CHAPTER I

INTRODUCTION

1.1   Background of the Study

Communication cannot be separated from language because it has an important role in human life such as thinking, communicating ideas, and negotiating with others, sharing the knowledge, make the connection or communication among people. It is a tool used to communicate so people can understand what others said.

Language has been defined in various ways by linguists followed by definition. Language primarily an instrument of communication among human beings in community. It is common, pervasive, representative, apparently, central manifestation involves oral-aural communication, arbitrary in their association to particular meanings and arbitrary in their shape for given language.

In the era of globalization, the need of English proficiency is very urgent. To be able to communicate with people from different countries that use English. It is clear that learner needs to speak and interact in English situation as in foreign travel business or other professional reason. Brendan (1994: 18) states that "Students are needed to be familiar with the lexical (vocabulary) and grammatical system of a language if they want to communicate successfully". The students are hoped to master the vocabulary and grammar in their communication process. Thus, people are generally required to master English.

Error is the important part in teaching and learning process. When the writer did the teaching practice program at SMA Negeri 6 Kupang, 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. As a result, they wold write sentences ungrammatically.

Students' errors are very useful ways of showing what they have not understood about translating the text from Indonesian into English. Students are still confused and unaware about errors they committed. The grammatical errors they committed are, for example;

The students : *Maya pergi ke Malang setiap bulan.*

The student translation : *Maya **go** to Malang every month.*

The correct translation : *Maya **goes** to Malang every month.*

The kind of error found in the sentence above is omission where, -es is omitted on the word " **go** " , become Maya is a third singular person.

Therefore, the students are expected to study hard to get bad score in English. Based on the problem above, the writer conducted a research with the title *"An Analysis on Grammatical Errors in Translation of Descriptive Text from Indonesian into English of the Eighth Grade Students of SMPN 16 KUPANG in the school year 2016/2017".*

1.2   Statement of the Problems

Based on the background of problem that is previously described, there are some problems of this research that will be identified by the writer. Those problems   are as follow:

1. What are the kinds of grammatical errors commited by the eighth grade students of SMPN 16 Kupang in translating descriptive text?

2. What are the most grammatical error commited by the eighth grade students of SMPN 16 Kupang in translating descriptive text?

1.3   Objective of the Study

Going in line with the problem statement, there are two objectives of this study. They are stated in the following.

1. To find out kinds of grammatical errors commited by the eighth grade students of SMPN 16 Kupang in translating descriptive text

2. To find out the most grammatical errors commited by the eighth grade students of SMPN 16 Kupang in translating descriptive text

1.4   Significance of the Study

This study has some significance for the following persons: the English teacher, the writer, and the students.

1.   For the Teacher

By doing this research, the teacher of the researched school can know the student's difficulties in doing translation from Indonesian into English.

2.   For the Writer

By doing this study the writer can gain more knowledge and skill in English. The writer is also trained in how to write scientific writing in research.

3.   For the Students

By doing this study the students can know their errors in doing translation from Indonesian into English. Hopefully they will learn from their errors and their English grammar will improve.

1.5   Scope and Limitation

This study is about analysing grammatical errors in translating a descriptive text from Indonesian into English. There are four kinds of error taxonomies: surface strategy taxonomy,

linguistic category taxonomy, comparative taxonomy, and communicative effect taxonomy. This study focuses on grammatical error. This kind of error is highlighted from the surface strategy taxonomy. The grammatical errors in the light of this taxonomy include omission, addition, misformation, and misordering of the grammar, here in this case English grammar.

The students may make errors in learning and using English in basic skills of learning language: listening, speaking, reading and writing, and sub skills of learning language: grammar, vocabulary, pronunciation, speaking. This study concentrates on translation as a tool to find errors of the students.

There are some kinds of texts: narrative text, descriptive texts, exporitory text, and argumentative text. This study just concentrates on translating descriptive text from Indonesian into English.

1.6 Definition of the Terms

To avoid misunderstanding of the readers, the writer gives some definitions of the terms used in this study.

1. Translation

Translation is the reproduction in a receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style (Nida and Taber, 1974: 12).

2. Grammar

Grammar is a set of statement about how a language works. It includes, for example, a description of the principals for combining words to form grammatical sentences. It can express thought, ideas, and feelings in sentences. Every language has its own grammatical

system. Grammar is important in communication. The rules show how words are combined, arranged, to show certain kinds of meaning (Swan, 2005).

3. Errors

Errors refer to wrong forms that the people could not correct even if their wrongness were to be pointed out, but it still evident what the learner wanted to say (James, 1998: 80).

4. Error Analysis

Error analysis is simply defined as systematic describing and explaining of errors made by the learners or users in the target language. Investigation was the analysis of errors made by the learners since they represent the most significant data in which a reconstruction of his knowledge of the target language could be made, (Ubal, 1981: 8).

Error analysis is the process of determining the incidence, nature, cause, and consequences of the unsuccessful language. Error analysis is a study to identify the causes of those errors. It also finds the consequences of those errors, (Carl James, 1981: 1).

5. Descriptive Text

Descriptive text is a kind of the text which describes person or a thing. Its purpose is to reveal a particular person, place, or thing. Descriptive is the description and accounts which are usually used by the teachers. Guba and Lincoln (1981: 119) state literal description as the activity being evaluated, the circumstance under which it is used, the characteristics of the people involved in it, nature of the community in which it is located.