

**ERROR ANALYSIS ON SENTENCE CONSTRUCTION BY USING
GRAMMAR TRANSLATION METHOD TO THE FIRST SEMESTER
STUDENTS OF ARABIC EDUCATION STUDY PROGRAM
AT DATOKARAMA STATE ISLAMIC UNIVERSITY PALU**

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ABSTRAK

Penelitian ini merupakan penelitian kualitatif yang berfokus untuk menjawab pertanyaan penelitian, “Jenis kesalahan apa yang terjadi pada konstruksi kalimat dengan menggunakan Metode Grammar Translation pada mahasiswa semester pertama Program Studi Pendidikan Bahasa Arab di Universitas Islam Negeri Datokarama Palu?” Partisipan penelitian ini adalah tiga puluh dua mahasiswa semester satu Program Studi Pendidikan Bahasa Arab UIN Datokarama Palu. Instrumen penelitian berupa analisis dokumen terhadap seratus kalimat bahasa Indonesia yang diterjemahkan ke dalam bahasa Inggris. Hasil penelitian menunjukkan bahwa terdapat lima jenis kesalahan yang terjadi: (1) penghilangan kata; (2) penambahan kata; (3) kesalahan pembentukan kalimat; (4) kesalahan susunan kata; dan (5) kesalahan penggunaan kata. Kesalahan penghilangan kata dapat ditemukan pada artikel untuk kata benda tunggal, akhiran -s/-es untuk penanda jamak dari kata benda, to be dalam kalimat nominal, kuantitas terukur untuk kata benda yang tidak dapat dihitung, dan akhiran -s/-es untuk kata kerja dalam simple present tense. Ketika bahasa ibu mempengaruhi konstruksi kalimat, maka kesalahan penambahan kata terjadi. Kesalahan pembentukan kalimat terjadi pada penggunaan determinan demonstratif, subject-verb agreement pada present perfect tense maupun pada kalimat nominal. Kesalahan susunan kata dapat ditunjukkan pada susunan kata dalam present perfect tense. Kesalahan penggunaan kata terjadi ketika partisipan menerjemahkan kalimat dengan satu per satu kata secara harfiah sementara kosakata yang dimiliki tidak mencukupi.

Kata Kunci : Analisis kesalahan, Konstruksi kalimat, Metode Grammar Translation.

ABSTRACT

This is a qualitative research focusing on answering the research question, “What kinds of error occur on sentence construction by using Grammar Translation Method to the first semester students of Arabic Education Study Program at Datokarama State Islamic University Palu?” The participants of this research are thirty two first semester students of Arabic Education Study Program at Datokarama State Islamic University Palu. The instrument of the research is a document analysis of a hundred Indonesian sentences translated into English. The result of this research shows that there are five types of error occurred: (1) omission; (2) addition; (3) misformation; (4) disorder; and (5) word misuse. Omission errors can be found on the article for the singular nouns, -s/-es ending for plural marker of nouns, to be in nominal sentences, measured quantities for uncountable nouns, and -s/-es ending for verbs in simple present tense. When the mother tongue interferes the sentence construction, the addition errors then took place. Misformation errors occurred on the use of demonstrative determiners, subject-verb agreement in present perfect tense as well as in nominal sentences. Disorder errors can be showed on the word order of present perfect tense. Word misuse errors occurred when the participants translated the sentences one word by one word literally while the vocabulary is not sufficient.

Keywords: *error analysis, sentence construction, grammar translation method.*

INTRODUCTION

Teaching English as a foreign language is a challenge for English teachers. Why? One of the reasons is they teach the students who do not acquire the language naturally in the environment. The students come from a language background which is far different from the target language whether in grammar, vocabulary, and pronunciation of the words.

The ability to construct a grammatically correct sentence does not only include in speaking skill, but also in writing skill. Grammar, one of the three language components, has a significant role in creating an intelligible and understandable sentence. Material of English for high schools in Indonesia emphasizes more on reading skill rather than the other three skills – listening, speaking, and writing. While for language components, pronunciation and vocabulary do not get emphasis as much as on grammar. Yet, grammar is still considered not easy for high school students.

Cameron (2003) comments that grammar is not only about rules, but also about meaning and vocabulary. When the students find it difficult to state the meaning of a word or to use an appropriate diction to construct a sentence, they find it difficult to understand the grammar. Sulaiman (1999) writes that grammar is a language structure of how words and phrases are put together to produce a sentence. Students of high school learn vocabulary through reading texts provided in their English books since the objective of teaching and learning English is to understand English texts. Krashen (1983) puts grammar as a monitor in a language. The monitor works to guide the users to construct a correct sentence.

The understanding about grammar is essential to be able to produce understandable spoken and written language. Harmer (1991) states that the aim of teaching grammar is to enable students to be communicative with grammar at the level they have. Teachers should make the students competent in grammar based on their level. Grammar is taught in many ways depending on the teacher's creativity.

One of the methods to teach grammar is by applying Grammar Translation Method. Larsen-Freeman (1986) writes that this method which is also known as Classical Method aimed at enabling students to read foreign language literature. As the name, mother tongue is used in the classroom as the language of instruction. There are several characteristics of Grammar Translation Method as stated by Brown (2001) such as the use of mother tongue in the classroom, teaching vocabulary in lists, long explanation of grammar, providing rules to construct sentences, reading difficult texts, little discussion related to the content of texts, providing students with drilling exercises in translation, and neglecting pronunciation point.

Teaching English in Datokarama State Islamic University Palu is quite challenging especially to the students who are not from English Study Program. General English is taught to the first semester students of all study programs. General English emphasizes on grammar points and reading literature related to Islamic studies. In Arabic Education Study Program, the students get general English in the first and second semester. This research emphasizes on analyzing students' errors on constructing sentences by using Grammar Translation Method to the first semester students of Arabic Education Study Program at Datokarama State Islamic University Palu.

Zakaria (2021) states that error analysis is an approach to analyze students' error to get information of what errors occur and at what level they occur. According to Dulay, Burt, and Krashen (1982), there are four types of error in learning second or foreign language, such as omission, addition, misformation, and misorder. Omission occurs when the learner omits one of two words or grammatical markers having essential part from the sentences. Addition occurs when there is a part of sentence that is not supposed to exist. Misformation occurs when there is a misuse of grammatical marker or form in a sentence. Misorder occurs when the position of one or more words in a sentence is not correct.

There are some previous researches discussing about error analysis on sentence construction. The first one is written by Sundari, et. al. (2021) under the title Error Analysis of English Sentence Structure in Students' Written Paragraphs. This is a mix-method design research to the fourth semester students of English Department of IAIN Curup, analyzing the types of errors and the causes. The results show that omission, addition, misformation, and misordering occurred as the types of error in words, phrases, and clauses. The causes are mother tongue interference, overgeneralization in rules, and the delivery of lecturer's teaching material.

The second research is written by Arista, Yana, and Sugiharti (2016) with the title Error Analysis of Students' Sentence Structure in Writing Application Letter. The objective of this research is to find out the error classification and error dominant of the students of SMKN 5 Batam in writing application letter. The result shows that there are 45.03% of omission error, 14.06% of addition error, 36.03% of selection error, and 4.88% of ordering error. The dominant error occurs on the omission error with 7.15%.

The difference between this research and the two previous researches is that this research focuses not only on the structural errors of a sentence or text, but also on other errors such as the word use. The question of this research is, "What kinds of error occur on sentence construction by using grammar translation method to the first semester students of Arabic Education Study Program at Datokarama State Islamic University Palu?"

RESEARCH METHOD

This research is a qualitative research with content analysis approach. Qualitative research, as explained by Fraenkel and Wallen (1990), is a research analyzing about relationship, activities, situations, or materials. It emphasizes on detail description of particular situation, activities, attitudes, or behaviors. Creswell (2005) mentions that the purpose of conducting a

qualitative research is to understand the participants' experiences. The participants of this research are 32 first semester students of Arabic Education Study Program at Datokarama State Islamic University Palu.

The instrument used in this research is document analysis with 100 Indonesian sentences translated into English. The participants were instructed to translate the sentences into English on November 5th 2022. The researcher spent 180 minutes to have 32 students translate the sentences

RESULT AND DISCUSSION

To answer the research question, "What kinds of error occur on sentence construction by using grammar translation method to the first semester students of Arabic Education Study Program at Datokarama State Islamic University Palu?", the researcher instructed 32 participants to translate 100 Indonesian sentences into English. The researcher asked the participants one by one to translate the sentences into English. Some participants could translate all the sentences easily. However, there are some of them found it hard to translate particular sentences. Errors could be avoided to occur.

Some of the errors are classified as omission such as:

1. The sentence *Itu adalah segelas air* was translated into "It is glass of water".
2. The sentence *Ini adalah apel-apel* was translated into "These are apple".
3. The sentence *Itu adalah kotak-kotak* was translated into "Those are box".
4. The sentence *Bola-bola ada di depan pintu* was translated into "The balls in front the door".
5. The sentence *Ada selembat kertas di dalam laci* was translated into "There is a paper in the drawer".
6. The sentence *Ada lima mangga di dalam kotak* was translated into "There are five mango in the box".
7. The sentence *Ibuku tidak pernah memasak bakso* was translated into "My mother never cook meatballs".

In the first sentence, the participant omitted the article *a* on the word *glass* to refer to singular noun. In the second sentence, the plural marker *-s* ending was omitted on the word *apple*. The third sentence also has the same case, the omission of *-es* ending on the word *box* to refer to plural noun. The fourth sentence should be *The balls are in front of the door*. However, the predicate *are* and the word *of* were omitted. In the fifth sentence, the word *paper* is uncountable noun. It is incorrect to put article *a* in front of the word *paper*. It should be *a piece of paper*. The sixth sentence undergoes the same error as in the second and third sentence. It should be *five mangoes*. In the last sentence, the subject is the third person singular. Therefore, the predicate should have *-s* ending to be *cooks* instead of *cook*.

The following are the addition errors occurred:

1. The sentence *Papan tulis ada di dalam ruang kelas* was translated into "The whiteboard there is in the classroom".
2. The sentence *Saya bangun tidur pada jam 5* was translated into "I get up at clock 5".

In the first sentence, the word *there* is not correct. If the word *there* is omitted, the sentence will be correct. This may happen when the participant's mother tongue interferes the sentence construction since in Indonesian language, the word *there* is translated as *ada*. The second sentence also has the same error as the first sentence. The word *clock* is not supposed to exist. If the word *clock* is omitted, the sentence will be correct. This is because in Indonesian language, the word *jam* is translated into *clock*.

Here are some misformation errors occurred:

1. The sentence *Itu adalah komputer-komputer* was translated into "That are computers".
2. The sentence *Anisa sudah datang* was translated into "Anisa have come".
3. The sentence *Dia (laki-laki) belum bangun* was translated into "He has not get up yet".

4. The sentence *Saya pernah makan nasi pecel* was translated into "I have ever eat nasi pecel".
5. The sentence *Sepatu itu berwarna abu-abu* was translated into "The shoes is grey".

The first sentence should use a plural demonstrative determiner to refer to a plural noun. Since it is a plural noun *computers*, the demonstrative determiner should be *those* instead of *that*. The second sentence is in the form of present perfect tense with the third person singular *Anisa* as the subject. In present perfect tense, if the subject is third person singular, helping verb *has* is used instead of *have*. The third sentence is also in the form of present perfect tense. In present perfect tense, past participle verb is used as the verb. So, it is correct to say *got* rather than *get*. The fourth sentence undergoes the same error as the third sentence in which the past participle verb *eaten* should be used instead of the infinitive verb *eat*. In the last sentence, the subject *shoes* is a plural noun. Therefore, the predicate should be *are* rather than *is*.

Misorder error was also occurred in a single sentence *Kakak perempuanku pernah membeli sebuah novel*. It was translated into "My sister ever has bought a novel". The helping verb *has* should come first before the word *ever*. It should be *has ever* instead of *ever has*.

Besides the four types of error, the researcher also discovered the error of diction. This error occurred when the participants translated the sentences from the source language literally one word by one word to the target language due to the limitation of vocabulary stock. Such error can be found on several sentences as follows:

1. The sentence *Itu adalah sebuah tempat pensil* was translated into "It is a pencil place".
2. The sentence *Saya tidur siang pada jam 14.00* was translated into "I sleep in the afternoon at 2 p.m."
3. The sentence *Farah sarapan pagi pada jam 7* was translated into "Farah eats in the morning at 7".

In the first sentence, the word *pencil place* should be *pencil case*. In the second sentence, the phrase *sleep in the afternoon* should be *take a nap*. While in the last sentence, the verb *eats breakfast* should be used instead of *eats in the morning*. Although the native speakers can understand what the sentences mean, it is unusual in their culture to use those words in conversation. Whereas in fact, language cannot be separated from culture

CONCLUSION AND SUGGESTION

The errors occurred on sentence construction by using grammar translation method can be classified into five types: (1) omission; (2) addition; (3) misformation; (4) disorder; and (5) word misuse. Omission errors occurred on the article *a* as the singular marker for nouns, *-s/-es* ending as the plural marker of nouns, predicate *be* in nominal sentences, measured quantities for uncountable nouns, and *-s/-es* ending of verbs in simple present tense. Addition errors occurred when the mother tongue interferes the sentence construction to express noun existence and time. Misformation errors occurred on the use of demonstrative determiners, subject-verb agreement in present perfect tense, and subject-verb agreement in nominal sentences. Disorder errors can be found on the word order of present perfect tense. Word misuse errors occurred when the literal translation is used while the vocabulary is limited.

Teachers, lecturers and students should emphasize grammar point on subject-verb agreement for both nominal and verbal sentences. Vocabulary should be enriched by reading English literature and listening English from native speakers via YouTube, TV programs, news programs, reality show and many others.

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