STUDENTS' GRAMMATICAL ERROR IN TRANSLATING INDONESIAN SENTENCES STRUCTURE TO ENGLISH AT GRADE XI SMA NEGERI 1 PANYABUNGAN IN 2012/2013 ACADEMIC YEAR

A THESIS

Written By:

ZULFAN WARDANI DACOSTA TIMOR SIREGAR
Reg. No. 09 340 0029

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
2013

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Submitted to the English Section of State College for Islamic Studies Padangsidimpuan in Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

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Written By:

ZULFAN WARDANI DACOSTA TIMOR SIREGAR
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ENGLISH DEPARTEMENT

TARBIYAH AND PEDAGOGY FACULTY
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PADANGSIDIMPUAN
2013

Padangsidimpuan, May 14th, 2014

Term : Munaqosyah

To: .

a.n. **Zulfan W.DCT**

The Dean of Tarbiyah and Pedagogy Faculty

Item : 7 (Sevent) Examplars

di –

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Zulfan Wardani Dacosta Timor Siregar** entitle **"Students' Grammatical Error in Translating Indonesian Sentences Structure to English at Grade XI SMA Negeri 1 Panyabungan in 2012/2013 Academic Year"** we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Islamic Education Scholar (S.Pd.I), departement of education in IAIN

Padangsidimpuan.

Therefore, we hoped that he could be to defend her thesis in Munaqasyah.

That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

<table>
<tr><td align="center">*Advisor I*</td><td align="center">*Advisor II*</td></tr>
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DECLARATION OF SELF THESIS COMPLETION

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Had written this thesis with consultative aids of advisors, devoiding plagiarism and others' un-registered advice based on Students Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

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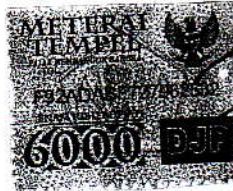
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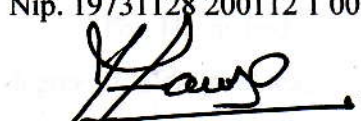**TARBIYAH AND PEDAGOGY FACULTY**
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The Thesis : Students' Grammatical Error In Translating Indonesian Sentences Structure to English at Grade XI SMA Negeri 1 Panyabungan in 2012/2013 Aacademic Year

Written By : Zulfan Wardani Dacosta Timor Siregar

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The Thesis had been accepted as a partial fulfillment of requirement for the degree of Islamic educational scholar (S.Pd.I) in English program.

Padangsidimpuan, June 18th, 2014
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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, I would like to convey his grateful to Allah SWT, the most Creator and Merciful that has given him the health, time and chance for finishing this thesis on titled " **Students' Grammatical Errors In Translating Indonesian Sentences Structure To English at Grade Xi Sma Negeri 1 Panyabungan In 2012/2013 Academic Year**". This thesis is written in order to fulfill one on the requirements for being Sarjana Pendidikan Islam in English Department at the Tarbiyah Faculty of State Collage for Islamic Studies (STAIN) Padangsidimpuan.

The research has received suggestion, guidance and encouragement from many people during writing this thesis. The researcher is also assisted by some people and institution. Therefore, in this opportunity I would like to express his gratitude to the following people:

1. Special thanks are to the Leader of STAIN Padangsidimpuan, the Deputy Leader I, II and III, the Chief of English Section, lecture and all for the civitas academic of STAIN Padangsidimpuan, who had helped him in writing this thesis and also in this studying.

2. Special thanks are due to Mrs.Rayendriani Fahmei Lubis, M.Ag, as his advisor I and Mrs. Fitri Rayani Siregar, M.Hum as advisor II who had given the guidance and the motivation to the writer in writing this thesis.

3. Thanks for Mr.Drs.H.Syarmadan as the Head Master of SMA Negeri 1 Panyabungan who had helped to complete this research as well as her students for the helping has given to him.

4. Thanks for to the teachers who had helped the writer in writing this thesis

5. Thanks for all of my friends who had helped the writer in writing this thesis.

And the finally, I would like to express his special to all his family especially to his parent, brother and sisters who have given the supports to him, both of the moral and material support, never ending encouragements and understanding given during his Academic year at the English Department of State Collage for Islamic Studies (STAIN) Padangsidimpuan.

This thesis is still so far from being perfect based on weakness of the writer. Therefore, I expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, 13 Juni 2013

Zulfan Wardani Dacosta Timor Siregar
Reg. No. 09340 0029

Name   **: ZULFAN WARDANI DACOSTA TIMOR SIREGAR**
Reg. No   **: 09340 0029**
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Programe Study   **: TADRIS BAHASA INGGRIS**
Title of Thesis   **: STUDENTS' GRAMMATICAL ERRORS IN TRANSLATING INDONESIAN SENTENCES STRUCTURE TO ENGLISHAT GRADE XI SMA NEGERI 1 PANYABUNGAN IN 2012/2013 ACADEMIC YEAR**

ABSTRACT

This research discussed aboutStudents Grammatical Errors In Translating Indonesian Sentences To EnglishAt Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year. The formulation of the problem: Is there the influence ofIndonesian Structure To Grammatical Error In Translating Indonesian To English At Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year? Andthis research intended to know whether there is Students Grammatical Errors In Translating Indonesian Sentences To EnglishAt Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year

The research was conducted by quantitative method. The population that is going to be researched in this occasionAt Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year, the total of population are240 students. Then, the sample of this research is 8 students in every class in 6 class all of population as sample being the subject become are 48 students. Next, this research used test as instrument, test was divided toIndonesian Structure and sentences. To analysis the data, the writer used formulation of analysis product moment.

After calculating the data, there is how of Indonesian Structure Grammatical Error and translating sentence. It can be seen from $r_{count} > r_{table\ 0,901 > 0,273}$ and test reliability $_{1,83 > 0,284}$. So, the hypothesis was received. It meant there waslowest Indonesian Structure to Grammatical Error in translating Indonesian sentence. The last, the result regression of research was reliability and valid.

APPENDIX I
TEST
   A. WRITE DOWN THE SENTENCES TO ENGLISH IN A GOOD TRANSLATION

1. Setiap hari saya mandi pukul 07.00
2. Dia selalu mengerjakan tugasnya di rumah.
3. Anak laki-laki itu belajar bahasa inggris di sekolah.
4. Ibu ku mencuci pakaian setiap hari
5. Mereka berbicara bahasa inggris sangat bagus
6. Kemarin,kami pergi ke Rantau Parapat
7. 2 minggu kemarin Saya dan keluarga pergi ke Sibolga
8. Ayahku pergi memancing ikan semalam
9. Ibunya meninggal sebulan yang lewat
10. Apa yang kamukerjakan jumat kemarin
11. Abdi sedang memancing
12. Ibu guru sedang mengajar sekarang.
13. Kami makan nasi goreng sekarang.
14. Anak –anak sedang bermain bola
15. Dia sedang pulang ke rumah
16. Rino akan sekolah ke luar negeri
17. Andi akn tammat sekolah 2 bulan lagi
18. Mereka akan mati bersama-sama.
19. Ibunya akan memasak ayam goreng
20. Ayah Bimo akan membeli mobil.
21. Apakahkamu sudahmakan ?
22. Apel di makan oleh Amir
23. Anton sudah tammat dari Sma
24. Apakahibumu sudah memasak Nasi goreng?
25. Kartu kredit sudah di pikirkan setahun kemaren.
26. Kemarin malam, Andi pulang ke rumah saya
27. Ibunya meninggal 2 hari yang lewat
28. Bapaknya pergi mempertahankan negara setahun yang lau
29. Andi pergi ke pasar kemaren.
30. Dia makan racun 3 hari yang lewat.
31. Mereka sholat bersama setiap hari
32. Kakaknya mengajar di sekolah kami setiap hari
33. Kepala sekolah kami adalah ayah temanku
34. Lakukan sekarang!
35. Bibinya memetik bunga
36. Soleh bertarung bulan depan
37. Saya pulang sekolah 2 jam lagi
38. Nuri akan jadi seorang guru 2 minggu lagi
39. Mario tammat 1 bulan lagi
40. Nanti ! saya akan memukulnya

B. Combine the following pairs of simple sentences into compound sentences. Use a comma and a logical joining word to connect each pair.

41. I was recently promoted to shift manager at work.

    I need to drop down to part-time status at school next semester

    —————————————————

42. Myson were spending too much time in front of TV and PC.

    I sign up my entire family for a one-year gym membership.

    —————————————————

43. Mike's skin was blemished and sun damaged.

    She consulted with a plastic surgeon about a chemical face peel.

    —————————————————

44. Andi insists on buying certified-organic fruits and vegetables.

    I cannot distinguish organic from conventionally grown produce.

    —————————————————

45. I am majoring in digital media arts.

    I hope to find a job doing video-game animation.

C. Combine the following simple sentences into complex sentences

46. Hopkins picked up a hitchhiker.

    The hitchhiker was travelling around the world.

    _____

47. Tyson is a sleep walker.

    Larry is my brother.

    _____

48. The tea burned the roof of mouth.

    The tea was hotter than I expected.

49. Laura just gave birth to twins.

    Karen is an old friend of mine.

    _____

50. Mora used a stream cleaner to shampoo her rugs.

    The rugs were dirtier than she had expected.

    _____

D. FIND THE SENTENCES IS INCLUDED THE GRAMMATICAL ERRORS

51. I was looking in window's my car

52. Meeting friends Junior Higt School

53. We drive vitara blue

54. We come my house teacher

55. I so very like dancing

56. We try to study hard with seriously

57. We pray how like Moeslim people

58. We are very happy last night

59. I put the ball in the table

60. Models walk in the catwalk

Appendix II

A. The key answer of test

1. I shower every day at 7.
2. He always do his task at home.
3. The boy was learning English at school.
4. My mother wash clothes every day
5. They speak english very good
6. Yesterday, we went to Rantau Parapat
7. Family went to Sibolga 2 weeks ago
8. My father went fishing last night
9. His mother died a month ago
10. What did you do on Friday yesterday
11. Abdi is fishing
12. The teacher is teaching now.
13. We eat fried rice now.
14. The children were playing ball
15. He goes back to home
16. Rino will study abroad
17. Andi will graduate 2 months later
18. They would die together.
19. Her mother will cook fried chicken
20. Ben's father will buy a car.
21. Have you eaten?
22. Apples are eaten by Amir
23. Anton has graduated from Sma
24. Have You cooked fried rice?
25. Credit cards have thought a year ago.
26. Yesterday evening I went home Andi
27. His mother died two days passing
28. His father went defend the country a year yesterday
29. Andi went to the market yesterday.
30. He ate poison 3 day ago.
31. They pray together every day
32. Her sister teach in our schools every day
33. Our principals are my father's friend
34. Do it now!
35. Aunt picking flowers
36. Soleh will fight next month
37. I came home from school 2 hours away
38. Nuri will be a teacher 2 weeks again
39. Mario will be graduated 1 month again
40. Later! I will hit it

B. The key answer of test combine the simple sentences into compound sentences

41. I was recently promoted to shift manager at work**, so** I need to drop down to part-time status at school next semester.

42. My sons were spending too much time in front of TV and PC**, so** I sign up my entire family for a one-year gym membership

43. Mike's skin was blemished and sun damaged**, so** she consulted with a plastic surgeon about a chemical face peel.

44. Andi insists on buying certified-organic fruits and vegetables**, but** I cannot distinguish organic from conventionally grown produce.

45. I am majoring in digital media arts**, but** I hope to find a job doing video-game animation.

C. The key answer of test combine the simple sentences into complex sentences

46. Clyde picked up a hitchhiker **who** was travelling around the world.

47. Larry, **who** is my brother, is a sleep walker

48. The tea burned the roof of mouth **which** was hotter than I expected.

49. Karen is an old friend of mine **who** just gave birth to twins

50. Mora used a stream cleaner to shampoo her rugs **which** were dirtier than she had expected.

D. The key answer of test find the sentences is included the grammatical errors

51. I was looking in my window's car

52. Meeting friends Junior Higt School's

53. We drive blue vitara

54. We come my teacher's house

55. I like dancing very much

56. We try to study hard seriously

57. We pray how Moeslim

58. We are very happy last night

59. I put the ball on the table

60. Models walk on the catwalk

CURRICULUM VITAE

A. Identity

Name : Zulfan Wardani Dacosta Timor Siregar

NIM : 09 340 0029

Place and Birthday : Panyabungan, 15 Agustus 1987

Sex : Male

Religion : Islamic

Address : Panyabungan, MADINA

B. Parent

Father's Name : Ali Nafiah Siregar

Mother's Name : Rinda Riani Harahap

C. Educational Background

1. Graduated from Primary School Number 147890 Parbangunan, Madina in 1995-2000.

2. Graduated from SMP Negeri 1 Panyabungan, Madina in 2000-2003

3. Graduated from SMA Negeri 1 Panyabungan, Madina in 2003-2006

4. Be University Student in STAIN Padangsidimpuan

CHAPTER I

INTODUCTION

A. The Background of the Problem

The world of education today has significantly grown rapidly, no exception to language education, especially English. Because English is one of international languages which is very influential in the International relation, for example in economic, agriculture, hygiene, politic, and education.In Indonesia, the needed of English as a foreign language has developed. It was an instrument to transfer modern knowledge, culture, and to grow up international relation. Realizing how the important this language, our government has determined English as the first foreign language to be taught in Indonesia.

There are four skills in a language;listening, speaking, reading and writing.The first listening, listening is the process of a unidirectional receiving of audible symbols or an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms. The second, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Next, reading is a receptive skills, it is a transactional between a reader and writer. The last, writing one of the four language skill that isthe way its native speaker to organize a piece of both spoken and written information.

Translating one of the language skills is which essential skills forthe studentsat every level started from elementry school until university. In other words,bywriting the reader can get something toadd his knowledge, information and pleasure instruction to do something and also know what is happening. In teaching English ,the new curriculum states that both of language componenthare taught integratedly.The language componenth such as:vocabulary,grammar pronunciation and spelling are tought in the form of both fuctional skill and functional utterence. Shortly, the language componenths are taught to support the four language skills;listening,speaking,reading and wirting.

It is relevant to Al-Qur'an in Suroh Al-Alaq verse 1-5[1]

مِ عَلَّمَ ٱلَّذِى ۞ ٱلۡأَكۡرَمُ وَرَبُّكَ ٱقۡرَأۡ ۞ عَلَقٍ مِنَ ٱلۡإِنسَـٰنَ خَلَقَ ۞ خَلَقَ ٱلَّذِى رَبِّكَ بِٱسۡمِ ٱقۡرَأۡ ۞ يَعۡلَمۡ لَمۡ مَا ٱلۡإِنسَـٰنَ عَلَّمَ ۞ بِٱلۡقَلَ

Meaning: Read,in the name of Allah(Lord)who creates.Created man from the clot of blood.Read,your (Lord) is the most bountiful one. Who by the pen though man. Taught man what he did not know.

Based on the verse of Al-Qur-an abovewe can say that writing is important for us to improve our knowledge.In this case writing is important in education.In

[1]Dr.MuhammadMuhsin khan ,*Intepretation of the meaning of Nobel Qur'an in English Language*(Al-Madinah Al-Munawaroh:Islamic University,1993)

Islam writing(composition) is very importand in our life futhermore we can look at Suroh Al-Baqoroh 282 states:[2]

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا تَدَايَنتُم بِدَيۡنٍ إِلَىٰٓ أَجَلٍ مُّسَمّٗى فَٱكۡتُبُوهُۚ وَلۡيَكۡتُب بَّيۡنَكُمۡ كَاتِبُۢ بِٱلۡعَدۡلِۚ وَلَا يَأۡبَ كَاتِبٌ أَن يَكۡتُبَ كَمَا عَلَّمَهُ ٱللَّهُۚ

(Belivers when you contract a debt for a fixed term your should get it recorded in writing.And it should be written rightly by one of you as its writer.The sribe Allah has given the give of literacy should not refuse to write).

From this quatation it is deducated that the term for a debt must be specified Allah suggest as to write something important for our life,it remind us not forget us such in studying,writing,must be important be increase their knowledge besides reading. Therefore based on on the verse above the people must pay attention what will to write correctly.

Grammar can be defined as a set of shared assumptions about how language work. The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills.

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[2]*Ibid.* p.175.

Practice is the way to be good students, but sometimes the students have factors in practice English because the students are uninterested in study English. The other problems are the students do not know to write in sentences.The researcher also find that the students still get difficulties in Indonesian structure toward grammatical error in writing sentences. Therefore teachers and students must understand in Indonesian structure toward grmmatical error.

Absolutely, students must comprehend about Indonesian and grammaticalerror in translating sentences. For this reality,that is that students make errors in transaltingsentences,the writer becomes interested in analyzing grammatical error made in schools and try to find out contemporary solutions to correct the error.Looking at the above phenomenon or problems, the writer is attractive to do a research on ".Students'Grammatical Error In Translating Indonesian Sentence Structure to English at Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year.

B. Identification of the Problem

Based on the background of the problemthe students on grade XI SMANegeri 1 Panyabungan, the writer identified as the problem as follow; they have less grammatical error, so that they do not know to write of what is written. They are also less practice, because they are lazy and uninterested to learn English. In identification of the problems based on the above background are:

First, English is hard to use in society in communication, there are students do not desire to write. Second, the student can not write and make the

sentences. Third, Indonesian structure and Grammatical error is diffrent and make the student confuse. Finally, the Indonesian structure to grammtical error in translating make the students do not undesrtand and confuse.

C. The Limitation of the Problem

Based on identification of the problem above, the writer limited the student grammatical errors translating Indonesian sentences to English. In sentences include five basic tenses, present tense, past tense, present continuous tense, present perfect and present future.

D. Definition of Terminologies

1. Students

Students is person who is studying at a college, polytechnic or university also boy or girl attending school.[3] Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.[4] Based onthe definitions above, the researcher was concluded that students arean person at grade XI SMANegeri 1 Panyabungan in 2012/2013 Academic Year.

2. Grammatical Errors

Grammar can be defined as a set of shared assumptions about how language work. The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their

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[3]A.S. Hornby, A P Cowie, et. al., *Op. Cit.,*p. 859.
[4]Tim PenyusunKamusPusatBahasa, *KamusBesarBahasa Indonesia* (Jakarta: BalaiPustaka, 2005), p. 1077 .

ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills.

3. **Indonesian Sentences**

Indonesian sentences are specifically contrasted if the Indonesian structure is one which causes particularly difficulty for English-speaking learners. Therefore Indonesian sentences are the body of rules that describe the structure, grammar, and rules that different of <u>expressions</u> in the <u>English language</u>

4. **Indonesian Structure**

According to the Indonesian sentence structure can be a single sentence can also compound sentences. Equivalent compound sentence can be (coordination) are not equivalent (subordinate), mixed (coordinative-subordinate). Single idea is expressed in a single sentence; single-sided ideas expressed in terms of complex sentences.

5. **English Sructure**

English Sructure is the body of rules that describe the structure of <u>expressions</u> in the <u>English language</u>. This includes the structure of <u>words</u>,<u>phrases</u>, <u>clauses</u>, and <u>sentences</u>.There are historical, social, and regional variations of English. Divergences from the <u>grammar</u> described here occur in some <u>dialects of English</u>. This article describes a generalized present-day <u>Standard English</u>, the form of speech found in types of public discourse including <u>broadcasting</u>,

education, <u>entertainment</u>, <u>government</u>, and <u>news reporting</u>, including both formal and informal speech. There are certain differences in grammar between the standard forms of <u>British English</u>, <u>American English</u>, and <u>Australian English</u>, although these are inconspicuous compared with the <u>lexical</u> and <u>pronunciation</u> differences.

6. Translation or Translating

Catford wrote "Translation is the replacement of textual material in one language by equivalent textual material in another language".[5] Furthermore in Pinhhuck as quoted by Suryawinata said translation is a process of finding a TL (Target Language) equivalent for an SL (Source Language) utterance.[6]From the quotation above the writer concludes that translation is the process of transformation of a written or spoken SL (Source Language) into a TL (Target Language)

E. Formulation of the Problem

To make the problem clearer in this research, the writer formulated it as follows:

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[5]JC.Catford, *Linguistic Theory of Translation,* (Oxford: Oxford Univesity Press 1965), p. 20

[6]ZuchridinSuryawinata and SugengHariyanto, *Translation: BahasaTeoridanPenuntunPraktisMenerjemahkan* (Yogyakarta: Kanisius, 2003), p. 13

"How is the Students'Grammatical Error In Translating Indonesian Sentence Structure to English at Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year?"

F. The Porpuse of the Research

The purposes of the research is :

To investigate How is the Students'Grammatical Error In Translating Indonesian Sentence Structure to English at Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year.

G. The Significances of The Research

The significances of the research are:

1. For the Head Master of SMA NEGERI 1 Panyabungan to give corection to the English and to find out the grammatical errrors in translatingsentences is made by Senior Hight School, so that can improve the students interest in learning English.

2. For the English teacher of SMA NEGERI 1 Panyabungan, this study can useful for candidate teacher next teaching.

3. For the students this study could help them determine grammatical error in translating sentences.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description.

    1. Indonesian Structure

        a. Defenition of Indonesian Structure

According to the Indonesian sentence structure can be a single sentence can also compound sentences. Equivalent compound sentence can be (coordination) are not equivalent (subordinate), mixed (coordinative-subordinate). Single idea is expressed in a single sentence; single-sided ideas expressed interns of complex sentences[1]. Therefore in Indonesia there are four structures: 1) Simple Sentence, 2) Compound Sentence., 3) Complex Sentence, 4) Compound Complex Sentence.

        b. Types of Indonesian Structure

            1) SimpleSentence

Consists of a single sentence on the subject and a predicate. Accordingly, long sentences, it can also trace the patterns in its formation. Patterns that is the basic sentence.

a) Sentence containing a subject and predicate.

b) The sentence subjectk noun and predicate adjectives.

c) The sentence predicate noun word subject numbers.

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[1]Zaenal Arifin, *Cermat Berbahasa*(Jakarta: Akademika Presindo,2003),p. 64 .

d) Subject noun phrase and the predicate phrase consisting of a preposition and noun

e) Subject sentence predicate noun verb and noun object.

f) The sentence consists of a subject noun, verb predicate, object nouns and noun complement.

g) Subject noun phrase, predicate nouns and predicate noun and subject

   example:

   1.They watch movies

   2.The Lectures are friendly

2) Compound Sentences

   Compound sentence consists of two or more single sentence.

   Compound sentence are grouped into four types, as follows:[2]

   a) Two or more single sentence can be associated with the word and or and.

   b) Two equivalent sentences can be connected by the word but.

   c) Two single sentence or more connected by the word and then if it happened sequentially.

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[2] *Ibid.* p.65-76.

d) Two single sentence or more connected by the word or if it shows the selection

3) Complex Sentences

Complex sentences consist of a single sentence free tribes and one tribe or more sentences that are not free.The part of ideas poured into the main clause, whereas from the point of view of the ties in time, cause, effect, purpose, terms, and so the notion that aspects another expressed in the clause.

example:

If you want to see the hot tub. (Clause)

I'll take you to the major hotels. (Main Clause)

4) Compound Complex Sentences

This kind of sentence consists of the compound sentence is not equivalent (multilevel) and equivalent compound sentence, or complex sentences consisting of equal and unequal compound sentence (multilevel).

example:[3]

a) Because it was night, and we went straight home (+ storey equivalent)

b) We went home, but they still work because the task has not been completed (equivalent + rise).

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[3]*Ibid.* p.68.

2. Indonesian Structure According Grammatical

Grammatical sentences are sentences that are prepared to follow the prevailing Indonesian structure . Grammatical meaning can emerge after two or more words that combine into units of language (language phrase) , and may occur due to affixation , the formation of compound words in the sentence. To clarify this definition , consider the sentences below:

a. Think about the meaning of poetry interpretation " I " is very exaggerated , it is not acceptable to me

b. Students of art and design will express their skills through the exhibition hall at the end of the semester the faculty of arts .

c. Students generally expect exam results obtain maximum value with minimum effort

d. In Indonesia almost every family has a private vehicle where it greatly affects the density of traffic flow.

Fourth sentence above is not grammatical . In a sentence is not grammatical because its structure is not correct, because the sentence b transitifnya verb form is incorrect , sentence c because it does not use the proper pronouns , while the sentence for the use of the word d wonder where that functioned as conjunctions are not true . If the sentences above are prepared by Standard Indonesian Grammar , the fourth sentence is supposed to be like this

a. Think about the interpretation of the meaning of a poem I highly exaggerated , it can not I receive or accept.

b. Student art and DSAIN will reveal their skills through the exhibition hall at the end of the semester the faculty of arts

c. Students generally expect exam results obtain maximum value with minimum effort .

d. In Indonesia, almost every family has a personal vehicle that greatly affect the density of traffic flow

According to the grammatical structure , types of grammatical sentences that can be a single sentence , and can also be a compound sentence In its disclosure , a single sentence bergagasan expressed in a single sentence , while the sentence - sided bergagasan expressed in terms of complex sentences . Equivalent compound sentence can be (coordination) , not equal (subordinate) , or mixture (coordinate - subordinate)

1 . Sentence Single

Single sentence is a sentence consisting of one clause , a clause in a sentence element artifacts that subject and predicate which is a unity that accompanied the description of the place , time and tools . Thus a single sentence is not always in the short form , but can also be in the form of a long sentence.

As well as a long sentence can be returned to a simple sentence that is by tracing the patterns forming views of its constituent elements . The patterns that is a basic sentence patterns . The patterns are as follows :

a. I eat

S : KB + P : KK

b.His sister very well

S : KB + P : KS

c. The price of the book one hundred dollars

S : KB + P : Kbil

d. Maria in Samarinda

S : KB + P : (KD + KB)

e . They borrow books

S : KB + P : KK + O : KB

f . Dad bought me medicine

S : KB + P : KK + O : KB + O2 : KB

g .Shahrini singer

S : KB + P : KB

Explanation of the patterns above are as follows

a. Pattern containing a subject (noun) and a predicate (verb) . example :
   • People that work

   • The theory was developed

b .Bersubjek sentence pattern (noun) and a predicate (adjective) .

example   :

• The computer is damaged

   • My book is ripped

c .Subject sentence pattern (noun) and a predicate (word number) .

   example   :

 • His house two

 • Building Central Bank BumiDaya thirty levels

d . Subject sentence pattern (noun) and a predicate (prepositions and nouns)

example   :

• cutter knife in the drawer

• his brother from abroad

e. Subject sentence patterns predicated noun verb and noun berobyek .

example   :

• The plane through the sky

• Government to promote non-oil exports

   f . Subject pattern noun phrase , verb predicate , the first object (O1) noun

   and the second object (O2) noun

 .   example   :

   • Rusbi grandmother opened the door

   • My mother 's father menggorengkan fish

g .Subjek sentence patterns and predicate noun noun . Both the subject and
the predicate , both noun

.   example   :

• famous poet Anwar figures

• Father traders has

The seven patterns on each consisting of a single sentence . As has
been made clear before a single sentence is not always in the form of a simple
sentence . The sentence can be expanded by adding words on each element ,
but the sentence is still identifiable main element

The large sentence consists of

a. Description where , as here , the natural enclosed space, through
   Yogyakarta ,the republic , and around town

b . Description of time , like every day , at 19:00 , next year , yesterday
   afternoon , and the second week of this month

c . Information tools such as the crowbar ,ith the law , with a spoon and fork ,
   with money orders, and checks

d . Description modalities , such as should , perhaps , should , in fact , and .

e . Specification way carefully , offhand , as soon as possible , and with haste .

f . Specification aspects , such as will , being , been , and has been .

g .Phrases , such as its IP students 3 or above , the athletes who have
completed the training , and the leaders of the people

.h . Description apposition ,ie information that are interchangeable , as the recipient kaplataru , Abdul Rozak , or the governor of Jakarta , wijogoAtmodarminto

2 . Compound Sentences

Complex sentences are sentences that contain two or more sentences patterns . Compound sentence can occur from :

• A single sentence which parts are expanded such that the expansion of one or more patterns to form new sentences in addition to the existing pattern .

For example :

The boy kicked the ball (a single sentence)

Children , who introduced me yesterday that you kick the ball (compound sentence = subject in the first sentence extended)

• Merger of two or more single sentence , so that the new sentence contains two more aatau sentence patterns

For examples

Dad sat diteras(single sentences to - 1)

Dad read the newspaper (2nd single sentence)

Dad sat on the porch , reading a newspaper .

Based on the nature of the relationship can be divided into compound sentences :

3. Equivalent compound sentences , compound sentences density , multi-storey compound sentences and complex sentences mix

   a. Equivalent compound sentence

   b. Equivalent compound sentence is a combination of several single sentence into a larger sentence , and every single sentence that combined it does not lose its elements . Equivalent compound sentence are named according to the type of relationships that exist between sentences combined .

Equivalent compound sentence consists of :

• Compound sentences combining equivalent , usually using the word duty :

and , as well , anyway , and so on .

      For example :

Sister sweeping the yard , and sister mopping the floor

• equivalent compound sentence choose , usually using the word duty : or ,

better, as well as and so on

.   For example :

You live alone here , or you come with me carry it .

• Compound Sentences Setarresistance , usually using the word duty : but ,

but , and so on

.   For example

:   His sister very diligent , but his sister slacker .

• Compound Sentences equal causation , usually memekai said task : therefore

,   because it was , and so on

.   For example :

 strike   middle   of   the   road   ,   so   he   was   late   arriving   at   school   .

b . Compound sentences density

Density compound sentence is a single sentence that has some elements in common , then a single sentence that can be combined into a compound sentence by writing / mention one elements of the same . Or with the same elements tighten it .

Density of compound sentences are named according to the sentence elements are sealed . The structure is as follows .

1 . The same KMR S , meaning that subjects sealed .

2 . KMR at P , meaning predicates sealed

.   3 . KMR at O , meaning objects sealed

.4 . The KMR at A , meaning adverbs sealed

example   :

K1 = fort was fired

K2 = fort was bombed repeatedly

K3 = fort was razed to the ground

In the merger and conjunctive use . But it is not always the case .

c . Storey Compound Sentences

Terraced compound sentence is a sentence that ties the patterns are not equal , one at the higher position called main clause , while the lower part is called the clause position . Supaman(Putrayasa , 2005) said that , if an

element of the source sentence (a single sentence) formed into a sentence , and that sentence was coupled with the formation of the source sentence it will form a multilevel complex sentences , with the following provisions

1 . Remaining sentence is called the parent source sentence .

2 . Sentence formations called clauses .

3 . Clauses are named according to the name of the source sentence element replacement .

Above explained that the compound sentence is divided in the form of multilevel clause and main clause . Parent is the core idea of the sentence , while the phrase is the notion of linkage with other things . Consider the following sentences .

If you want to see the hot tub , I 'll take you to the major hotels .

Clause

If you want to see the hot tub

Parent sentence

I 'll take you to the major hotels

The marker is the clause that said though , in fact , because , if , if , if , since , so , so , when , so , and so on .

4. **English Structure**

   e. Defenition of English Sructure

   English Sructureis the body of rules that describe the structure of <u>expressions</u> in the <u>English language</u>. This includes the structure of

words,phrases, clauses, and sentences.There are historical, social, and regional variations of English. Divergences from the grammar described here occur in some dialects of English. This article describes a generalized present-day Standard English, the form of speech found in types of public discourse including broadcasting, education, entertainment, government, and news reporting, including both formal and informal speech.

There are certain differences in grammar between the standard forms of British English, American English, and Australian English, although these are inconspicuous compared with the lexical and pronunciation differences. In English is find four sentences, they are :

1)	Simple Sentence

2)	Compoun sentence

3)	Complex sentence

4)	Compound Complex Sentence

Beside that tenses to be a part of structrure in English Structure. Therefore the writer to compare the Indonesian Structure to English Structure and see how far the influence of both. The word tense stand for an inflectional morpheme of morphemes used to express a time relation.Tenses expresses peformance or action at aparticular time;the action or state may be finished or countinuing.There are sixteen tenses in English,but the writer does not cover the

whole types in daily speech to be refresented and limeted five basic tenses,namely:[4]

    a. The Simple Present Tense

        The Simple Present Tense is used to express a habitual action and indicating the present time.

        The pattern of the tense is:

Possitive   : S + V
Negative   : S + do/doest + not + V
Interrogative : Do/does +S + V
For the third singular subject,we must es/s to the verb in the

   Possitive,doesn't in negative and interrogativesentences.

For examples:

(+)   I buy the HP
(-)   I don't buy the HP
(?)   Do you buy the HP ?
(+)   Ari sells the book
(-)   Ari doesn't sell the book
(?)   Does Ari sell the book ?

    b. The Present Continuous Tense

        The Present Continuous Tenseis used for an action happening at the time of speaking and about this time but not necessary at the moment of speaking.[5]

        The pattern of the tense is:

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[4]A.J.Thomson&A.Vmartinet,*A Practical English Grammar*,Oxfort University Press(London:!985)P.153.
[5]*Ibid.*, p.154.

Possitive   : S + To be (is,am,are) + V-Ing
Negative   : S + To be (is,am,are) + not + V-Ing
Interrogative : To be (is,am,are) +S + V-Ing
For examples:
(+)   We are swimming in swimming pool
(-)   We are not swimming in swimming pool
(?)   Are we swimming in swimming pool ?

c.   The Present Perfect Tense

The Present Perfect Tense is used to express past action whose exact time is not definetly and denotes and action beginning at sometimes in the past and continuing up the present moment.

The pattern of the tense is:

Possitive   : S + Has/Have + V-III
Negative   : S + Has/Have + Not + V-III
Interrogative : Has/Have +S + V-III
For examples:
(+)   We have finished this work
(-)   We have not finished this work
(?)   Have we finished this work?

(+)   He has stopped the medicine
(-)   He has not stopped the medicine
(?)   Has he stopped the medicine ?

d.   The Simple Past

The Simple Past is used to indicated an action completed in the past.

The pattern of the tense is:
Possitive   : S + V-II

Negative   : S + Did+ Not + V-I
Interrogative : Did +S + V-I

For examples:
(+)   We bought the car
(-)   We didn't buy the car
(?)   Did we buy the car ?

e. The Future Tense

The Future Tense is used for an action that has still take place.[6]

The pattern of the tense is:

Possitive   : S + Shall/Will + V-I
Negative   : S + Shall/Will + Not + V-I
Interrogative : Shall/Will +S + V-I
For examples:
(+)   Budi will write the letter tomorrow
(-)   Budi will not write the letter tomorrow
(?)   Will Budi write the letter tomorrow

There is tense in Indonesian,but is not realized in the verb form but with

(a)   separated word(s) called premodifier.The form of the verb in Indonesian

doesn't change according to its time and action.We can use an adverb of time in

the context, such as everyday, tommorow and yesterday.

> In Indonesian" on structure and grammatical, letwe knowthat
> there are actually two kinds. The first is the grammar that
> produced by linguist, which work son the basis of material set
> theory language system, and produces what is called grammar
> linguist. The second is grammar in written by language teachers,
> who work on the basis of grammar linguist and didactic
> language, which produces the so-called pedagogical grammar.[7]

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[6]*Ibid*,P.153-161.
[7]Samsuri. *Analis Bahasa.* (Jakarta;Erlangga,1981),p. 42.

In Indonesian"mengenai tata bahasa dan grammatikalnya, hendaklah kita insafi bahwa sebenarnya ada dua macam. Yang pertama ialah tata bahasa yang di hasilkan oleh ahlibahasa, yang bekerja atas dasar tata bahan seperangkat teori bahasa, dan menghasilkan apa yang disebut *tatabahsa ilmiyah*. Yang kedua ialah tata bahasa tata bahasa yang di tuliskan oleh pengajar bahasa, yang bekerja atas dasar tata bahasa ilmiyah dan didaktik bahasa, yang menghasilkan apa yang disebut tata bahasa *pedagogis*

5. **Error and Mistake**

In order for one to analyze learner's error's in a proper perspective,it is crucial to make a distinction between error and mistake. Of course they are not totally the same.Errors resultfrom incomplete knowledge.If learner ask,"Does Jhon can swim?" he is probably reflecting his competence in which all verb require a pre-posed 'do' auxilary for question formation.He has commited an error most likely not mistake,and error which reveal a porton of his competence in the target language.An error is a noticable deviation from the adult grammar of a native speaker,reflecting the interlanguage competence of the learner.

A mistake refers to performance error that is either a random guess or a 'slip' of the tangue.It is the failure to utilize a known system correctly.All people make mistakes in both native and second language situations.Mistake is unsystematicoccurence of a deviant from that result from memory lapses,phisicalstates such as tiredness and psychological conditions such as strong emotion.

Mistake are usually made by the learners when writing or speaking which are caused by lack of attention,fatigue and some other aspects of performance.[8]Students who learn English are likely to make some errors.The factors which cause the errors, of course, vary. Some might becaused by interlingual and intralingual interferences,where others might be caused by yhe learner's attitudes.

6. **Grammatical Error**

Grammar can be defined as a set of shared assumptions about how language work. The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills.

According Corder that " how grammar works is to understand more about how grammar is used and misused".[9]It means that there is a possibility of error occurrence in students learning. In this research, the term of error in

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[8]Ibid,P.45.
[9]Corder,Sp(1981),*Errors Analysis and Interlanguage*,London,Oxford Ubiversity Press,(1981) ,p.45.

grammar will be called a grammatical error. The writer has chosen only three catagories or problem areas in grammatical errors, they are[10]:

1) Subject and verb
   In a sentence, there are at least one subject and one verb. The subject may be a noun, a pronoun, and the predicate may be a verb or to be.Some types of errors that might appear in this category are:

   a) Subject missing
      For example: From the text above, can be concluded that book is important.
   It should be: from the text above, it can conclude that book is important
   b) Simple predicate missing be
      For example: Water very important for human being.
   It should be: Water is very important for human being.
   c) Wrong simple predicate missing be
      For example: There are student in the library
It should be: There is student in the library.
   d) Superfluousbe
      For example: John and Taylor are do their homework.
It should be: John and Taylor do their homework

.
2) Verb agreement, tense, and form.
   Every sentence has at least one verb. It indicates number of the subject, the tense, etc wherever it stands in a sentence

   a. Misinformation of passive form
      For example: Andi was borrow it two days ago.
It shoul be: Andi was borrowed it two days ago

   b. Passive order, but active form
      For example:The wedding will held tomorrow
   It should be: the wedding will be hold tomorrow

   c. Active order, but passive form
      For example: The police is caught by the thief.
   It should be: the police caught the thief

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[10]*Ibid,*.p.45-46.

d. Misinformation of the next verbal word

   For example: We will coming soon
   It should be: we will come soon.

e. The verb comes after the subject

   For example: Jane look at herself in a mirror.
It should be :Jane looks at herself in a mirror

f. A form of have/ has
   For example: She have a book.
It should be: she has a book

g. A form of do / does
   For example: Andi do not know the rules
   It should be: Andi doesn't know the rules.

3) Pronoun form, agreement, reference
Pronoun is a word that used to replace noun in a sentence or a paragraph.[11] So, there is no repetition for the noun that may bore the audience, that is, the reader or the listener.
   The example of the error that might appear in this area is:
For example : He borrows the books. It will be returned soon.
It should be: he borrows the books. They will be returned

   Based on the Corder statement that in the grammatical errors problems that devide three part and include is suppot in writing also. That to be the problem the grammar must understand by the student, so that is a good translating. The three part show in sentences how the grammatical errors is used in a good sentences.

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[11]*Ibid.*,p 47

7. Translating

Transalation is a change form from one language to another languagewhere we know that can refer to the actual words,prhase,clauses, sentence, paragraf,etc.As we know also ,the translation is to show consists of transfering the meaning of the sources language into the receptor language.In another words we can say that translation is the second language after we can to transfering from the first language.

Translation is one of the way of someone to do transfere date from one language to another language.In translation many cases to include that for example study about lexicon,grammatical structure,communication,analyzing the context,analizing the meaning an so on.The translator should be have ways or strategis for to tranlation like: text,sentence,context so that the readers understand,and have the chomprehen toword what to be reading better.

Translation maybe regarded either as an art or a skill depending on our perfection of translation as an activity. For some experts, translation can not be taught but rather learned from exercises, and be practicing a lot. In Larson and Smalley, as quoted by Widyamartaya said:

"Translation is sophisticated, advanced linguistic skill. Not something for beginners. It is valuable for communication if one already knows two languages well. Translation not only requires a good knowledge of two language, but also special training and experience. To be able to talk two languages does not mean that one can translate between them effectively and skillfully. Switching from one to the other must be learned".[12][27]

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[12][27]Widyamartaya, A, *SeniMenerjemahkan*, (Yogyakarta: Kanisius, 1989), p.

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In fact, translation is a skill consisting of the attempts to replace of the written message and/or statement in one language by the same message and/or statement in other language.[13]According to this definition, translation is a skill which of course requires certain qualification of translator. A translator has to understand the written message in the native language before transferring it into the target language.

1. Characteristics Of Language Which Effect Translation

There are the principles of the translation :

a. We must know see what to be characteristic of meaning components like singular and plural.

b. We must can to different from the same meaning and to devide to the form. For examples   :the word of the "lamb,ram.ewe"the words still included of sheep.

c. We must know one word can be many meanings.For example the word of "run" can be many meaning and we must remember how to used .Such as Budi runs,river runs,a dog runs.
Furthermore we should can to compare and analysis one word tobe money meanings,and to compare of one language to another language.

2. Kinds of Translation

According to Larson, there are two main kinds of translation. One is form based translation and the other is meaning based translations.[14][29]

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[13][28] New Mark, P, *Approaches to Translation,* (Oxford: Pergaman Press, 1982), p. 7

[14][29] Mildred, Larson, *Meaning-Based Translation, (Maryland: University press of America*, 1984), p.15

From based translation attempts to follow the form of the source language and is known as literal translation. Meaning based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translation is called idiomatic translation. He moreover added that an interlinear translation is a completely literal translation.

For some purpose, it is desirable to reproduce the linguistic features of the source text, as for example, in a linguistic study of that language although these literal translations may be very useful for purpose related t the study of the source language, they are of little help to speakers of the receptor language who are interested in the meaning of the source language text. A literal translation sounds like nonsense and has little communication value.

Except for interlinear translations, a truly literal translation is uncommon. Most translators who tend to translate literally actually make a practically modified literal translation. They modify the order and grammar enough to use acceptable sentence structure in the receptor language. However, the lexical items are translated literally. Occasionally, these are also change to avoid complete nonsense or improve the communication.

A person who translates in a modified literal manner will change the grammatical forms when the constructions are obligatory. However, if he has a choice, he will follow the form of the source text even though a different form might be more natural in the receptor language. Literal translations of

words, idioms, figures of speech, etc, result in unclear, unnatural and sometimes nonsensical translation. In a modified literal translation, the translator usually adjusts the translation enough to avoid real nonsense and wrong meaning, but the unnaturalness skill remains.

Idiomatic translations use the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. A truly idiomatic translation does not sound like a translation it sound like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his goal. However, translations are often a mixture of a literal transfer of the grammatical units along with some idiomatic translation of the meaning of the text. It is not easy to make an idiomatic translation consistently.

The translator's goal is reproducing a text receptor language, which communicates the same message as the source language by using the natural grammatical and lexical choice of the receptor language. This goal is an idiomatic translation.

3. Translation Process

Translation is a complicated process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired. Meaning can be expressed even though it may be very different from the source language form. A faithful translator will not translate word for word. There are two things are necessary for a

good translation an adequate understanding of the original language (the source language) and which one is translating (the receptor language).

But considering the complexity of language structures, how can a translator of language produce an adequate translation? Literalism can only be avoided by careful analysis of the source language, by first of all, understanding clearly the message to be communicated a translator who takes the time to study carefully the source language text to write a semantic analysis of it, and then to look for the equivalent way in which the same message is expressed naturally in the receptor language, will be able to provide an adequate, and sometimes brilliant translations.

Suryawinata mentioned there are four steps of translation process.[15]

    a. Analysis

In this step, the structure or the sentences be analyzed according to grammatical relations, the meaning of words or word combinations, textual meaning, and even contextual meaning. This is behind the transformation process.

    f. Transferring

In this step, the material that has been analyzed and understood the meaning was processed by the translator in his/her mid and will be changed from source language into target language. But in this step, it

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[15]ZuchridinSuryawinata and SugengHarianto*Translation;BahasanTeoridanPenuntutnPraktisMenerjemahkan*, (Yogyakarta: Kanisius, 2003), p. 19

has not produced a series of words, it only occur in the inner of translator.

g. Restructuring

Furthermore, the translator tried to find the equivalent words, phrases, and the proper sentence structure in the target language so that the content, meaning and the message in the source language text can be delivered fully.

h. Evaluation and Revision

After translator got the result in the target language translation, the result were reevaluated or matched with the original text. If it is still less match, the translator will do the revision.

8. Word Order

Word order usually talk about element, and also we usually mean the order of element in a sentence or clause.In English,the inflection,the order or arrangementof the word in sentences is of first importance; subject, verbobject. The following is the usual order of words in English.[16]

a. The subject usually comes before the verbs.
   e.g.The people rang yhe bells for joy.
b. The object usually comes after the verbs.
   e.g.The king wears a crown.
c. When there is is an indirect object and a direct object,the indirect precedes the direct.
   e.g.Lend me your friend

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[16]*Ibid*. P,34-35.

d.   When the adjective is used attributivelly it comes before the noun qualifies.

e.g.I like the little peddler.

e. The adverb is generally placed clause to the word it mosifies.

e.g.He never tells a lie

f.   All qualifying clauses are placed as close as posssible to the words they qualify.

e.g.He died in the village where he was born.

The normal order of words in a sentence is sometimes altered for emphasis.In Indonesian,the order of the words in a sentence is diffrent from that in English,especially in using an adjective as attribute.The adjectives in Indonesian word order use attributively comes after the noun which it qualifies.

9. Types of Errors

Corder says that based on the standart mathematical categories,the errors can be classified into

Fourtypes: (1)Omission,(2)Additions,(3)Substitution,and(4)Ordering.The term errors refers to regular in the learners'speech habit which consistenly differ from the target language model.Norrish also says that"Errors is systematic deviation from the accepted system of the target language ".From this definition,it is clear that an error is any systematic and consistent deviation from the accepted system of the target language and the learner are not aware of it because they don't know how to use the system correctly.[17]

a. Error of Omission

It is the error where some important elements are ommited and some others unnecessary are present,as in:

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[17]Corder,,*Errors Analysis and Interlanguage*,London,Oxford Ubiversity Press.Sp(1981).P.26.

1) We are happy with letter for me which should be turned to:

We are happy with your letter for me

2) They not attend the class every Saturday which should be turned to:

They do not attend the class every Saturday

3) He likes oranges sweet which should be turned

He likes sweet oranges

b. Error of addition

It is the error where some important elements are addition and some others unnecessary are present,as in:

For example:

My name <u>is</u> Dani fedrosa

c. Error of Substitution

It is the error where some important elements are changed and some others unnecessary are present,as in

For example:

1) Every day I <u>woke </u>up at six morning

2) It should be : Every day I <u>wake </u>up at six morning

d. Error of ordering

It is the error where some important elements are enter the sentence is not true and some others unnecessary are present,as in

For example:

1) Rantau Parapat is place external

2) It should be: Rantau Parapat is external place

c.   Riview of Related Findings

Talking about Related findings, the writer find some researchshave done by other person. First, in the Aisyah script entitled "Improving Students Wrting Ability ThroughPictures at Seventh Grade of SMP Negeri 5.

Padangsidimpuan"[18]. Second, Script of Anna Lely Harahap"The Influence of Morpheme Mastery on Students' Ability in Writing Recount Text at Sixth Semester of English Education Study Program STAIN Padangsidimpuan"[19] was "enough" by getting mean score were 70,5.

Third, Script of Sifa "The Ability of Students Tsanawiyah Darul Falah Langga payung in Writing Narartive Paraggraf" [20]was "enough" by getting mean score were 40,7. So that, from the description above, the researcher can conclude that many methods can increase the students' in translating. And their research are similarly with writers' title, and it could hope the writer research. The aim of the research find the Influence the Indonesian stucture to grammatical structure in writing. This research conducted by descriptive quantitatif.

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[18]Aisyah, Improving Students Writing Ability Through Pictures at Seventh Grade of SMP Negeri 5 Padangsidimpuan (*Script* STAIN Padangsidmpuan, 2012).

[19]Anna Lely, The Influence of Morpheme Mastery on Students' Ability in Writing Recount Text at Sixth Semester of English Education Study Program STAIN Padangsidimpuan (*Script* STAIN Padangsidmpuan, 2012)

[20]Sifa, The Ability of Students Tsanawiyah Darul Falah Langga payung in Writing Narartive Paraggraf (*Script* STAIN Padangsidmpuan, 2012)

d.   Conceptual Framework

In principle, to write means to try to reproducewritten message sucessfully where writers must apply a number of writing strategies One of strategies that the writer took is grammar.Besides,writing is also a creative process,and creativity means making something out of nothing.When we write composition, we are being creative. As is stated earlier,the mastery of grammar is verry important.It is one way to improve the quality of writing compositions corecctly.In writing a composition without good grammar,students will produce an unacceptable since composition using correct grammar becomes an important skill to improve other skill as well.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discusses about the method and the procedure of the research that would be used to answer the problem of the research in the previous chapter. The procedures consist of the time and place of research, research design, population and sample, instrument of data collecting, validity of instrument, data collecting and data analysis.

A. Location and Time of the Research

The research haddone at SMA N 1 PANYABUNGAN that was located on Jln Medan-Padang,Kec.Panyabungan Kota. This research was done from Advisor 1 up to September 2013.

B. Research Design

This research was designed by qualitative research.The main concept of qualitative descriptive research is to descrived or to explained. It is only describing the classification of errors and grammar variations that are make by Senior High School students in their composition. If looking at the approach of the research, this research uses quantitative approach, here the researcher observed two variables. The quantitative research is the research which used statistic data as the technique of collecting data and analysis of data.

By looking at the depth of analysis, this research is done by using statistic inferential, where statistic inferential is a kind of method that is used in quantitative research to analyze data of the sample which the result will be analyzed.[1] So, the researcher describe the phenomenon about Students'Grammatical Error In Translating Indonesian Sentence Structure to English at Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year.\

C. Participant

The participants are the students at Grade X1 from six class are 240 and divided become three students in every class so that become 18 students as the sample.. Then, teacher also helps the researcher analyzed the data.

D. Instrument of Data Collection

A researcher must have instrument in research because a good instrument can go guarantee for taking the valid data. SuharsimiArikunto says, "Instrument of the research is a tool of facility is used by the collecting data. The researcher to test the students for getting the information about the classification of grammartical errors in English to Indonesian structure. The data of this study collected from the test. The grammatical errors who students make id clssified into categories. Test is the how to test the students to know knowledge,

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[1]Sugiyono.*StatistikauntukPenelitian*(Bandung: Alpabeta, 2006), p.14.

intelligence, and ability or skills of someone. The form of the test is chooise the correct sentences and essay. The test consists of 60 items.

The chooise the correct sentences consist of 60 items. Each category is divided into type: omission, addition, substitution, ordering, tenses and Indonesian structure. This study differentiated the grammatical errors in the category of Errors in Word order and Tenses. The data's category of grammatical errors can ce see in table 2.

Table 2: Indonesian Structure to English in Grammatical errors

No	Indicator	Sub Indicators	Item	Number of Item	Score	Total Score

1.	Students Grammatical Error in translate Indonesian Structure Sentences to English	Tenses
		  a. Present Tense
		  b. Past Tense
		  c. Present Countinuous Tense
		
		  d. Present Perfect Tense
		  e. Present Future
			2
			2
			2
			
			2
			
			2
				1,2
				6,7
				11,12
				
				16,17
				
				21,22
					4
					
					4
					
					4
					4
					
					4
						20
						
						20
						
						20
						20
						
						20

			10	10		100

E. The Technique of Data Analysis

After the data has been collected,the data anayzed with the following procedures:the first step is identifying the students' error,the second is classifying the errors based on the types of the grammatical error, the third counthing them,then taking the percentage of the data. Finally some conclusions are make based on the data analysis.

After that , the researcheranalyzed the data, the technique of data analysis will be used by qualitatif data.

CHAPTER IV

ANALYSIS DATA

A. Data Description

The participants of this research were the grade XI students of SMA Negeri 1 Panyabungan. The research participants were the students of class X-1. It consisted of 18 students. To understand this research easily,it is described based on variables. In answered the all questions there were many difficulty in every students.For question number 1untill 12, the researcher was given essay test. For question number 1"Setiap hari saya mandi pukul 07.00". IR answered:I taken a bath at 07.00 o'clock every day,it should be use : V-1 because tense is Present tense , the answer I take a bath every day at o'clock. IR did mistake in Verb and his mistaken include in Corder's statement.

For question number 2 "Dia selalu mengerjakan tugasnya di rumah", SS answered:He always done his task at home.itshould be use : V-1 because tense is Present tense , the answer He always do his task at home, SS did mistake in Verb and his mistaken include in Corder's statement.

. For question number 3"Kemarin,kami pergi ke Rantau Parapat " SI answered I and My Family go toRantau Parapat, it should be use: V2 because tense is Past tense, the answer: I and My Family went to RantauParapat yesterday, SI did mistake in Verb and his mistaken include in Corder's statement

For question number 4"Abdi sedang memancing", RA answered:.Abdi<u>was</u> fishing,<u>it</u> should be use: the auxiliary is because Present Countinous. The answere: Abdi is fishing, RAdid mistake in Verb and his mistaken include in Corder's statement

For question number 5,"Ibu guru sedang mengajar sekarang", NN answered:The teacher is <u>teach</u> now, itshould be use: V-1 from to be is because tense is Present Countinous. NNdid mistake in Verb and his mistaken include in Corder's statement

For question number6"Bobysedangmakan", DAanswered :Boby are eating, it should be use: V-1 is because the thirth singular people. The answereBoby is eating : DAdid mistake in Verb, term and Tense and his mistaken include in Corder's statement

For question number 7, "Andi akan tammat sekolah 2 bulan lagi", RM answered:Andiwill <u>graduated</u> 2 months later, it should be use: V1 is because tense is Present Future. The answereAndi<u>graduated</u> two month later: did mistake in Verb, term and Tense and his mistaken include in Corder's statement

For question number 8, "Rino akan sekolah ke luar negeriduabulanlagi" MF answered:Rino will study abroad, it should beuse : V1 because tense is Present Future.The answereRino will study abroad two month later: did mistake in Verb, term and Tense and his mistaken include in Corder's statement

For question number 9, "Apakahkamu sudah makan ?". AJ answered: <u>Has</u> you eaten?, it should be use : the auxilary is have because not has Present

Perfect**.**The answere :Have you eaten?, AJ did mistake in Verb, term and Tense and his mistaken include in Corder's statement.

And the last For question number10"Apel di makan oleh Amir", SK answered:Apples <u>are</u> eaten by Amir,it should be use: the auxilary is are because plural. The answere :Apples <u>is</u> eaten by Amir, SK did mistake in Verb, term and Tense and his mistaken include in Corder's statement.

B. Discussion

From the calculation above, so the regression of StudentsGrammatical Errors in Translating Indonesian Sentences to English received. So, it could be concluded that Indonesian Structurehad significant to translating sentence. It shown received there was an influenceof StudentsGrammatical Error in Translating andTranslating Indonesian to Englishcan received.

In this research, the researcher searched the Indonesian Structure and Englishsentence. The researcher wanted knowed Indonesian Structureand English sentence in Translating. Indonesian Structure would make the students were better in understanding and comprehending word. While Translatingsentence would make the students were better in writing texts, especially in translatingsentence..

For supporting that, it was proved by discussion of this research; Students' Grammatical Errors in Translating Indonesian sentence at grade XI SMA Negeri 1 Panyabungan in 2012/2013 Academic Year.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After getting the result of her research work, the research came to her conclusions as follows:

There is Students Grammatical Error In Translating Indonesian Sentence to English at Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year were very good that happened in Verb, Adverb and Auxillary. As the conclusion that howStudents'Grammatical Error Indonesian Structure Structure to English at Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year. The means that the students can get look after there is the influence Students Grammatical Error In Translating Indonesian Sentence to English.

B. Suggestions

Based on the conclusion and implication of thus research that have mentioned above. The writer wants to give some suggestion as follows ;

1. For all students are hoped to be more active in next teaching and learning especially in Students Grammatical Error In Translating Indonesian Sentences to English at Grade XI SMA Negeri 1 Panyabungan In 2012/2013 Academic Year.

2. To English teachers are hoped that in English teaching learning process should use English to explain or to teach English subject to the students surrounding school area.

3. The students of English section at STAIN Padangsidimpuan should have to do practice in English as much with their classmate or maybe with their English teacher.

4. To English lecturers at STAIN Padangsidimpuan should active in using English when the learning process.

5. To the chief of the English section at STAIN Padangsidimpuan to repair the curriculum of English subject better.

6. To the chief of student in English section to ask for all students in English Section to active in using English.

7. It is essential that the teacher knows that one of the factors affect the students' ability in translating.

8. The writer suggest for the English teacher to be more serious and careful in teaching because past tense is one way to make the students easier to translate to the sentences.

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