate a text in English.

#### 2). Pronoun

Many students still lack understanding about the pronoun because they are confused. They do not understand in word match instead. They said their teacher is illustrative and do not provide exercise to them. So, students don't like the teacher and lazy to study.

#### 3). Article

Students make mistakes in article because they do not know the use of a, an, and some. Where a, an, and some is different in their use. Whereas article *a* used for singular noun, while *some* indicate to plural noun.



#### 4). Preposition

In a preposition, the students said that many know but they are confused to use it in a sentence. This is caused because of many similarities in preposition meaning but are used differently and his lack of media used by their teachers, so they can not be practice in the translation exercise.

#### 5). Verb

Students make a mistake in using the verb to say that they do not have a lot of memorizing vocabulary and lazy when told to use the dictionary to find the verb. Students did not know about some meanings from the paragraph so they just answered some questions. Moreover, they say do not have a partner to practice English.

#### 6). Adjective

Students make the mistake of using an adjective because it has little vocabulary in English. They feel lazy in memorizing vocabulary because according to them memorize vocabulary in English is very boring. It is just different English reading with the writing.

#### 7). Adverb

In adverb, students simply memorize but not given the correct way of writing. His cause is partial adverb forms has the same with the adjective form. Thus, the

students are difficult to distinguish between adverbs with adjective. So, make a mistake in using adverb.

#### 8). Conjunction

The cause of the error on the conjunction is the lack of English vocabulary to students. They don't know the meaning of the word in English language and the meaning of the word does not find in the dictionary. Students also feel confused because they do not know when conjunctions use or not.

In the translation test, a lot of students did mistake with their translated. Almost in every sentence, there is a mistake. Even, some students did not translate the paragraph.

Most of students still have the errors in translating Indonesian descriptive text into English. Sometime, certain words are easily found and what are defined in the dictionaries is helpful. However, it also occurs that some words or combinations of words are not found in the dictionaries. Some of the students' errors from the test result they have gotten, they are; substance errors, lexical errors, and grammar errors. Students who do not pay attention more in class, of course will not understand.

From students' interview that causing the errors because they are less in memorizing vocabulary, choosing the appropriate vocabulary, translating a difficult vocabulary, translating unfamiliar word, arranged the language into English language and also get problem when they don't know the meaning of the word in English

language and the meaning of the word does not find in the dictionary. At school, students of VIII grade only 2 times a week to learn the translation. Students are also rarely given exercise translate text from Indonesian to English and have never been given the task translate when at home. They are more frequently listened to the explanation of teachers and very rarely exercise translate in a sentence. So, when translating a text a lot of they make mistakes.

In this research, the researcher found three sources of errors; interlingual transfer where the students still influenced by their mother tongue in transferring the language, intralingual transfer where the students have not mastered the foreign language rule successfully yet, and context learning where the students used some wrong patterns that was memorized in drilling by the teacher.

We knew, to translate one language into another language is not easy, the translator has to know vocabulary, structure or grammar act that he want to translate, because every language have different form each other. Such us, Indonesian grammar is different with English grammar, Arabic grammar is different with English or Indonesian grammar.

After all the obtained data presented in data presentation, as result of this research, then they also need to be analyzed and reported systematically based on the research question. It is about the errors are made of the eighth grade students to

translate Indonesian text into English at MTs Muhammadiyah 3 Al-Furqan Banjarmasin in school year 2015/2016.

Finally, it cannot be denied that translation is needed to be well understood by the students especially the eighth grade students to translate Indonesian text into English at MTs Muhammadiyah 3 Al-Furqan Banjarmasin.