

**AN ANALYSIS OF ENGLISH DEPARTMENT STUDENTS'  
GRAMMATICAL DEVIATIONS IN INDONESIAN-ENGLISH  
TRANSLATION**

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain  
Strata One (S1) Degree*



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2013**

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**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi  
Jurusan Bahasa dan Sastra Inggris  
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**“An Analysis of English Department Students’ Grammatical Deviation in  
Indonesian – English Translation”**

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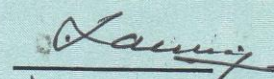
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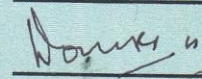
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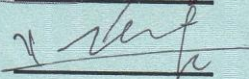
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## ABSTRAK

**Sari, Ika Dirga. 2013. "An Analysis of English Department Students' Grammatical Deviation in Indonesian-English Translation". *Skripsi*. Jurusan Bahasa Inggris. Fakultas Bahasa Sastra dan Seni. Univeersitas Negeri Padang.**

Penelitian ini adalah penelitian deskriptif dengan tujuan mendeskripsikan penyimpangan-penyimpangan grammar yang terdapat pada hasil terjemahan bahasa Indonesia ke bahasa Inggris mahasiswa tahun 2009 yang terdaftar pada semester 7 tahun ajaran 2012/2013 di Jurusan Bahasa Inggris UNP.

Populasi penelitian ini adalah mahasiswa kependidikan tahun 2009 yang terdaftar pada kelas *Translation* di semester 7 tahun ajaran 2012/2013 Universitas Negeri Padang dengan jumlah keseluruhan sebanyak 60 mahasiswa. Sampel penelitian ini adalah mahasiswa kependidikan kelas KP4 yang berjumlah 27 orang. Sampel diambil dengan menggunakan teknik *cluster sampling*. Data dikumpulkan dengan menggunakan tes *Translation* yang berjumlah 2 teks tentang pendidikan dan bahasa. Waktu yang diberikan untuk mengerjakan tes adalah 90 menit.

Hasil penelitian menunjukkan terdapat penyimpangan-penyimpangan grammar dalam terjemahan mahasiswa. Berdasarkan data yang diperoleh, ditemukan bahwa penyimpangan grammar yang dialami mahasiswa Jurusan Bahasa Inggris dalam menerjemahkan teks bahasa Indonesia kedalam bahasa Inggris adalah 16.96 % pada tipe *omission*, 5.16 % pada tipe *addition*, 21.97 % pada tipe *misformation* dan 55.89 % pada tipe *misordering*. Sehingga dapat disimpulkan bahwa level penyimpangan grammar mahasiswa berada pada level sedang.

Dengan ditemukannya penyimpangan-penyimpangan grammar tersebut, disarankan untuk meningkatkan pemahaman tentang grammar supaya menghindari penyimpangan-penyimpangan dalam grammar.

## ACKNOWLEDGEMENTS



“*Alhamdulillahirabbil’alamin,*” praise to Allah the almighty, the most merciful and the most of worthy of praise who has given the writer knowledge, time, health, strength, patient and inspiration in completing this thesis entitled “*An Analysis of English Department Students’ Grammatical Deviations in Indonesian-English Translation*” as one of the requirements achieving the Strata One (S1) degree at English Department of Language and Arts Faculty of State University of Padang. She also sends Shalawat and Salam to Prophet Muhammad SAW, who has lightened the life of human beings.

The writer would like to dedicate her deepest gratitude to her advisors Dr. Zul Amri, M.Ed and Drs. Saunir Saun, M.Pd who have patiently given the writer a great deal of time, considerable help, great willingness, and suggestions toward the completion of this thesis. She also expresses her gratitude to Drs. Don Narius, M.Si, Havid Ardi, S.Pd, M.Hum and Yuli Tiarina, M.Pd who have contributed their suggestions and comments to this thesis. She would like thanks for their time, contribution of thoughtful and ideas toward the development of this thesis. Then, her sincere thanks and appreciation also goes to her academic advisor Drs. Saunir Saun, M.Pd for his support and attention during her study in State University of Padang (UNP).

She also expresses her thanks to the chairperson and secretary of the English Department of State University of Padang Dr. Kurnia Ningsih, M.A and Dra. An Fauzia R. Syafei, M.A for their kindness and helps. Moreover, collective

and individual acknowledgments are also aimed to all lecturers who had taught her during her study in English Department and had shared their inspirational experience. A lot of thanks to all of administration staff of the English Department of State University of Padang, who had given the contribution.

In accomplishing this thesis, the writer would like to express her deep appreciation and also thanks for her beloved parents Joni Anwar and Yuhaini, S.Pd who have given the great love, prayers, support, care, and encouragement over time. Her gratitude is also presented to her dearest sister and brother (Fajri Syahreza, Faira Rahma Putri, and Innayah Yaselmi Putri) for their boundless love, helps, supports and prays. In addition, special thanks to all of her friends in English Department 2008 of State University of Padang, especially for KP2 2008, for the friendship and time for sharing ideas in any discussion. She would also like to thank everybody who was important to the success in the realization of this thesis and to express her apology that she could not mention personally one by one. May Allah bless you all.

Padang, February 2013

The Writer

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Deviations commonly happen in learning a language, especially learning English. It happens when people make something abnormal or out of the rule. Those deviations can be mistakes or errors. The mistake is the result of forgetting the rule of the language while the error is caused by lack of knowledge about the target language. Both of mistakes or errors are unavoidable parts of learning. When the students make some mistakes or errors, they can learn from the mistakes or errors they make. So, deviations can represent students' progress and success in learning a language.

Deviations are often found when people learn a second or foreign language because it is unlike first language acquisition. This case is supported by Brown (2007: 257) states that learners will make mistakes in the process of acquiring a new language. He also says that the mistake a person make in this process is caused by difficulty in constructing a new system of language.

In learning English, there are several skills that the students should be fluent to show their mastery of the language. Those are listening, speaking, reading and writing. Besides these four basic skills, translation is also important to be learned by foreign language learners. This case is supported by Newmark (1991: 7) translation has the special purpose of demonstrating the learner's knowledge of the foreign language, either as form of control or to exercise their intelligence in order to develop their competence. Consequently, the students should be able to translate.

Besides of the importance of translation above, English Department of Universitas Negeri Padang (UNP) sets translation as one of the subjects in the curriculum. This subject is taken by students at seventh semester. It consists of three credits. They are learned once a week.

Larson (1984: 3) says that translation consists of transferring the meaning of the source language into receptor language. In translation, there is a change of forms but the meaning is still similar with the target language. Besides that, the ideas or messages of the text in the source language should be understood by target language readers. Thus, even the text has been translated to the second language, source language ideas still exist in the translation result.

However, there are several difficulties faced by students in Indonesian-English translation. First, the students have problem in choice of words. It is difficult for the students to choose the suitable word in their translation. One of the examples of inappropriate of their translation is *My mother is **hearing**\* to the music* instead of *My mother is **listening** to the music*.

Second, they do not know the correct technique of translation. Sometimes, they only translate word by word without giving attention to correct technique. Consequently, the result of their translation is still far from what is expected by lecturers and their translation might be unacceptable and confusing in target language.

Then, their difficulty is in constructing a correct grammar. One of examples of wrong grammar by English department students when translate

*“Kita kreatif apabila kita melihat atau melihat atau memikirkan sesuatu dari cara yang baru”* they translate it become *“We creative if we **watching** or **thinking** something from new procedure\*”* rather than *“We **are** creative whenever we **look at** or **think** about something in a new way”*. In this case, the students need to have good knowledge on both English grammar and Indonesian grammar. It means that the students have to know all the rules of English grammar in relation to the sentences they want to translate to avoid misunderstanding between the writer and reader in the target language and deliver the message clearly.

Translation is not only a matter of vocabulary, grammar involvement in translation is inevitable. Moreover, Torsello (in Manfredi, 2004: 36) says that grammar should be a part of translation education, and in particular functional grammar since it is concerned with language in texts. It means that grammar is important in order to make acceptable result in translating.

Grammar is one of the language components that are taught at English department. Students should master the grammar to understand English itself. Without mastering grammar, it is difficult for the students to catch the meaning in sentences. Grammar also helps students to understand every word that they read and helps them to speak and write well. Furthermore, without the correct grammar, students will make meaningless sentences in English.

Grammar is taught in order to understand the meaning of a sentence. According to Weaver (2008: 9), grammar is something that is related to the rules which discuss whether a sentence is correct or not. Those rules help

students to understand the meaning in a sentence and English language itself. If they use rules incorrectly, the other may not understand what they say and communication will not run well. In addition, grammar also helps people to catch ideas from the speaker.

Those rules which are called grammar are really needed in Indonesian-English translation. If students do not understand grammar, they will have difficulty in translating. The cause is they cannot identify which one is subject, verb, object, or compliment. Consequently, the result of their translation will be bad and may be confusing. It is hard to understand by people of target language. On the other hand, if they understand the grammar, they will know which one the important point that they have to translate and suitable with author's point.

Regarding the important of grammar in translation, it is important to discuss grammatical deviations itself in translation. Those grammatical deviations are usual process in learning a language, especially learning second or foreign language. According Isyam (2007: 20) says that an English Second Language (ESL) or English Foreign Language (EFL) learner commits grammatical deviations when he breaks the language rules in speaking or oral communication and writing or written communication.

According to the argument above, it is important to analyze the grammatical deviations in Indonesian-English translation. This research is intended to discuss English department students' grammatical deviations in Indonesian-English translation. This research is expected to give deeper information to the lectures about English department students' grammatical deviation in translation, especially Indonesian-English translation.

## **B. Identification of the Problem**

As explained previously, there were several problems which had by student in translation, especially Indonesian-English translation. First, the students got difficulty in choice of words. Second, they were still confused in arranging word in order to make a good sentence. Third, they did not give attention of technique in translation. Fourth, the students got difficulty in constructing a correct grammar. As the result, they made some grammatical deviations in their translation. All of the problems above needed to be analyzed in order to see the English department students' ability in Indonesian-English translation.

## **C. Limitation of the Problem**

From the identification of the problem above, the problem in this research was limited to analyze students' difficulty in constructing a correct grammar, which is known as grammatical deviation. So, this research analyzed English department students' grammatical deviations in Indonesian-English translation in Universitas Negeri Padang.

## **D. Formulation of the Problem**

Based on what had been described above, the problem of the research is formulated as follows: "What grammatical deviations were found in English department students' Indonesian-English translation?"

### **E. Research Questions**

The problem in this research can be explained to the following questions:

1. What grammatical deviations were made by English department students in Indonesian-English translation?
2. How was the ability of English department students in Indonesian-English translation seen from grammatical deviations?

### **F. The Purposes of Research**

The purposes of this research are:

1. To describe what grammatical deviations which are made by the English department students in Indonesian-English translation.
2. To identify the ability of English department students' in Indonesian-English translation seen from grammatical deviations.

### **G. Significances of Research**

It is expected that this research will give information and explanation about English department students' deviations in Indonesian-English translation. Therefore, students can improve their ability about grammar to produce good translation, especially Indonesian-English translation. In addition, lectures can find the correct method to reduce English department students' grammatical deviations in Indonesian-English translation.

## **H. Definition of Key Terms**

1. Deviations are the mistakes and errors made in Indonesia-English translation.
2. Grammar is the way language manipulates and combines words (or bits of words) in order to form longer units of meaning.
3. Indonesian-English translation is the transfer of thoughts and ideas from Indonesian language into English, whether the language is in written form.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings, it can be concluded that the fourth year English department:

1. They had grammatical deviations in Indonesian-English translation.
2. The highest percentage of grammatical deviations occurs in misordering.
3. The second highest percentage of grammatical deviations occurs in misformation.
4. The third highest percentage of grammatical deviations occurs in omission.
5. The lowest percentage of grammatical deviations occurs in addition.

This conclusion is based on the percentage of the students' grammatical deviation where the percentage of misordering has the biggest percentage and the percentage of addition has the smallest percentage.

#### B. Suggestions

From the findings of the research, some questions are proposed for getting the better result in learning and teaching translation for the students and the lecturer

1. For the students

The students should learn more and have a lot of practice in translation. They must pay more attention to the correct placement of

morpheme or group of morphemes in an utterance. In addition, they should give more attention to the item which must appear or not appear in a well-formed utterance. Also, they should learn more to improve their understanding in using the right of morpheme or structure.

2. For lecturers

The lectures should prepare various kinds of exercises and the correct method to reduce students' grammatical deviations in Indonesia-English translation.

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