

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Communication is transfer information, idea, and feeling each other. Language need for interaction. Language is very important, We can not speak without language. Language is rule or structure in communication human life, We can not separate it in communication with others by language. International language we use now is English. It clear that English has dominated for communication in writing and speaking. We must learn English as global language if not we will be left behind other countries in improving the power of knowlodge. According to the curriculum in MAN 3 Amuntai, Writing in the First Year students was taught into 5 kinds of texts: Recount, Narrative, Procedure, Descriptive, and News Item. Here the writer only used writing Descriptive text to be analyzed.

Now, In Indonesia many schools have taught English begining kindergarten until university that makes English is important to learn as foreign language. Having a good grammatical system of the language, learners will be assisted in giving their ideas, messages and good feelings to the listener or reader. Language without grammar will not organize and communicative cause some problems, such as grammatical errors in writing. Therefore, students need to know the grammatical system they can communicate with others in order to transfer the message correctly. In using the language well, learners must learn the rules of the language or know how they work. They can not avoid the error because the error occurs mostly in the learning process. This

happens because they use different forms to convey their ideas, feelings or message that they need more time to be able to master the target language well. In addition, by making mistakes, Learners will build their new knowledge to use the target language as Littlewood claimed that making mistakes while learning a second language can be considered as a means of establishing the ability of learners because they can learn something from making mistakes (Littlewood, 1992).

As English learner we often makes mistake and errors in learning process. Systematic of error and different grade do not make same errors. Therefore researcher try to find problem language that making student's problem. English and Indonesia have different construction of the sentence. Therefore, many schools teach English as to be one subject in Indonesian education either with other countries.

There are some abilities in learning English such: listening, speaking, reading, and writing. Especially in writing ability students oblige to learn it. In writing process there are five general components must be applied : content, form, grammar, style and mechanic .For developing writing in English the composition need to learn. Otherwise, the learners still confuse with the English sentence structure and cause students's writing errors and both sentence structure languages are very different. expression of meaning.

The way of translating English into their native language are implanted into students' mind. That meant the students are expected to be able to understand the meaning of English sentences. Translation involves the transfer of meaning contained in one set of language signs into another set of language through competent use of the dictionary and grammar, the process involves a whole set of extralinguistic criteria also" (1991 : 13).

Furthermore, Toury (2000:1) says that, “Translation is a kind of activity which inevitably involves at least two languages and two cultural traditions.”

Because students’ ability in translation is still low, the students’ errors in translating text from Indonesian into English are very important to be analyzed. Based on the examples above, it shows that the most errors made by the students are errors in grammar. That is why, the researcher is interested in grammatical errors made or faced by many students of MAN 3 Amuntai Academic Year 2016/2017. The students still get confused to use the right grammar in their translation.

Therefore, they should know the problems concerning with two different languages.. Students should know about what mistake they have done, and the researcher hopes that they can solve their problem, and then improving their translation ability by learning from their mistake they have done before.

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا  
اِكْتَسَبَتْ رَبَّنَا لَا تَأْخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا... (٢٨٦.)

This verse Allah task eth not a soul beyond its scope. For it (is only) that which it hath earned, and against it (only) that which it hath deserved. Our Lord! Condemn us not if we forget, or miss the mark,...

That is very important to predict and minimize their errors in learning in the classroom. Because the result of analysis give some contributions in attempting decrease errors by students in learning English especially in MAN 3 Amuntai. So, it is very important to know how many kinds of errors in Translating process.

There are some studies related with an analysis errors made students in translating text, they are: Nur. *An Analysis on Grammatical errors in Students'' Recount Paragraph Writing (A Case Study at the Second Year of MTs N 8 Jakarta Barat)*. Nita, *An Analysis on Students'' Grammatical Errors in Writing Recount Text (A Case Study at First Year Students at SMA Negeri 3 Kota Tangerang Selatan)*.

In the first researcher, she limited the study such as in (verb tense, diction, word form, usage, sentence pattern, pronoun, spelling, and punctuation). But in the second researcher she used Betty Schramper Azar''s classification: (singular plural, word form, word choice, verb tense, add/omit a word, word order, spelling, punctuation, capitalization, article).

The first researcher conducted her research at MTS N 8 Jakarta Barat from 10<sup>th</sup>-30<sup>th</sup> of November 2010 and she used descriptive qualitative method. The second researcher she conducted her research at SMA Negeri 3 Tangerang Selatan from January 2<sup>nd</sup>-20<sup>th</sup> 2012 and used the same method with the first researcher. The sample of first researcher consisted of 34 students but only 30 students who did the test because 3 students were sick and 1 student was absent. Meanwhile, the population of second researcher was the first year students at SMA Negeri 3; there are 231 students divided into 7 classes. The sample she used purposive sampling that is comprised of individuals whom the researcher believes would be representative of those found in a given population. The sample of this research was class X6 (33 students) but the writer only took 30 students because 3 students were absent.

The researcher chose ten graders students of MAN 3 Amuntai as the subject of the research. The researcher limited the study such as in (verb tense, sentence pattern, pronoun, spelling, and punctuation), used descriptive qualitative method consisted of 25 students but only 20 students who did the test because 3 students were sick and 2 students were absent. The researcher wants to know whether students make errors or not, what kind of errors they made, and cause of error made by students. The errors that had been analyzed are subject and cause of error made by students (verb, tense, pronoun, spelling, and punctuation).

The researcher tries to analyze errors entitled : THE ANALYSIS OF ERRORS MADE BY TEN GRADERS IN TRANSLATING DESCRIPTIVE TEXT T AT MAN 3 AMUNTAL.

### **B. The Statement of the Problem**

- a. What are kinds of errors that are made by ten graders in translating Descriptive text ?
- b. What are the cause of the students' errors in translating Descriptive text?

### **C. Objective of the Research**

Based on the problem above, the researcher has the purpose as follow:

1. To know kinds of errors in translating descriptive text done by ten graders students of MAN 3 Amuntai.
2. To know the cause of students' errors in translating descriptive text by ten graders of MAN 3 Amuntai.

#### **D. The Reason in Choosing the Topic**

The reasons why the writer has chosen the topic are as follows:

1. The error analysis is effective to find the students' errors in translating Descriptive text ten graders of MAN 3 Amuntai .
2. The quality of the English teaching especially writing needs to be improved by using the result of error analysis.
3. The teaching and learning of English writing needs to be improved by taking the benefit of error analysis result.

#### **E. The Limitation of the Research**

In order to focus the topic discussed in this study the writer limits the discussion as follows:

- a. The study is limited to the ten graders of MAN 3 Amuntai
- b. This study is limited to know the errors was done by ten graders of MAN 3 Amuntai.
- c. The data that are analyzed are limited to those taken from the test by asking the students in translating descriptive text about *school, idol, and animal*".

#### **F. Significance of the research**

The use of the study can be classified into:

1. The theoretical use.

The result of this research is expected to be able to enrich the repertoire of teaching writing theory.

2. The practical use.

This research can be used to improve the teaching of English especially in teaching writing.

### **G. Definition of Key Terms**

To make the topic easy to understand, the writer clarifies the terms of the study as follows:

1. Error

According to Sujoko (1989: 5), An error is Error is a part of a composition that mistake from some selected norm of mature language performance. By native speaker, interlanguage competence that is reflecting the learner. In this research Error means part of a composition that mistake from some selected norm of mature language performance by the students' in translating text ten graders of MAN 3 Amuntai.

2. Analysis

According to Hornby (1995: 38), analysis is the study thing its parts and their relationship; a statement of the result something by examining.

From the quotation above, analysis is the study of errors done by the ten graders of MAN 3 Amuntai by translating text.

3. Error Analysis

Error analysis in this study is the study of errors that is done by the students' translating descriptive text ten graders of MAN 3 Amuntai.

4. Translation

Generally, translation is an act, process, or an instance of translating as a rendering from one language into another. There are many theories proposed by some experts of linguistic related to the definition of translation. They define translation from different point of view. In the translation field, there are terms of translation and interpretation. Both of those terms are focused on transferring messages from source language (SL) into target language (TL). Translation refers to transferring both written and spoken messages, while interpretation refers to transferring spoken messages only. Becoming a translator, he has to have a great responsibility and his work is not easy. He should be able to comprehend messages in one word in the sentences that is done by changing form of language with rule in translating text about school that be done by ten graders of MAN 3 Amuntai.

#### 5. Descriptive Text

Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object or something. Descriptive writing also involves putting across feelings, describing place, things and object. In this case the researcher described the students' error in translating descriptive text based on their writing test result.