

Errors in Writing of Recount Text from Indonesian into English by the Eighth Grade Students of SMP Negeri 4 Kupang Timur in the Academic Year 2016-2017

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ABSTRACT

There are three problems to be answered in this writing, they are: (1) the types of errors in translating recount text from Indonesian into English done by the eighth-grade students of SMPN 4 Kupang Timur; (2) the sources of those errors; And (3) the level of errors done by the eighth-grade students of SMP Negeri 4 Kupang Timur; The aims of this writing are the following (1) to provide information for English teachers, about the ability of the students. (2) To find out the errors of the students in translation from Indonesia into English. (3) To find out the level of error of the students in the translation of recount text. This writing applies descriptive qualitative method. It describes types or errors, source of errors and level of errors made by the eighth-grade students of SMP Negeri 4 Kupang Timur in translating and writing recount text from Indonesian into English. The result of the analysis shows that many errors were made based on the surface strategy taxonomy. Based on the errors data, the writer classified them based on the source of errors and level of errors made by students in translating recount text from Indonesian into English.

KEYWORDS

Language Education, analysis of errors, translation, recount text, descriptive-qualitative design, Indonesia

INTRODUCTION

Language is an instrument of communication among peoples in the world. They use language as a means of communication or interaction. With language, we are able to convey the ideas, thoughts, information, and feelings; those are the most communicative functions of language (Arcilla, Soriano, Bayeta, 2017). Language is an arbitrary system of articulated sounds made use of or by a group of human as a means of carrying on the affairs of their society Language is a system of the arbitrary vocal symbol used for human language communication (Thompson, 2013).

English language is one of the languages in the world which plays a role in communication of human beings. It is used as an international language. In Indonesia, English is the first foreign language. Its teaching and learning at schools have become mandatory. This phenomenon makes English get high priority in the education fields. It is the only foreign language taught at formal school starting from elementary schools up to universities. There are many universities which have English Departments. There are also English Courses, all of which show how important English is.

The main function of English for Indonesian students is an instrument for mastering science and technology for the development of the country. English also functions as an aid to conduct an international relationship with other countries and nations in the world.

There are several compulsory subjects in the curriculum of Junior and Senior High School in Indonesia. One of those compulsory subjects is English. English is the first foreign language that has been adopted as a compulsory subject in the curriculum of Junior and Senior High School in Indonesia since Indonesia got its independence in 1945. Apart from political consideration, the basic reason for adopting English, and no other foreign languages such as Dutch or German, is that English serves an important role as an international language.

Besides being used as a lingua franca among nations, English is also used as the language of science and technology, the language of politics, and forth. Being aware of the significant role as inter-language for the target language, the mastery of English is of great importance for the students of Junior and Senior High School in Indonesia. The main objective of teaching English in Junior and Senior High School in Indonesia is to equip the students with the working knowledge of English which enables them to use English as the target language effectively as it is expected.

Since English is a new and foreign language for Indonesian students, however, it is not surprising that to master English as the target language as it is required and expected

in curriculum needs a long and hard process. It is widely acknowledged that one of the basic reasons is that the system of English as the target language is greatly different from that that has been thoroughly mastered by the students since their childhood. Due to the points of differences between the system of English as the target language and that of Indonesia language as their native language, from the beginning, the students are confronted with a lot of problems. Some of the problems encountered by the students of junior and senior high school in Indonesia are due to the interference of their native language. Such problems can be seen, for instance, in the kinds of errors done by the students when they are asked translated various text from their native language into English.

It is thus clear that English plays an important role in Indonesia. Because of the importance of the role of English, the government has included English as a compulsory subject at schools. In Junior High Schools, the purpose of English is to make the students have interest and capability to master the four language skills which include are reading, listening, speaking and writing.

Translation is an activity which almost everybody can do. However, there is also a problem due to the translation. Translation is an activity of enormous importance in the modern world and it is a subject of interest not only to linguists, professional and amateur translators and language teachers but also to electronic engineers and mathematicians. Book and articles on translation have been written by a specialist in all these fields (Catford, 1998).

Today, there is no question about the need for translation. Indonesian students, for example, need to translate many materials from English, so that they may get on with their work in their own language. Besides, it is also expected that students are also able to translate the ideas, as stated in the materials, they are reading into their own words or into some other words which have equivalent meaning.

Translation is not an easy task to become a translator. A translator must know about a specific method in translating English text especially noun phrases so that the result of translating is correct. Added to this, a translator must know the grammatical system of the source language and target language. And also considering the culture of language is very helpful.

Translation typically has been used to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) text. In general, the purpose of translation is to produce various kinds of texts including religiously, literary, and philosophical text in another language and thus making them available to readers.

If language just a classification for a set of general or universal concepts, it would be easy to translate from SL to a TL. But we know that there are many languages used in the world such as Indonesia, English, Spanish, and, etc. Each language has a different system of vocabulary, grammar and pronunciation. The differences of the system above bring difficulties in communication. Example, indonesian who never recognized the system of English would be difficult in doing communication with the people from

English speaking countries. On the contrary, English people will also find the difficulties in communicating with Indonesian.

Doing translation requires the linguistic ability of the translator. It is because translator will be able to transfer the meaning of SL if she/he has a complete acquisition of language structure and vocabularies that use in materials to be translated. So the readers cannot follow the ideas which are to be conveyed.

The meaning of the translation can be ambiguous if there are so many ungrammatical sentences and inappropriate vocabularies also relate to the word of choice or diction. As we know, most of the students still have difficulties in doing translation from Indonesian to English. Most problems faced by the students are because of their lack of grammar and poor vocabularies. For example : in Indonesian sentence = “saya pergi ke sekolah kemarin”, can be grammatically translated like = “ I go to school yesterday”. This problem happened because they had lack of grammar. The right sentence should be = “ I went to school yesterday” (past form).

Based on the evidence above, the writer attempts to do a translation research which is focused on the effective use of grammar and vocabularies. Hence, the writer used the effective use of English grammar in student’s translation which is formulated in the following topic “ERRORS IN WRITING RECOUNT TEXT FROM INDONESIAN INTO ENGLISH OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 4 KUPANG TIMUR IN THE ACADEMIC YEAR 2016-2017”.

The writer got interested in choosing this topic for some reasons. The first is to know the types of errors in translating recount text from Indonesian into English done by the eighth grade students of SMP Negeri 4 Kupang Timur. Students usually made an error in translating their native language into English. The writer wants to know the types of errors done by the students in translating recount text from Indonesian into English. Secondly, this research also to know the likely sources of errors done by the students in translating a text. And the last reason the writer choose this topic is to know the levels of errors done by the students in translating recount text from Indonesian into English.

OBJECTIVES OF THE STUDY

The objectives of the study are the following:

1. To describe the types of errors in the writing of recount text from Indonesian into English done by the eighth-grade students of SMP Negeri 4 Kupang Timur;
2. To determine levels of errors done by the eighth-grade students of SMP Negeri 4 Kupang Timur; and,
3. To find sources of those errors done by the eighth-grade students of SMP Negeri 4 Kupang Timur.

FRAMEWORK OF THE STUDY

Error

According to Norrish (1983:7), error is a systematic deviation from the accepted system of the target language. Mistake is a noun systematic deviation from the accepted system of the target language. Then, Brown, (1980) stated that an error is noticeable from adult grammar of a native speaker, reflecting the inter-language competence of the learner.

The Source of Error

According to Sujoko (1999), there are four major sources that cause the learners errors. They are:

a. Interlingua Transfer

Interlingual is errors which are caused by the interference of the learner's native language (Richard, 1985). When the learners transfer their native language system into the target language, the learner automatically transfers their native language into the target language, because he/she can only apply her/his system. This type of errors will occur without carrying the system. Then, Corder (1973) wrote that inter-language studies came into prominence. It means that errors are focused on the psycholinguistics processes of the second language acquisition and the status of learner-language systems.

b. Intralingua transfer

Intralingual is the errors which are caused by the very complicated system of the target language itself. The new system of a language is very important to a make comparison of the two languages, because it can enlarge students' knowledge about the new rule of grammar. Further, Richard (1985) stated that intra-lingual errors are those that reflect the general characteristics of rule learning.

c. Context of Learning

'Context' refers to classroom with its teacher and material, in the case of the teaching learning process. In a classroom, the context of the teacher and the text book in the teaching learning process can lead the students to make a faulty hypothesis about language. Richard, (2001) called the faulty as a false concept. In this case, the student's errors are caused by a misleading explanation of a pattern that was rooty memorized in a drill, but not properly contextualized.

d. Communication Strategy

The communication strategy may become the source of learners' errors. A communication strategy is the conscious employment of verbal or nonverbal mechanism

for communicating an idea when precise linguistic forms are for some reason, not readily available to the learners at a point of two learners at a point of communication.

Types of Error

In this research, the writer presents the classification of errors based on surface strategy taxonomy. The classification of errors involves

a. Omission

Omission takes place when the learners omit one of the elements of the correct sentence. The omission can be a morpheme or word.

b. Addition

This kind of error occurs when the students add one or more elements which should not exist in the correct sentence. Addition is divided into three categories, namely

a) Double marking

Double marking happens if there are two tense markers in one sentence.

b) Regulation

This error occurs when the learners use the tense marker /—ed/ in irregular verb, or when they put ending /-s/ form.

c) Simple addition

Such errors occur when the learners add unnecessary elements in the correct sentence.

c. Mis-formation

Such errors occur when the learners use morphemes or structure incorrectly.

d. Mis-ordering

Mis-ordering occurs when the learners wrongly place the sequence of words or group of word in a sentence. Such error usually takes place in direct and indirect speech.

Levels of errors

Norris (1983) divides three types of errors, namely basic errors, grammar errors and lexical errors. But in this study besides explaining the three types of errors, there are also some explanation about the others errors which will be explained in the following:

Basic Errors (Substance Errors)

The basic errors are the skill in using capitalization, spelling, abbreviation, diction/ wrong word and punctuation. The basic skills are very important to make our sentences easy to understand. The basic skills will make our sentence clear, therefore the reader understands what the writer intends in the reading material.

According to Heaton (1988), “Basic skills are the ability to use correctly the conventions peculiar to write the language, e.g.: punctuation, spelling, etc.” If the writer is not able to use the Basic skill correctly, the reader will be confused and they will not understand what the writer means.

There are many rules that govern the basic skills, by which we mean matters having to do with manuscript form, punctuation, capitalization, abbreviation, etc. For this reason, it only reflects the object of the sentence to give more common rules involving basic skills.

Finding errors in basic skills is difficult because the eye attends to rather tiny features in a text, such the omission of a comma or the inadvertent substitution of a colon (:) or a semicolon (;). On the other hand, correcting mechanical errors are not difficult because punctuation, capitalization, and abbreviation conform to rules.

Text Errors

The term text is sometimes used to refer exclusively to a unit of written language larger than the sentence - for which paragraph might be a suitable term. In that case, one wonders what its spoken counterpart might be. We shall use 'text' in a much broader sense to designate any instance of language that results from applying the rules of encoding and of lexico-grammar. Text is usage.

Text error arises from ignorance and misapplication of the lexico-grammatical rules of the language, including how these rules are exploited to achieve texture. It would be convenient to be able to make general and valid statements about how a unified system called lexico-grammar operates in the language, but no such accounts are yet available; all we can do in the next section is suggest what directions such a system could take. For the present we must be content to account for lexical and grammatical (sub) systems separately.

Grammar Errors

Knowing grammar knows which elements of the language should go together, and in what order. Everybody knows of his spoken language. Grammar may be defined as the science which classifies the elements of language and the principles by which they (the elements of language) combine to form units of meaning.

Furthermore, Snell-Hornby (1988) stated that grammar is a study or science of rules for the combination of words into sentences (syntax), and the forms of words (morphology). In constructing a sentence we have to pay attention to the rules. A verb must agree with its subject in person, number and pronouns must agree with the antecedents. In other words, the combination of the two grammatical elements should be concerned. Quirk, Greenbaum, Leech, & Svartvik, (1972) stated that concord could broadly define as the relationship between two grammatical elements. It means that a grammatical element contains a particular feature. It is clear that the subject and predicate should have a relationship.

Lexical Error

Chomsky has made the lexical the golden age of syntax, and until recently the description of vocabulary was relatively neglected by a linguist. Lexis has been sharply

differentiated from a grammar. Lexis has begun to take a central role in language study. There are a number of reasons for this. First, the boundaries between lexis and grammar are now seen to be less clear-cut than was assumed.

Many lexical items consist of more than one word and have a structure of their own. This is the case with idioms like “pull my leg or kick the bucket”, the integrity of which is easily shown by the impossibility of pluralizing the noun in each. But the expression does not have to be idiomatic: Pawley & Syder (1983) have shown how productive lexical phrases are and how central they are to a native speaker.

Secondly, learners themselves believe that vocabulary is very important in language learning, sometimes equating a language with its vocabulary. Wrong as this view may be, it has to be taken into account, since such learner-belief is likely to influence learning.

Thirdly, for some learners groups, lexical errors are the most frequent category of error. Fourthly, native speakers consider the lexical errors in learners’ IL to be more disruptive and irritating than other types—a question we shall discuss in the context of error gravities.

Finally, vocabulary carries a particularly heavy functional load, especially in early IL. There is little grammar in such IL, and the message often has to be inferred, mainly from the lexical terms assembled for its representation.

Discourse Errors

We are now able to distinguish text from discourse, and therefore also to classify errors under these two types. Widdowson (1995) attempted to distinguish them in terms, first, of discourse being a process and text is a product, and secondly in terms of meaning (Widdowson, 1995). This echoes Carrel, for whom coherence is ‘what the reader or listener does with the text’ (1982). The problem with this definition is that it makes text the concern of the speaker-writer and discourse the activity of the listener-speaker. Surely this neat division of labour cuts out the text-producer from participation in discourse and the text-receiver from engagement with a text. The alternative is to relate coherence to text, defining it as the ways in which the components of the textual world.

Translation

Translation is the process of changing speech or writing from one language [the source language(SL)] into another language [the target language (TL)] (Richards et al, 1985:299). It means that translation is the product of transferring process from SL into TL. In this study translation means the process of changing the writing form of the text from indonesia into an English analysis.

Translation means the transfer of thought or ideas from one language to another language either in written or in oral form. Catford (1998) defines translation as the replacement of the textual material in one language by equivalent textual material in another language. Whereas, Nida & Taber (2003) says that translating consist of

reproducing in the receptor language to the closest natural equivalent of the SL message, firstly in terms of meaning and secondly in terms of style.

From this definition, we may conclude that in the translation activity there are some elements that should be present, they are : the source language (SL), the target language (TL) and the transfer activity. In the process of translation we cannot transfer the entire meaning of the source language into target language. The most we can do is the transfer of the closet natural equivalent of the source language message.

Translation by dictionary definition consists of changing from one state or form to another, to turn into one, own or another's language. Translation is basically a change of form when we speak of the form of a language; we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of the language which is actually seen in print or heard in speech. In translation, the form of the source language is replaced by the form of the receptor (target) language. The purpose of this text is to show that translation consists of transferring the meaning of the source language into the receptor language. This is done by going from the first language to the form of a second language by way of semantic structure.

According to Catford (1998), translation is the replacement of textual material in one language by equivalent textual material in another language. Then, Nida & Taber (2003) stated that translation consists of reproducing in the receptor language the closet natural equivalent of source language message the first in terms of meaning, and secondly in terms of style.

Writing

Referring to a definition about writing, Feez & Joyce (1998) state that writing is a skill to make written texts, the skill should be given a lesson and practice. Thus, writing can give a good way as essential features of learning a language for arranging the vocabulary, spelling, and sentence pattern (Brindley, 1994). In this study the students will try to write a recount text based on their words and their texts will be a source of data to be analyzed.

Writing involves some activities before, when we write, and after writing. The activities before we write include exploring ideas which could be building vocabulary, interviewing someone, discussion, etc.; and organizing ideas which could be ordering information in a paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles, etc. when we write we should develop cohesion and style which includes connecting ideas, adding details, selecting the correct verb tense, selecting the correct tense, and writing the first draft.

Recount Text

Recount text tells an event or an experience that has already happened in the past (Derewianka, 1990). In addition, recount text is a text which has a social function to retell events for the purpose of informing or entertaining. It focuses on a sequence of events, all of which relates to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

According to Derewianka (1990), there are three types of recount text which include: Firstly, personal recount, which exposes an event in which the experiences of the writer which happen in the past. Secondly, factual recount purpose to retell the past event or incident which is related to the factual event in general. Thirdly, an imaginative recount is an unreal event or story and tells an imaginative character and imaginative events which is created by the writer.

The function of a sequence of the events, this part involves of several paragraphs are used to tell the events chronologically. Each paragraph contains one topic of the event, as to tell the events chronologically. Some sequence markers are often used such as first, then, and after that.

The function of re-orientation is to close a paragraph. It is to reorient the main point of the events. It usually tells about what the writer feels about the event at general, what the writer thinks, and hopes.

METHODOLOGY

Research Design

This research is designed to describe errors made by the students when they translate recount text. The writer used the descriptive qualitative method according to Nardi (2018) state that in qualitative research, we often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with participants.

Qualitative writers need experience in field studies in which they practice gathering information in a setting and learning the skills of observing and interviewing individuals. By using this method, it is expected that the writer is able to describe the students' errors in their recount text writing.

In this research, the writer used an achievement test as instruments to get the data. In giving this test, the writer asked the students to translate a recount text from Indonesian into English.

The writer prepared a text translated by students, and consist of easy words that can understand by students.

Research Instrument

In this research, the writer used a writing test, the students translated a recount text in Bahasa Indonesia into English.

Research Data Analysis

The texts data were categorized into 4 groups, they are omission, addition, misformation, and misordering, these types of error based on surface strategy taxonomy.

Each text was analyzed in terms of frequency of errors based on surface strategy taxonomy (omission, addition, misformation, misordering) to support the description, this study used a simple statistic. The collecting data identify, classify, and analyze.

The writer can see types of errors, source of errors and level of errors made by the second grade students of SMP Negeri 4 Kupang Timur in translating recount text.

RESULTS AND DISCUSSION

The writer wants to explain errors done by eight grade students of SMP Negeri 4 Kupang Timur in the academic year 2016/2017 in translating recount text. After collecting and analyzing the data based on the result, the writer found that there were a lot of errors done by the students.

Types of Error

There are some types of error in translation; omission, addition, misformation and misordering.

After collecting the students' task in translating recount text, the writer presents the result of analyzing data. From this data, the writer identifies erroneous some sentences errors related to types of errors in translating recount text.

Omission

In this section, the writer shows the data analyzed related to omission. After analyzing and computing the data, the writer found that the students of SMP Negeri 4 Kupang Timur did some omission errors. The omission errors that were made by the students in their writing are leaving out an item that should be in a sentence. For example, in using a nominal sentence of simple past tense they write.

The likely cause of this error happened because they did not know about the rule of a sentence and cause by students did no recorrect the sentence that they translate. Sometimes they omitted noun, article, etc. that should be available in a correct sentence.

Addition

The writer shows the data analyzed related to addition that consist of double marking, regulation and simple addition. The students write additional words that should be left out in a sentence.

Students who did addition error were students that translated the rule of Indonesian sentence into English sentence without considering what the rule of English's sentence was. Sometimes, they made a sentence carefully to avoid a mistake but in fact they

used the wrong rule of English sentence because they added an unimportant thing in that sentence. Students who made additions were students that translated the rule of Indonesian sentence into English sentence without considering what the rule of English's sentence was. Sometimes they made a sentence carefully to avoid a mistake but in fact they used the wrong rule of English sentence because they added unimportant thing in that sentence.

Misformation

The students also made some of the misformation errors. The errors that were made by the students are characterized by the use of the wrong form of the morpheme structure. For example in changing the past form of a verb into the present form of a verb. Most of them used the wrong tenses to combine sentences. In this research, the text that was written by them was past experience, but they used the simple present tense. They should use simple past tense to combine their text when they write past experiences.

Misordering

Some students made a misordering error in translate recount text from Indonesian into English. They wrongly place the sequence of words or group of word in a sentence.

The students usually misorder the sequence of word in translating the text, because the students are due to the lack of vocabulary mastery. The students are not master yet the technique of translating. So their result of translation does not agree with source language.

From the data above, the most dominant error made by the students in translate recount text from Indonesian into English is addition error and the lowest error made by the students is misordering.

Level of Errors in Translating Text Basic errors

The basic errors are the skill in using capitalization, spelling, abbreviation, diction/ wrong word and punctuation. The basic skills are very important to make sentences easy to understand. The basic skills make sentence clear and made easy to translate sentences. Some basic errors that the writer found in the data, include the wrong word and punctuation. For example, student using "vacation" to translate "holiday" and using "extremely" to translate "very"

Grammar Errors

The errors are classified into sentence function, tenses, word order, agreement rules, and construction. The difference between grammatical rules between Indonesian and English constitutes the reason for errors in translating the text, particularly errors in translating tenses and construction. Errors in construction are due to an interlingual and intralingual error. The errors are due to the influence of the source language. The

Indonesian verbs do not change whether it is in the past, present or in the future.

For example, in translate “Setelah belajar, kami bermain bersama-sama.”, the student translate “After studying, we play at the same”. The correct sentence is “having finished studying, we played together”.

Discourse Errors

Discourse errors comprise a register, incohesive sentence errors and personal pronouns. Entire discourse error comprises tense errors. The cause of errors is that the translator did not read the whole sentence to understand its meaning, and after translating they did not reread.

Source of Errors in Translating Text

Based on the data, the writer analyzed the data by presenting the likely source of errors done by students. Based on the data, the writer describes likely source of errors as follows

Interlingua Transfer

Interlingua transfer is lower common source of error made by students in translating recount text. Interlingua transfer occurred when the students are influenced by the first language in using the target language. It's commonly happened for the foreign learners when they learn a second language or foreign language, the interference of first language involved in language learning process. For example, in translate sentence “Liburan semester yang lalu adalah momen yang sangat saya tunggu- tunggu”. Students translate it to the target language as “The vacation semester ago is very moment I wait to wait”. In this sentence, “wait to wait” is Interlingua transfer because it affected of student's first language.

Intralingua Transfer

Intralingua transfer is a higher common source of error made by students. When students who learnt a rule of target language but they have not mastered it yet and they applied it in the new rule, it is called intralingua transfer. Therefore the students had an incorrect sentence structure because they generalized one rule to others. For example, in translate sentence “Liburan semester yang lalu adalah momen yang sangat saya tunggu- tunggu”. Student translates it to the target language as “Holiday last semester ago is a moment I wait”. In this sentence, students translate that sentence using the present form. It must be changed to past form.

Errors in writing recount text

From the data of the students, the writer found many errors in a lexical form made by the students.

The type of lexical errors

James (1998, 143) states that many lexical items consist of more than one word, and have a structure of their own. So, lexical errors are student's error in word and which is ungrammatical. There are wrong spelling, false friend and code switching.

1) Wrong Spelling

Spelling is forming words with the correct letters in the correct order. Spelling error or misspelling is the misselection of a grapheme to represent a syllable or morpheme in forming part of a word.

In wrong spelling, the writer found some errors. For example: *At one day to five days I finished time with write some story short, chetting with my family, and draw some objek's drawing in home.* In this case, the students was using a letter to represent a sound which identical to the sound of the name of that letter. The student's still use Indonesian language into English language and/or the students do not understand about what they heard. The correct sentence is *On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.*

2) False Friend (Similar in Form):

False friends are the words that are similar in spelling and/or pronunciations in two languages but have different meanings.

The writer found some errors. For example: *Freeday semester last is moment that very I wait-wait and Vacation semester in past, is moment is very extremely I wait.* From the sentences, the words *freeday* and *vacation* has meaning for *holiday*. The correct word is "holiday".

3) The Use Indonesian Word/ Code Switching

The students have used Indonesian word to switch cultural bound words which untranslatable. The students are difficult to find equivalent words to switch them.

For example: *At one day to five day I finished time with write some story short, chetting with my family, and draw some objek's drawing at home.* The sentence clearly shows that the students used Indonesian word in their sentences. It is student's error because the target language that they produce still uses Indonesian word. The correct word is *objects*.

The Types of Syntactical Errors

The writer divided the syntactical error into nine types, they are the use of verb, the use of noun, be, pronoun, phrase, article, preposition, conjunction, sentence construction.

1) The use of verb

The students made error in verbs that are three errors in verb. They are omission of verb, mis-formation of verb in the past tense, and mis-ordering of verb.

- a) Omission of verb
Omission is ungrammatical or a word lost. The writer found 16 errors made by students. For example, *Afterwards in day-day I to visit to call on house friends I for [] and working circumstance same*. In this case, the student did not use verb in their sentence. The correct sentence is *then in the following days, I visited my friends' home to study and to do fun things together*.
- b) Misformation of verb in the past tense
The writer also found misuses of the verb in the past tense made by students. Most of them still use the present tense in recount text which uses past tense. The writer found some errors in mis-formed of the verb in the past tense. For example: *After studying, we play at the same*. In the case, the students still use the present tense in their sentence (*go*). In correct sentence is "*Having finished studying, we played together*".
- c) Mis-ordering of verb
Mis-ordering is a type of errors which are characterized by wrongly place of sequence of words or group of word in a sentence. The writer found error in mis-ordering of the verb. For example: *On the first day until the fifth day I spend time to write some short stories chatting with family and drawing some objects painting home*. In this case, the students mis-ordered *painting*. The correct sentence is "*On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home*".

2) The Use of Noun

- a) Omission of {-s} plural marker
Omission is ungrammatical or a word lost. The writer found 4 errors made by students. For example, "*The day was very fun for me*". In this case, the students were not use {-s} in the word *day*, because the source word is *hari-hari*. The correct sentence is "*Those days were very enjoyable for me*".

3) BE

BE in this study, is categorized as omission of BE and misformation of BE.

- a) Omission of BE
The writer found some errors made by students. For example, *My holiday yesterday, classified as a very simple holiday*. In this case, the students did not use be (was, were) in the sentence. The correct sentence is *My last holiday was classified as a very simple holiday*.
- b) Misformation of BE
The writer found 9 sentences having errors of misformation of BE. For example: *I'm just siting at home for doing hobbies I like to write, drow your and visitid of my friend*. The sentence, contains misformed of BE because the student writes recount text which needs past form whereas students used BE

present form. The correct sentence is *I was only at home for doing my hobbies such as writing, drawing, and visiting my friends' house.*

4) Pronoun

Pronoun in this research, are categorized as omission of possessive pronoun. The writer found an error of omission of possessive pronoun. For example: *I just being home to work with a hobbies like wrote, drawing and visit the friends.* The sentence above contains omission of possessive pronoun. The correct sentence is *I was only at home for doing my hobbies such as writing, drawing, and visiting my friends' house.*

5) Article

In this research, the writer categorized article into three. They are omission of article *the*, omission of article *a*, and addition of article *the*.

a) Omission of article *the*

The writer found an errors of omission of article *the*. For example: *On the first day to day fifth I spend time with wrote a short stories chatting with family and draw some object painting at home.* The sentence contains omission of article *the* because the students omitted the definite article *the* from the sentence. The correct sentence is *On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.*

b) Omission of article *a*

The writer found sentences having errors of omission of article *a*. For example: *Holiday yesterday classified holiday the intanse simple.* The sentence contains omission of article *a* because the student omitted the definite article *a* from the sentence. The correct sentence is *My last holiday was classified as a very simple holiday.*

c) Addition of article *the*

The writer found sentences having errors of addition of article *the*. For example: *Holiday semester the then is monument the intanse I wait.* The sentence contains addition of article *the*. The correct sentence is *The last semester holiday was a moment that I'd been waiting for.*

6) Preposition

In this research, the writer categorized preposition into three. They are omission of preposition, addition of preposition, and misuses of preposition.

a) Omission of Preposition

The writer found sentences having errors of omission of preposition. For example: *On the first day until the fifth day I spend time to write some short stories chatting with family and drawing some objects painting home.* The sentence contains omission of preposition because it misses preposition "at" before the word "home". The correct sentence is *On the first day until the fifth day I spent*

time with writing some short stories, chatting with family, and painting some objects at home.

b) Addition of Preposition

The writer found sentences having errors of addition of preposition. For example: *And then at the next day, I visited my friends house to studied and to done something to fun together.* This sentence contains addition of preposition because it has unnecessary preposition “to” before the word “fun”. The correct sentence is *Then in the following days, I visited my friends’ home to study and to do fun things together.*

c) Misformation of Preposition

The writer found sentences having errors of misuses of preposition. For example: *At day first to day the five completed time with write several story lawnica chatting with family and draw several objek painting is house.* The sentence contains mis-formation of preposition because preposition “at” is not suitable for the sentence. The correct sentence is *On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.*

7) Conjunction

In this research, the writer found omission of conjunction. For example: *I’m only be in house for working hobbies im like write draw in call at house friend I’m.* The sentence contains omission of conjunction because the necessary conjunction “and” is missing. It may be caused by the lack of knowledge the student has. We need a conjunction to connect words or phrases that have the same grammatical function in a sentence. In this case the correct sentence is *I was only at home for doing my hobbies such as writing, drawing, and visiting my friends’ house.*

The students may have problems in translating to the target language. It contributes to sentences produced by the students such as omitted word, different meaning, using word to word translation, and unmatch word. Omission word from source text makes different meaning to translation result. Different meaning from source text also effected to the information that delivered from the text. Sentences also translate as the sentence not as a word. It causes the sentence to have strange meaning in translation result. Correcting word also effected to the context to convey the information in translation of the text.

Based on the analysis, there were some errors in translate sentences made by students. Every sentence consists one and also it was more types of errors. In addition, from 11 sentences, there are 258 errors of addition error, 167 errors of omission error, 256 errors of mis-formation error and 158 errors of mis-ordering error.

Beside the types of errors was made in translate recount text, it is also important to know the source of errors made by students in translate recount text from Indonesian into English. Based on the source of error, the writer predicted that the students are

affected by two types of source of error. The first is inter-lingual that occur because the interference of Indonesian as the first language of the student. The construction in the mother tongue affects the construction in the target language. For example, in the Indonesia there is no tense that indicates time signal as in past, present or future tense. So, there is no change in using verb in order to explain the activities that are happened in the past, present or future. The second difficulties came from the intralingual. It means that the student confused in applying the rules in target language itself.

The major source of the verb tense error is inter-lingual transfer. In the Indonesian language the transform verb from present to past or future tense is not available. See also in Djuwari (2013), in relation to the transform verb from the present to the past. It is so different from English which each every verb has a different pattern that explains the tense occurred. Moreover the verb of past tense divided into regular and irregular form and sometimes it is confusing for those learners.

From this research result, writer found causes of source error. There are:

- 1) Have few more errors,
- 2) By the cause of carelessness and first language interference and translation
- 3) Have all sources of errors that considered of inter-lingual and intra-lingual or induced errors for the source of error, might be a communication based strategy source.

Errors in writing recount text

The errors done in writing recount text discussed as follows:

Errors in using verb groups

Errors in using verb groups are the most frequent ones made by the students. In using verb groups, there are some rules to be obeyed, such as: the form of the sentence whether it is in the active or passive form, and the tense in the sentence. These rules are complex so that the students often make errors in this area. Some of the errors are illustrated as follows:

- a. *On the first day to day fifth I spend time with wrote a short stories chatting with family and draw some object painting at home.*
- b. *And then at the next day, I visited my friend's house to studied and to done something to fun together.*

Here the students made errors in producing verb or infinitive. They failed to recognize where to put the infinitives. They should be in the form of infinitives; the non-finite verb should be in the form of the simple form. Although the tense used in writing recount is in the past form, but there are still infinitives should be used.

The sentences should have been:

- a. *On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.*
- b. *Then in the following days, I visited my friends' home to study and to do fun things together.*

Since recount functions to tell our past experiences, normally we use past tense. Here the students also failed to recognize the past form of *to be* should be used. The errors are follows:

- a. *Holiday last semester ago is a moment I wait.*
- b. *My holiday yesterday, classified as a very simple holiday*

The sentences should have been:

- a. *The last semester holiday was a moment that I'd been waiting for.*
- b. *My last holiday was classified as a very simple holiday.*

In writing recount, we usually use past tense since it tells about past experiences. In the sentences below, the students failed to put the verbs in the past form. The errors are as follows:

- a. *On the first day until the fifth day I spend time to write some short stories chatting with family and drawing some objects painting home.*
- b. *Then at day further I call at house my friend for study and do carry out matter entertaining together with*
- c. *After study we play together with*

The correct sentences as follows:

- a. *On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.*
- b. *Then in the following days, I visited my friends' home to study and to do fun things together.*
- c. *Having finished studying, we played together.*

In those sentences, the students failed to recognize the past form of the verbs. They still used the simple form of the verbs. This is incorrect since in telling their past experiences they should use the past form of the verbs. The student also failed to recognize the past form of the verb.

Still related to verb groups, there is gerund (*-ing* form of the verbs). It explains that the process of something has been done. And it also functions as noun. The students made errors in this area. They are as follows:

- a. *I only be house for do carry out hobby I as write draw and call at house my friends*
- b. *On the first day until the fifth day I spend time to write some short stories chatting with family and drawing some objects painting home.*
- c. *Although only holiday at home by doing things that are fun, send time with family, and my friends visit home while studying.*

In those sentences, the students failed to recognize the *-ing* form of the verbs. Instead of using the *-ing* form they used the simple form of the verbs. They failed to recognize that in order to explain a process, they should use the *-ing* form of the verbs. They failed to recognize that in order to form a noun derived from a verb they should use gerunds (the *-ing* form of the verbs).

The sentences should have been:

- a. *I was only at home for doing my hobbies such as writing, drawing, and visiting my*

- friends' house.*
- b. On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.*
 - c. Although I only spent holiday at home by doing funny things, spending time with family, and visiting my friends' home while studying*

Errors in the use of articles

The use of articles is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of article; they are definite article (the) and indefinite articles (a/ an). We use definite article (the) if the noun has been mentioned before or if the noun has been familiar. "The" developed historically from a word meaning "this and still retains some of the basic meanings of the pointing demonstrative. "The" serves to particularize a noun. It helps to distinguish the known from the unknown. It may narrow down a class, or it may even limit the class to one.

While, we use indefinite article (a/ an) if the noun has not been mentioned before. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned before, the indefinite article must be used.

Thus, to be able to use an article properly, the students have to be sensitive in differentiating the use of definite article, indefinite article and even using no article at all. If they are not able to differentiate them, they will make errors as follows:

- a. Holiday yesterday classified holiday the intanse simple*
- b. On the first day to day fifth I spend time with wrote a short stories, chatting with the family, and draw some object painting at home.*

The students failed to use the definite article (the). Here they omit the definite article. The sentences should have been:

- a. My last holiday was classified as a very simple holiday.*
- b. On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.*

Errors in the use of prepositions

Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

In using a preposition, one should be aware because of there is no certain rule for this. One has to determine which preposition should be used based on its context. Some of the errors made by the students in this area are as follows:

- a. I only be house for do carry out hobby I as write draw and call at house my friends*

- b. At day first to day the five completed time with write several story lawnin chatting with family and draw several objek painting is house*
- c. Then at day further I call at house my friend for study and do carry out matter entertaining together with*

The sentences should have been:

- a. I was only at home for doing my hobbies such as writing, drawing, and visiting my friends' house.*
- b. On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.*
- c. Then in the following days, I visited my friends' home to study and to do fun things together*

Errors in pluralization

Pluralization is a process of adding morpheme (*s/es*) to pluralize nouns. There are many exceptional nouns that do not use adding *-s/es* to construct their plural forms. The function of pluralization is to show that the noun is more than one.

The students' errors in this area are as follows:

- a. I only be house for do carry out hobby I as write draw and call at house my friends*
- b. On the first day to day fifth I spend time with wrote a short stories chatting with family and draw some object painting at home*
- c. And then at the next day, I visited my friend's house to studied and to done something to fun together.*
- d. The day was very fun for me.*

In that sentence, the students failed to recognize the plural form of the object of the sentences. The sentences should have been:

- a. I was only at home for doing my hobbies such as writing, drawing, and visiting my friends' house.*
- b. On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.*
- c. Then in the following days, I visited my friends' home to study and to do fun things together.*
- d. Those days were very enjoyable for me.*

Errors in the use of pronouns

Pronoun is used to substitute nouns. It has many types; they are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns.

The students made errors in this area. They are as follows:

- a. Holiday yesterday classified holiday the intense simple*
- b. I just being home to work with a hobbies like wrote, drawing and visit the friends.*
- c. Every day grew dark; we back into their homes for a time with the family.*
- d. Eventhough only holiday at home with doing it fun, spend time with the family,*

and visit the friend learning.

The sentences should have been:

- a. My last holiday was classified as a very simple holiday.*
- b. I was only at home for doing my hobbies such as writing, drawing, and visiting my friends' house.*
- c. Every time the day got dark, we went back to our homes to spend time with family.*
- d. Although I only spent holiday at home by doing funny things, spending time with family, and visiting my friends' home while studying*

Errors in the use of conjunctions

Conjunctions are used to connect words. They connect not only words, but also phrases and clauses. The rules in using them are the same with their rules in Indonesian. Despite the same rules, the students still make errors in this area. The errors are as follows:

- a. Im only be in house for working hobbys im like write draw in call at house friend im*
- b. Although only holiday in house with work mater the fun waste time herewith family in call house friend im while study*

The students seem confused in failed to recognize the correct form of the conjunctions. The sentences should have been:

- a. I was only at home for doing my hobbies such as writing, drawing, and visiting my friends' house.*
- b. Although I only spent holiday at home by doing funny things, spending time with family, and visiting my friends' home while studying*

CONCLUSIONS

The writer found that the errors made by students in translating Indonesian text into English are generally influenced by the transfer of their language in daily life and the poor mastery of English grammar of structure.

The types of errors made by students are omission, addition, mis-formation and mis-ordering. Some factor effected in their translation are errors happened because they do not know about the rule of a sentence, students that translate the rule of Indonesian sentence into English sentence without considering what the rule of English sentence, use wrong tenses to combine sentences, and students place elements of sentence incorrectly.

The levels of errors include wrong word and punctuation, the influence of the source language and students did not read the whole sentence to understand its meaning.

The writer also found likely source of errors done by students that include intralingua transfer and Interlingua transfer. The writer found Interlingua transfer from data made by students. Many students made errors on their writing recount text. They translate

the sentences from mother tongue to second language, and it is not appropriate with grammar on second language. The intralingua transfer made by students because they do not know the structure of the second language.

The students made various kinds of error in writing recount text. They made some errors that can be classified into four categories that are addition, omission, misinformation, and misordering. The student made error in forming the words they used in writing recount text. From the analyzed data, the writer found the aspects of grammatical features error made by the students are in the using of simple past tense, and the time connective.

The students have not mastered the use of verb groups. Students confused which one to use when making a grammatical sentence. They are unfamiliar to this form and because English is still foreign for them. And those are the possible causes of their errors. The students are confused in making the agreement between subject and verb. It could be because in Bahasa Indonesia there is no agreement between subject and verb.

The students are confused in differentiating whether to use the definite or indefinite articles. In Indonesian language grammar, there is no definite article used. The students also confused in deciding preposition which preposition should be used, whether to use in, on, or at. The students overgeneralized the pluralizing of nouns. They just added the -s/ -es without considering that there are some irregular forms of nouns pluralization.

The students are confused in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns. The students applied rules in forming past time verb to conjunctions. From the explanations above, I can conclude that the students still confused in dealing with English grammar systems

The writer found that the errors made by students in translating indonesia text into English are generally influenced by the transfer of their language in daily life and the poor of mastery of English grammar of structure.

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