

THESIS

**GRAMMATICAL ERRORS ANALYSIS OF
UNDERGRADUATE STUDENTS IN TRANSLATION TASK**



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MAKASSAR
2023**

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Submitted for the English Literature Study Program of Economic and
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THESIS

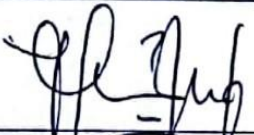



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PERNYATAAN KEASLIAN

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Dengan ini menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul **Grammatical Error Analysis of Undergraduate Students in Translation** adalah karya ilmiah saya sendiri dan sepanjang pengetahuan saya di dalam naskah skripsi ini, tidak terdapat karya ilmiah yang pernah diajukan oleh orang lain untuk memperoleh gelar akademik ini di suatu perguruan tinggi, dan tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali secara tertulis dikutip dalam naskah dan disebutkan dalam sumber kutipan dan daftar pustaka.

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Pernyataan,


Esmatika Pakilah

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The researcher apologizes if there are shortcomings in this thesis. Therefore, the researcher really hopes for constructive criticism and suggestions from readers for better work in the future. Hopefully, this thesis will be useful for the readers.

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Esmatika Pakilah

ABSTRACT

GRAMMATICAL ERRORS ANALYSIS OF UNDERGRADUATE STUDENTS IN TRANSLATION TASK

Esmatika Pakilah

Ana Rosida

This study aims to analyze the grammatical errors made by undergraduate students in translation tasks. Specifically, the research focuses on four grammatical categories: omission, addition, misformation, and misordering. The method employed in this study is a descriptive qualitative research approach. The data for this research were collected from a translation assignment given to undergraduate students enrolled in the English literature program at Fajar University. The sample consisted of four students. To analyze the data, the researcher utilized Corder's (1973) theory of grammatical errors. The findings reveal a total of 41 grammatical errors in the translated abstracts. The most frequently occurring error category was omission, with 10 errors. Misformation was the second most common category, with 22 errors. Addition accounted for 9 errors, whereas no errors related to misordering were identified. In conclusion, this study provides an analysis of the grammatical errors made by undergraduate students in translation tasks. The research focuses on four categories of errors and adopts a descriptive qualitative approach. Through the examination of data from English literature students at Fajar University, it was determined that omission was the most prevalent error, followed by misformation and addition. Notably, no errors were found in the misordering category. This research contributes to the understanding of common grammatical errors in translation and can assist educators in improving students' translation skills.

Keywords: Grammatical errors, Undergraduate students, Translation task.

ABSTRAK

ANALISIS KESALAHAN TATA BAHASA MAHASISWA DALAM TUGAS PENERJEMAHAN

Esmatika Pakilah

Ana Rosida

Penelitian ini bertujuan untuk menganalisis kesalahan tata bahasa yang dibuat oleh mahasiswa dalam tugas penerjemahan. Secara khusus, penelitian ini berfokus pada empat kategori tata bahasa: penghilangan, penambahan, kesalahan bentuk, dan kesalahan urutan. Metode yang digunakan dalam penelitian ini adalah pendekatan penelitian kualitatif deskriptif. Data untuk penelitian ini dikumpulkan dari tugas penerjemahan yang diberikan kepada mahasiswa sarjana yang terdaftar di program sastra Inggris di Universitas Fajar. Sampel terdiri dari empat mahasiswa. Untuk menganalisis data, peneliti menggunakan teori Corder (1973) tentang kesalahan tata bahasa. Temuan ini mengungkapkan total 41 kesalahan tata bahasa dalam abstrak yang diterjemahkan. Kategori kesalahan yang paling sering muncul adalah penghilangan, dengan 10 kesalahan. Kesalahan informasi adalah kategori kedua yang paling sering terjadi, dengan 9 kesalahan. Penambahan menyumbang 22 kesalahan, sedangkan tidak ada kesalahan yang terkait dengan kesalahan pengurutan yang teridentifikasi. Sebagai kesimpulan, penelitian ini memberikan analisis tentang kesalahan tata bahasa yang dibuat oleh mahasiswa dalam tugas penerjemahan. Penelitian ini berfokus pada empat kategori kesalahan dan menggunakan pendekatan kualitatif deskriptif. Melalui pemeriksaan data dari mahasiswa sastra Inggris di Universitas Fajar, ditemukan bahwa penghilangan adalah kesalahan yang paling umum, diikuti oleh kesalahan informasi dan penambahan. Secara khusus, tidak ada kesalahan yang ditemukan dalam kategori misordering. Penelitian ini memberikan kontribusi pada pemahaman tentang kesalahan tata bahasa yang umum terjadi dalam penerjemahan dan dapat membantu para pengajar dalam meningkatkan kemampuan penerjemahan siswa.

Kata kunci: Kesalahan tata bahasa, Mahasiswa, Tugas penerjemahan.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research topic, including the research background, the reason for choosing the topic, the research problem, the research objective, the meaning of the study, the limitations of the study, the definition and main content of the study terminology and research content.

1.1 Research Background

English is a foreign language that is designated as one of the languages that needs to be learned at various levels of education in Indonesia. However, as with any form of learning, mistakes are common when learning English. Foreign language learning emerges as a systematic assessment used by native speakers of that language Brown (2007) basically means language The learner faces her two language systems next their mother tongue and their language Go through the process of learning and comparing both systems.

Along the line of thought According to Ellis, (2015) learners are involved in the process of comparing languages input linguistic characteristics that make up the target expression language. Morphology is a branch of linguistics. Morphology is a branch of linguistics that identifies the basic units of language as grammatical units. Morphology studies the subtleties of words forms and the effect of changes in word forms on word groups and meanings entities such as phrases, clauses, and sentences. As a result, many language learners are unable to reach a certain level of language knowledge of the target language when it is subject to different rules Ellis (1994).

A grammatical error is a term used in ordinary grammar to describe incorrect, unusual, or controversial usage, such as a misplaced modifier or an incorrect verb form. Also known as user error. Compare grammatical errors and their correctness. Grammatical errors are often distinguished (and sometimes confused) with mistakes of fact, errors of logic, spelling errors, typos, and punctuation errors. Usage is a concept that encompasses many aspects and attitudes towards language. Grammar is indeed only a small part of what constitutes usage, according to Merriam-Webster's Collegiate Dictionary, but some people use one term interchangeably with another, such as classifying a really controversial usage as a grammatical error.

Any knowledge is important for students who want to learn, be it mathematics, science or language. Especially for language learners, we need to learn many language skills such as speaking, reading, listening, writing and translating. Translation can generally be interpreted as the process of translating the meaning or form of text from a source language into a target language. The importance of translation cannot be ignored when learning a foreign language. Translation helps students expand their vocabulary and understand the text.

In Indonesia, English is included as part of the curriculum from elementary school to university. Even though students have been learning English for years, most students actually find it difficult to master. As a result, errors occur in written or verbal communications. One of the mistakes is on the grammatical side. This can happen because there are many grammatical differences between Indonesian (source language) and English (target language). Brown (2000) defines errors as deviations from the native grammar that reflect the interlinguistic competence of the learner. It is necessary to use correct grammar in creating the target language,

as the absence of grammar can lead to communication problems when creating the target language. Grammarless language is messy and will cause the same communication problems, including grammatical errors in written and spoken language (Batstone, 1994). Therefore, it is important to use correct grammar in written and oral presentations in English.

Translation is a complex problem that occurs at every stage of conveying meaning from a source language (SL) to a target language (TL). It is decided this way (TL) because an unintended translation process leads to a misinterpretation of a message in the source language (SL) into the target language (TL). In other words, product translation presents some challenges for translators. In general, the translator respects her ST and rarely focuses on cultural elements perceived by the target audience, such as regional language idioms than Qin, (Triyono, 2019) These rules vary by student mother tongue and common target language of Indonesian children her one of the student's native language, Indonesian and regional languages, different rules apply in England. Possible rule violation it leads to mistakes that learners make while speaking. To check for any errors One of the most popular approaches is error analysis.

Academic requires 4 levels of English proficiency. That is listening, speaking, reading, and writing. However, there are many students who are still experiencing it. Difficulty using English, especially translation. (Fauziati, 2009) explained this is not just because we need to use ideas to generate and organize them. Selection of appropriate vocabulary, sentences and paragraph structures, as well as Convert those ideas into readable text that your readers can understand.

Also (Byrne, 1988) three problems that make learning to translate more difficult include the psychological problem of learning to translate without interaction or

feedback. Linguistic Aspects, Vocabulary, Grammar, Sentence Choice. These are often related and cognitive issues that translating is taught through the educational process. In other words, translation is a difficult skill to acquire because writers have to deal with morphemes and grammatical structures and translate their ideas into relevant and well-organized sentences.

In English Literature at Universitas Fajar Makassar, students who program translation courses studied English text types and practiced to translating in translation class. Nevertheless, students made mistakes when writing, such as morphological errors. This error was caused by morpheme elements such as the suffixes -s/-es to make them plural. The study of sentence structure is a branch of linguistics. This study exposes a common fallacy in research. Errors at the morphological level include dispersal, derivation, preposition, Articles, possessive pronouns, numbers, conjunctions, old pronouns. Relatively lower than morphological level, highest number of errors when using noun phrases, least errors occurs when auxiliary verbs and tenses are used.

English literature students are expected to be skilled in English in terms of speaking, writing, listening, and reading. Apart from those skills, they are also expected to be able to translate other language to English and otherwise. Studying translation refers to academical practice of changing words and sentences to other language yet the meaning remains the same. Translation requires various aspects such us linguistic, practice, and culture. However, the researcher's observation result shows that English Literature students at Fajar University, especially bath 2021, find it easier to translate sentences from English to Indonesia instead of Indonesia to English. With that being said, the researcher decided to conduct a translation test from Indonesia to English.

Error Analysis (EA) is a technique often used by researchers and teachers in their research, which requires several steps. These include collecting samples of student speech, identifying errors in the sample, interpreting errors, and classifying and scoring errors. The purpose of error analysis (EA) is to determine how well students learn English as a second or foreign language. Hence, error analysis (EA) provides researchers and teachers with insights into the language learning process and helps students solve problems.

1.2 Research Question

Based on the background above, the problems of the study are as follows what are the types of grammatical errors found in undergraduate students in translation task?

1.3 Research Objective

Based on the research problems above, the purposes of the study are to describe the types of grammatical errors in undergraduate students in Translation task.

1.4 Research Significance

We hope that this research will help you in three aspects: Theoretical, practical, educational. This is stated as follows. Theoretically, we can expect the results of this study to be used in the following ways: As a reference for those who will conduct research on students' grammar errors and translation skills. In fact, it is hoped that this research can correct students' mistakes and help them learn how to form words and sentences in writing. Pedagogically, teachers know the learning progress of their students. learning process. Additionally, students are expected to: Knowledge of grammatical processing to enable text to be structured.

1.5 Research Scope

This research is intended describe the most common types of grammatical errors in the translation context of translation course students. The research subjects were limited to one genre translation class. In addition, this research consists of grammatical errors. this look is limited to discussing a blunders evaluation in surface strategy based on Corder in (R. Ellis, 1994) theory in students english text, he researcher wants to examine english translation text by english literature student.

CHAPTER II

LITERARY REVIEW

In this chapter, the author discusses theories related to the topic to be studied. In addition, it is used for data analysis in Chapter III. The research theory uses morphosyntactic studies.

2.1 Previous Studies

Some previous research has considered the same subject but different objects (often called formal objects) and similar objects but different subjects. Researchers wanted to show and prove that many previous studies used the same and different subjects, and the same and different subjects.

The first researcher entitled "*The Grammatical Errors in The Translation Text: Indonesian-English Structure*" by Aini (2018) This study looks at word formations in English and Indonesian that are based on grammatical faults. Error analysis is used to assess the grammatical mistakes. The aim of this study is to determine the different categories of grammatical faults and the factors that contribute to them. This research uses a qualitative approach as its method because it presents data without statistical analysis. The language phenomena present in the translated text can be seen using descriptive qualitative analysis. The study found 11 different types of grammatical errors, including mistakes with determiners, mistakes with omission of determiners, mistakes with verbs, mistakes with auxiliary verbs, mistakes with verb omission, mistakes with prepositions, mistakes with conjunctions, mistakes with pronouns, and more.

The second study with the title "*An Analysis Of Grammatical Errors in Translating Text From Indonesian Into English*" By Sinambela M (2020) given the importance of grammar in learning English, especially writing, this study aims to explain the grammatical mistakes that 6th grade students make when translating texts from Indonesian to English. The purpose of this study is to identify and classify errors according to the most predominant translated words in student-translated texts. Based on the analysis, a total of 156 mistakes in student writing were identified. Regarding omissions, there were 45 omissions of pronouns, verbs, prepositions, and articles. In addition, there were 50 errors consisting of additions of articles and prepositions. As for typos, there are 43 mistakes consisting of verb, preposition and article mistakes. The last error was a sequence error and he found only one error. Based on research findings, we find that the main type of error in this study is misinformation.

A third study, "*Students' Grammatical Errors In Translating Indonesian Sentences Into English*" by (Imansyah & Rarasani, 2021) The purpose of this study was to clarify the types of students' grammatical errors, the main types of students' grammatical errors, and the causes of students' grammatical errors while translating Indonesian sentences into English. It was a descriptive qualitative study. Of the subjects of this survey were 29 language students in Class 11 of SMAN 6 Mataram. Samples for this study were Indonesian sentences translated into English and questionnaire responses from her SMAN 6 language students in grade 11. Mataram. Translation tests and questionnaires were used for data collection. A translation test revealed that the students made 100 mistakes, including omissions, additions, misspellings, omissions, and misordering. The most common mistake students made was omission (37% and 37%, respectively).

The second most common mistakes were formatting errors (33 or 33%), addition (17 or 17%), and the least common order errors (13 or 13%). A survey found that 38.7% of her students made errors due to cross-language (native or source language).

Based on previous studies, we can see that there are many studies analyzing grammatical errors in research. There are similarities and differences between previous studies and the researcher's work. The similarities are that the researchers used grammatical errors as the main theme of their research and descriptive qualitative techniques as their research methods. The difference is that these studies used university-level undergraduates and university students as research subjects, and while these studies investigated translation problems in general, the researchers in this study found that university students performed translation tasks. It focuses on the kinds of grammatical errors you see doing this.

2.2 Theoretical Background

2.2.1 Grammar and Grammatical Error

Grammar comes from Latin and refers to the scientific study of the form and arrangement of words, expressions, and sentences. Every language has grammar (even if it's not written). Each language has its own model. Just as a biologist can label the parts of plants or classify animals into groups, a grammarian can label parts of words or classify sentences into patterns. Understanding grammatical analysis requires students to learn some terminology. When these terms are not understood correctly, confusion arises. In fact, when analyzing English grammar, three basic things are done. Students should keep in mind her three points: Level, Name, Function.

Grammar is the most important element in learning English. It's part of the language that students should learn. Grammar refers to the set of rules that allow us to combine words into larger units in our language Gerald Nelson (1999). According to Murcia (1995), grammar is essentially about models and systems used in the selection of word combinations. By learning this aspect, students should produce good translations. This means that students should apply established grammatical rules to their writing in order to avoid grammatical errors and create unique translations that are easy for the reader to understand.

2.2.2 Syntax

O'Grady, (2021) argues that "Syntax is the system of rules and categories underlying sentences. It aims to identify the underlying principles and rules for constructing well-formed sentences in a particular language." Syntax is the grammar that deals with the relationships between words in an utterance. Language is what people speak. An utterance is a sentence. Syntax is the grammatical relationship between words in a sentence. Syntax is the branch of grammar that deals with the placement of words in sentences.

From the various opinions above, we can easily say that syntax is the study of language, such as words within sentences, sentences, clauses, and phrases. Syntax is the system of rules and categories that underlie sentence formation in human languages.

A syntactic structure contains various syntactic functions, syntactic categories, and syntactic units. Syntactic functions relate to the concepts of subject, predicate, object and description. Syntactic categories are called parts of speech. Syntactic structure, on the other hand, describes phrases, clauses, and sentences.

Syntax is the study of sentence structure from which clauses, clauses and sentences are composed. Syntax consists of rules for constructing well-formed sentences in a language. A set of rules make up the grammar of a language. There are two types of rules in syntax. These are sentence construction rules and transformation rules. The first type of rules are sentence structure rules. These are rules that describe the internal organization of syntactic units. What small units are clauses and sentences composed of? It contains rules that describe the order between smaller components. This example is a rule of the S NP VP form, which is a sentence consisting of a noun phrase and a verb phrase. A noun (NP) can be formed by combining a determiner (Det) and a noun (N). For example, a girl. A verb phrase consists of a transitive verb (TV) and a noun phrase with a direct object, e.g. fresh orange juice. Another type of syntax rule is the transformation rule. Native speakers know that sentences are related. The declarative sentence "I like bananas" and the sentence corresponding to the question "What do you like?" are very different. From this we can conclude that syntax is about how sentences, clauses or sentences are constructed. In addition, there are two types of rules. These are sentence construction rules and transformation rules.

2.2.3 Translation

According to Newmark, (1988) Translation is the act of transferring the meaning of a text from one language to another as desired by the author. This means that when translating a text, the intent of the researcher must be taken into account in choosing words that best convey the content of the subject text.

Translation means transcribing the messages contained in the source language into the target language in order to find similarities. Translators can

produce translations that match the meaning of the source text. According to Mildred L. Larson, Translation is basically a transformation. Translation is the process of translating the meaning of a language from a source to a target. It is achieved through the use of semantic structures in the transition to form. Larson argues that translators must prioritize meaning over linguistic form. This means that when translating material, the translator must transfer the semantic meaning of the source text to the target text. The meaning of the text does not change even if the format of the source code changes. Words, phrases, clauses, sentences, and paragraphs are part of the phonetic form identified by Larson. Translation is the conversion of a source language into a target language. Knowing both SL culture and TL culture makes it possible to translate, so there are no misunderstandings.

According to Chiang (1981), there is a learning error. In some cases, we use a real secondary system or our own system that approximates the target language. Therefore, the goal of error analysis (EA) research is to longitudinally examine student errors, present individual student hypotheses, and measure student progress. Emphasizes that it is natural to make mistakes in language learning. It is clear that mistakes in learning, especially in learning languages, are common.

Without translation, the information available in the world would not be known to others in the way it should be. In fact, Indonesian translation is taught and applied. The country has long followed the development of English education. A translation degree is not an independent program. It is some kind of topic related to a language or language program. However, most English teachers and linguists are not good at translating. just for that. Translation studies, for example, requires new directions and new focus in teaching and training.

2.2.4 Differences Between Error and Mistake

Crystal (2003) Error and mistake are two different terms, but sometimes it can be difficult to distinguish between them. Defined errors as “deficient aspects of a learner’s speaking or writing that deviate from selected standards of mature language proficiency”. From an expert's point of view, errors arise from lack of knowledge and lack of understanding of the language patterns used. In contrast, despite knowledge of grammatical rules, errors are unintentional.

Error analysis is a source of information for teachers. With this information, teachers can help categorize and explain or explain student errors. Errors indicate an inability to correctly use a known system", while errors "reflect the ability of the learner. However, it is also acknowledged that it is not possible to "distinguish from error" in all cases. The report emphasizes the importance of learners making mistakes that can be observed, analyzed, categorized and revealed about the system at work in learners.

Now, the difference between the two is the context in which they are used. "Error" refers to an error made by a student based on false claims or failure to use a particular known system. On the other hand, "mistakes" refer to student misunderstandings.

2.2.5 Error Analysis (EA)

To discover errors made by language learners, error analysis (EA) was first developed in the 1970s. Compared to contract analysis (CA), EA provided an alternate perspective on learners' mistakes. According to error analysis, more general learning processes as well as the native language are also responsible for certain errors made by learners Richards & Schmidt (2002). EA begins looking at errors with the idea that learner errors can be seen, reviewed, and clarified to point

out learner errors. Unlike CA which asserts that learners' errors in the target language are caused by their native language interference by Brown in Khansir (2012), this viewpoint is more accurate.

As the pioneer of the examination of learners' errors, Corder (Ellis, 1994) correcting errors in terms of language processes and language learning to assess student error, Corder recommends five steps: sampling, error detection, fault description, error interpretation, and error evaluation.

Between the sentences of the learners and the comparable native speakers. In (R. Ellis, 1994), Corder divided the faults into three categories:

a. Presystematic errors happen when language learners are unaware of certain rules in the target language.

b. Systematic errors happen when learners comprehend a rule yet it turns out that the rule was erroneous.

c. Postsystematic errors happen when learners made mistakes inconsistently while knowing the rules.

In addition, (R. Ellis, 1994) noted that misformation refers to the incorrect use of the form of a particular language in the pronunciation of the target language, while the addition refers to the addition of a particular language that should not appear in a correct pronunciation. Consciousness and disorder refer to the incorrect arrangement of a particular language within that language. speak the target language.

Here are some illustrations of errors in the four types of surface classifiers in grammar (morphemes and syntax):

Table 1. Examples of Surface Strategy Errors in Morpheme and Syntax Levels

Error Categories	Examples
Omission	(1) She <i>(is)</i> sleeping. (2) I go <i>(to)</i> play.
Addition	(1) We didn't <i>went</i> there. (2) He <i>calleded</i> .
Misformation	(1) The dog <i>ated</i> the chicken. (2) We should <i>studying</i> tonight.
Disordering	(1) What daddy <i>is</i> doing? (2) We don't know why <i>are we</i> facing these problems.

- **Omission** is characterized by the absence of an element that should appear in the correct form of speech. Some types of morphemes are omitted more than others, some types of morphemes are omitted more than others. The omission is characterized by the absence of an element that should appear in the grammatically correct pronunciation.
- **Additional** errors are entries that should not appear in the correct verb form. This type of error usually occurs when the learner has mastered only a few principles of the target language. Additional error is the presence of an element that should not appear in the properly formatted statement.
- **formation errors** that are characterized by an incorrect shape or morphological structure. Under these conditions, learners continue to reveal something in the second language, even in their own minds. Misformation errors are characterized by using the wrong morpheme or structure. In misrepresentation, the learner provides something, even if it

is incorrect.

- As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Based on this theory, there are linguistic elements that will be analyzed in translating text errors, and the errors that will be analyzed occur at the morphological and syntactic levels. According to Gayo & Widodo (2018) Errors at the morphological level include inflections, derivatives, prepositions, articles, conjunctions, personal pronouns, auxiliary verbs, and determiners. Syntax-level errors include passive phrases, tenses, noun phrases, auxiliary verbs, subject-descriptive concordance, and specifying determiners.

CHAPTER III

RESEARCH METHOD

This chapter is divided into the following section: Research Design, Data Resource, Data Collection Instrument, Data Collection Procedure, and Data Analysis Technique.

3.1 Research Design

This study will use qualitative research method. This method will analyze the translation process in the subject of the researcher, so focus on how the subject translates the work. Qualitative research is a method of studying and understanding the meaning that individuals or groups assign to a social or human situation. The research process moves from specific to general topics, analyzing data, interpreting data and emerging problems and processes. Data is usually collected as part of the participants. The structure of the final report is adjustable.

3.2 Data Resource

a. Population

The population for this study was students from the translation practicum class consisting of 8 odd semester students in the 2022/2023 academic year of the English Department at Fajar University. The 4 chosen respondents were selected based on their abilities among the 8 students in the class. As these 4 respondents have better abilities compared to the other 4 students and these 4 are batch 2021 students who are still in the learning process of translation since they have never repeated the translation-related course before.

b. Sample

The sample represents the entire population of this study. Samples for this study were selected by purposive sampling. Purposive sampling (also called deterministic, selective, or subjective sampling) is a sampling technique in which researchers select members of a population to participate in research based on their judgment. Purposive sampling is a non-probability-based sampling method that takes place when "items selected for the sample are selected based on the judgment of the researcher. Researchers often believe that using good judgment will result in a representative sample, thereby saving time and effort. You can save money. The sample for this study was randomly selected. There are 4 students of translation class in English Literature. Based on the purposive sampling technique used by the researcher to take the 4 samples, several conditions were given that were considered to meet the criteria of the 4 students, namely:

- 1) Active students in the 4th semester of the 2022/2023 academic year.
- 2) Students who do not repeat classes in the Translation course.
- 3) Students who have completed the translation course at the previous stage.

3.3 Data Collection Instruments

The researcher used two data collection instruments, namely observation and documents. The method used for data collection was to give an Indonesian text and ask students to translate it into English. Eight students were given the task of translating the text and their work was collected for analysis. The assignment was a text from Ana Rosida's dissertation (2023) "Developing an Edupreneurship Intergrated Translation Course-book Using ADDIE Model".

The process of converting textual content from one language to another is called translation. Translation, according to Newmark (1988) the process of

conveying the meaning of a text in another language in the manner intended by the author. Because translation text is a method that may be used to ascertain the effects of grammatical errors as well as flaws in English text that do not correspond to a text's structure, researchers utilize it as a research instrument. Each English sentence was examined individually by the researcher, who then translated the text regarding the mistakes discovered and classified errors. The errors found are classified according to the theory of Ellis (1994) which will then be analyzed.

3.4 Data Collection Procedure

According to Ellis, (1994) the researcher collected The data for this study are as follows:

1. The first step is to collect sample data for analysis.
2. The second step is to identify the error. At this stage, the researcher identifies grammatical errors by comparing the original text with the translated text.
3. The third step is to describe the error. In this step, the researcher describes the grammatical errors using a surface classifier strategy to describe the difference between the learner's sentence and the native speaker's sentence.
4. The fourth step is to explain the error. In this step, the researcher looks at the sources of errors to find the cause of the student's errors.
5. The final step is error assessment. At this point, the investigator determines which part of the error needs further explanation or attention.

These five steps are important for analyzing and understanding student errors.

3.5 Data Analysis Technique

Here, we present the data analysis procedures performed to answer the research question with the collected data. Data analysis techniques are performed by processing namely observation of participants and document analysis.. The data were analyzed based on the interactive analysis model developed by R. Ellis, (1994).

After collecting data, the author conducted data analysis according to the following steps:

1. The researcher analyzes the student's translated text
2. The researcher identified and classified errors according to error type.
3. The researcher described all the errors and identified the main types of errors that students made in the translated text.
4. The researcher draws conclusions about the mistakes of translation students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

After collecting the data, the researcher identified and classified the translations made by the students. We noticed that students made many grammatical errors during the translation process, specifically as follows:

4.1 Research Findings

This chapter analyze the types and classifications of errors found in the abstract translated by 4 students of the English Literature study program at Fajar University, Makassar. Research data is extracted from the thesis summary of one of the professors of Fajar Makassar University's English literature studies program. Futhermore the researcher identified the types of grammatical errors and classified them into four aspects: Omissions, Additions, Misordering, and Misformation. During students translating the task, they were not allowed to utilize the google translator, machine translator or electronic dictionary. They were only able to use manual dictionary. Therefore, the following grammatical errors made by students are analyzed below:

a. Omission

Omission is characterized by the absence of an element that should appear in the correct form of speech. Some types of morphemes are omitted more than others, some types of morphemes are omitted more than others.

The omission is characterized by the absence of an element that should appear in the grammatically correct pronunciation. The content morpheme carries most of the referential meaning of the sentence: Noun, verb, adjective, adverb.

Data 1 (Table 2)

Student 1

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang</p>	<p>_Result of_ needs analysis to show_ that course book owner to translation subject important for student_ and lecturer_. Besides the knowledge about translation, vocabulary mastery and grammar must to entered in translation course book component because this thing to helped a student for working a translation task. Besides that_ task of translation there is on reading task that has edupreneurship intergreted. Then on design stage result of the date to used for designing of translation teaching book and the following of 5 step that: need analysis, including of purpose, learning format, collect-choose and evaluate of material and the last is writing of material. This</p>	<p>The result of the needs analysis to shows that course book owner to translation subject important for students and lecturers. Besides the knowledge about transation, vocabulary mastery and grammar must to entered in translation course book component because this thing to helped a student for working a translation task. Besides that there is task of translation there is on reading task that has edupreneurship intergreted. Then on design stage result of the date to used for designing of translation teaching book and the following of 5 step that: need analysis, including of purpose, learning format, collect-choose and evaluate of material and the last is writing of material. This steps to do for result of design framework of subject that</p>

<p>terakhir adalah materi tulisan. Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>steps to do for result of design framework of subject that used to development of material. On development step, development of material can be used with arrange compile of material in every unit. This teachingbook to implemented in translation class during 6 times meeting. After that in evaluation steps measure practicality teaching book in the good category of learning tests of students after needs this course book during learning process more increases this thing can show from value results of post-test student more than big from pre-test of result.</p>	<p>used to development of material. On development step, development of material can be used with arrange compile of material in every unit. This teachingbook to implemented in translation class during 6 times meeting. After that in evaluation steps measure practicality teaching book in the good category of learning tests of students after needs this course book during learning process more increases this thing can show from value results af post-test student more than big from pre-test of result.</p>
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Data 2 (Table 3)

Student 2

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan.</p>	<p>The result of the needs analysis show that ownership of textbook in translation, mastery of the needs analysis show that ownership of textbooks in translation courses is important for students and lecturers. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in the translation textbook component because this is to help students carry out translation assignment. Apart from that the task of translating is in the reading assignment which has been integrated with edupreneurship. Then the steps design the results of this data are used to design books for translation by following five steps_: needs analysis, formulate goals, learning format, collecting-selecting and appraising</p>	<p>The result of the needs analysis shows that the ownership of textbooks in the Translation course is important for students and lecturers. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in the translation textbook component because this helps students carry out translation assignment. Apart from the task of translating is in the reading assignment which has been integrated with edupreneurship. Then in the design phase, the results of this data are used to design books for translation by following five steps are: needs, analysis, formulating goals, learning format, collecting-selecting and appraising materials and the last is written material These steps are taken to create a</p>

<p>Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>materials and the last is writing material. these steps are carried out to produce a course design framework that can be done by compiling the content of the material for 6 meetings. Then at the evaluation stage it measure the practicality and effectiveness of the textbook. Based on the observation sheet shows that the practicality of the textbook is in the good category this can be shown from the results of the students post-test scores which are greater than the pre-test results.</p>	<p>course design framework used to develop materials. In the development phase, material development can be done by organizing the content in each unit. This textbook is implemented in translation classes for 6 meetings. Then at the evaluation stage it measures the practicality and effectiveness of the textbook. Based on the observation sheet, it shows that the practicality of the textbook is in the good category this can be shown from the results of the students post-test scores which are greater than the pre-test results.</p>
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Data 3(Table 4)

Student 3

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan.</p>	<p>The results of the need analysis show_ that the ownership of the teaching book of the course or important for students and lectures. In addition to knowledge of translation of vocabul ary and grammar must be put in the book translation component because this is to help students to do a translation task. In addition, the task of translating is in the reading task that has been integrated edupreneurship. Then at the design stage the data results are used to design translation teaching books by following five steps. Namely, analytical analysis, formulating goals, collecting and assessing material, and the last one is the material. These steps are taken to produce a course design frame, so it is used to develop material. At</p>	<p>The results of the needs analysis shows that the ownership of textbooks in the Translation course is important for students and lecturers. In addition, to knowledge of translation of vocabulary and grammar must be put in the translation textbook component because this helps students to do a translation task. In addition, the task of translating is in the reading task that has been integrated edupreneurship. Then at the design stage the data results are used to design translation textbook by following five steps, namely, analytical analysis, formulating goals, collecting-selecting and assessing material, and the last one is the written material. These steps are taken to produce a course design framework, so it is used to develop the</p>

<p>Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>the development stage, the development of the material can be carried out by composing the conten of each unit. This teaching book was implemented in translation classes for 6 meetings. Then at the stage of evaluation measure practically and effectivities of_teaching books. Based on an observation sheets shows the practicallities or of teaching books are in a good category and students learning test after using this teaching books during the more improved learning test after this teaching books during the more improved learning process. This can be shown from the results of post-test values to greater than pre-test.</p>	<p>material. At the development stage, the development of the material can be carried out by composing the content of each unit. This teaching book is implemented in translation classes for 6 meetings. Then at the stage of evaluation, it measures practicality and effectiveness of the textbook. Based on an observation sheets, shows the practicality of textbook is in a good category and the students learning test after using this textbook during the learning process have increased. This can be shown from the results of post-test, which are higher than the pre-test.</p>
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Data 4 (Table 5)

Student 4

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan.</p>	<p>Analysis result need show that ownership of teach book course in the translation is important for student and lecture. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in translation teach book because this is to help student to work translation <u>teach</u> assignments. In addition the task of translate is in the reading task which has been integrated with edupreneurship. Then at design stage, the result of this data is used to design a translation teach book by following 5 steps: needs analysis, formulating purpose, learning formats, collect-select and evaluate material and the last is writing material. These steps are carried out to produce a design framework course that is used to develop the</p>	<p>The results of the needs analysis shows the ownership of textbooks in the Translation course is important for students and lecturers. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in translation textbook because this helps students to work translation assignments. In addition the task of translation is in the reading task which has been integrated with edupreneurship. Then at design stage, the result of this data is used to design a translation textbook by following 5 steps, there are: needs analysis, formulating purpose, learning formats, collecting-selecting and evaluating material and the last is written material. These steps are carried out to produce a design</p>

<p>Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>material. At the development stage, development material can be with by compiling the material content for each unit. This teach book is implemented in translation class for 6 meetings. Then at evaluation stage measure practically and the effective of teach book based on the observation sheet show that the practicality of teach book is in the good category and student learning outcomes after use these teach book during the learning process have increased. It can be show from student post-test score greater than the pre-test result.</p>	<p>framework course that is used to develop the material. At the development stage, development material can be by compiling the content for each unit. This textbook is implemented in translation class for 6 meetings. Then at evaluation stage, it measures practicality and effectiveness of the textbook. Based on the observation sheet, it that shows the practicality of teach book is in the good category and student learning outcomes after using this textbook during the learning process have increased. It can be shown from the student post-test score which is greater than the pre-test result.</p>
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Omissions are necessary for texts to be grammatically correct because the readers will struggle to understand the meaning of the text if essential words or information are missing. In the data, there are several missing articles and

prepositions, as well as incomplete sentences. And to make the texts easier to understand, the researcher excluding certain words or elements of the texts.

b. Addition

Additional errors are entries that should not appear in the correct verb form. This type of error usually occurs when the learner has mastered only a few principles of the target language. Additional error is the presence of an element that should not appear in the properly formatted statement. There are three types of plus errors, which are: double mark, regularization and simple addition.

Many additional errors are more accurately described as the inability to remove certain elements that are required in some language constructs but not in others. Double markup corresponds to two elements marked for the same function. Learners who have mastered the tense form of both auxiliary and auxiliary verbs often place markers in both.

Regularization errors of the complement type are those where a marker that is normally added to a language element is mistakenly added to certain class special elements that do not take the marker. This means that regularization errors occur when learners add morphemes to special words. There is no particular feature that characterizes simple addition other than that, which characterizes all addition errors: the use of an element should not appear in grammatically correct pronunciation.

Data 5 (Table 6)

Student 1

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang</p>	<p>The result of need analysis to show that course book owner to translation subject (is) important for student(s) and lecturer(s). Besides the knowledge about translation, vocabulary mastery and grammar must to entered in translation course book component(s) because this thing to helped a student for working a translation task. Besides that task of translation there is on reading task that has edupreneurship intergreted. Then on design stage result of the date to used for designing of translation teaching book and the following of 5 step(s) that: need analysis, including of purpose, learning format, collect-choose and evaluate of material and the last is writing of material. This steps to do for result of design framework of subject</p>	<p>The result of need analysis to show that course book owner to translation subject (is) important for student(s) and lecturer(s). Besides the knowledge about translation, vocabulary mastery and grammar must to entered in translation course book component(s) because this thing to helped a student for working a translation task. Besides that task of translation there is on reading task that has edupreneurship intergreted. Then on design stage result of the date to used for designing of translation teaching book and the following of 5 step(s) that: need analysis, including of purpose, learning format, collect-choose and evaluate of material and the last is writing of material. This steps to do for result of design framework of subject that (is)</p>

<p>terakhir adalah materi tulisan. Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>that (is) used to development of material. On development step, development of material can be used with arrange compile of material in every unit. This teachingbook to implemented in translation class during 6 times meeting. After that in evaluation steps measurers practicality teaching book in the good category of learning tests of students after needs this course book during learning process more increases this thing can (be) show(n) from value results of post-test student more than big from pre-test of result.</p>	<p>used to development of material. On development step, development of material can be used with arrange compile of material in every unit. This teachingbook to implemented in translation class during 6 times meeting. After that in evaluation steps measurers practicality teaching book in the good category of learning tests of students after needs this course book during learning process more increases this thing can be show(n) from value results of post-test student more than big from pre-test of result.</p>
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Data 6 (Table 7)**Student 2**

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan.</p>	<p>The result of the needs analysis show(S) that ownership of textbook in translation, mastery of the needs analysis show(s) that ownership of textbooks in translation courses is important for students and lecturers. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in the translation textbook component because this is to help students carry out translation assignment(s). Apart from that the task of translating is in the reading assignment which has been integrated with edupreneurship. Then the steps design the results of this data are used to design books for translation by following five steps is: needs analysis, formulate goals, learning format, collecting-selecting and</p>	<p>The results of the needs analysis shows that the ownership of textbooks in the Translation course is important for students and lecturers. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in the translation textbook component because this helps students carry out translation assignment. Apart from that the task of translating is in the reading assignment which has been integrated with edupreneurship. Then in the design phase, the results of this data are used to design books for translation by following five steps is: needs analysis, formulating goals, learning format, collecting-selecting and appraising materials and the last is written material These steps are taken to create a course</p>

<p>Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>appraising materials and the last is writing material these steps are carried out to produce a course design framework that can be done by compiling the content of the material for 6 meetings. Then at the evaluation stage it measure(s) the practicality and effectiveness of the textbook. Based on the observation sheet shows that the practicality of the textbook is in the good category this can be shown from the results of the students post-test scores which are greater than the pre-test results.</p>	<p>design framework used to develop materials. In the development phase, material development can be done by organizing the content in each unit. This textbook is implemented in translation classes for 6 meetings. Then at the evaluation stage it measures the practicality and effectiveness of the textbook. Based on the observation sheet, it shows that the practicality of the textbook is in the good category this can be shown from the results of the students post-test scores which are greater than the pre-test results.</p>
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Data 7(Table 8)

Student 3

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan.</p>	<p>The results of the analysis of the need show that the ownership of the teaching book of the course or important for students and lectures. In addition to knowledge of translation of vocabulary and grammar must be put in the book translation component because this is to help students to do a translation task. In addition, the task of translating is in the reading task that has been integrated (with) edupreneurship. Then at the design stage the data results are used to design translation teaching books by following five steps. Namely, analytical analysis, formulating goals, collecting-(selecting) and assessing material, and the last one is the written material. These steps are taken to produce a course design frame, so it is</p>	<p>The results of the needs analysis shows that the ownership of textbooks in the Translation course is important for students and lecturers. In addition to knowledge of translation of vocabulary and grammar must be put in the translation textbook component because this helps students to do a translation task. In addition, the task of translating is in the reading task that has been integrated edupreneurship. Then at the design stage the data results are used to design translation textbook by following five steps namely, analytical analysis, formulating goals, collecting-selecting and assessing material, and the last one is the written material. These steps are taken to produce a course design framework, so it is used to develop</p>

<p>Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>used to develop material. At the development stage, the development of the material can be carried out by composing the content of each unit. This teaching book was implemented in translation classes for 6 meetings. Then at the stage of evaluation measure(s) practically and effectiveness of teaching books. Based on an observation sheets shows the practicalities or of teaching books are in a good category and students learning test after using this teaching books during the more improved learning test after this teaching books during the more improved learning process. This can be shown from the results of post-test values to greater than pre-test.</p>	<p>material. At the development stage, the development of the material can be carried out by composing the content of each unit. This teaching book is implemented in translation classes for 6 meetings. Then at the stage of evaluation, it measures practicality and effectiveness of the textbook. Based on an observation sheets shows the practicality of textbook is in a good category and students learning test after using this textbook during the learning process have increased. This can be shown from the results of post-test, which are higher than the pre-test.</p>
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Data 8 (Table 9)

Student 4

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan.</p>	<p>Analysis result need show(s) that ownership of teach book course in the translation is important for student(s) and lecture(rs). In addition to knowledge of translation, mastery of vocabulary and grammar must be included in translation teach book because this is to help student to work translation teach assignments. In addition the task of translate is in the reading task which has been integrated with edupreneurship. Then at design stage, the result of this data is used to design a translation teach book by following 5 steps: needs analysis, formulating purpose, learning formats, collect-select and evaluate material and the last is writing material. These steps are carried out to produce a design framework course that is used to develop the</p>	<p>The results of the needs analysis shows that the ownership of textbooks in the Translation course is important for students and lecturers. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in translation textbook because this helps students to work translation assignments. In addition the task of translation is in the reading task which has been integrated with edupreneurship. Then at design stage, the result of this data is used to design a translation textbook by following 5 steps: needs analysis, formulating purpose, learning formats, collecting-selecting and evaluating material and the last is written material. These steps are carried out to produce a design</p>

<p>Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>material. At the development stage, development material can be with by compiling the material content for each unit. This teach book is implemented in translation class for 6 meetings. Then at evaluation stage measure(s) practically and the effective of teach book. Based on the observation sheet show(S) that the practicality of teach book is in the good category and student learning outcomes after use these teach book during the learning process have increased. It can be show(n) from student post-test score greater than the pre-test result.</p>	<p>framework course that is used to develop the material. At the development stage, development material can be by compiling the content for each unit. This textbook is implemented in translation class for 6 meetings. Then at evaluation stage, it measures practicality and effectiveness of the textbook. Based on the observation sheet, it shows that the practicality of teach book is in the good category and student learning outcomes after using this textbook during the learning process have increased. It can be shown from student post-test score which is greater than the pre-test result.</p>
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The addition in the text above refers to including or adding important information or content that may have been grammatically incorrect. As seen in the data, there are missing articles and prepositions that make incomplete sentences. Also, there are several incorrect verb forms that are used such as “show” and

“measure”. These two verbs are incorrect because the subject of both verbs is “it”. That is why the researcher adds “s” to the verbs.

c. Misformation

formation errors that are characterized by an incorrect shape or morphological structure. Under these conditions, learners continue to reveal something in the second language, even in their own minds. Misformation errors are characterized by using the wrong morpheme or structure. In misrepresentation, the learner provides something, even if it is incorrect. For example: The dog ate the chicken. There are three types of distortion errors: regular, archival, and interlaced errors.

Regularization errors that fall into the category of formation errors are those in which a regular marker is used instead of an irregular marker, as in run run or goose for goose. The selection of one member of a figure class to represent the other members of the class is a common feature in all stages of second language acquisition. As learners' vocabulary and grammar grow, the use of classical forms often gives way to seemingly free rotation of different members of the class.

Data 9 (Table 10)

Student 1

Source Language	Target Language	Correct Sentences
Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan	Result of need analysis to show that course book (owner) to translation subject important for student and lecturer. Besides the knowledge about	The results of the needs analysis shows that the (ownership) of textbooks in the Translation course is important for students and lecturers. In addition to

<p>tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan. Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit.</p>	<p>translation, vocabulary mastery and grammar must to entered in translation course book components because this thing to helped a student for working a translation task. Besides that task of translation there is on reading task that has edupreneurship intergreted. Then (on) design stage result of the date to used (for) (designing) of translation teaching book and the following of 5 step that: needs analysis, including of purpose, learning format, (collect-choose) and evaluate of material and the last is (writing) of material. This steps to do for result of design framework of subject that used to development of material. (On) development step, development of material can be used with arrange compile of material in every unit. This teachingbook (to) (implemented) in translation class during 6 times meeting. After that in</p>	<p>knowledge about translation, mastery of vocabulary and grammar must be included in translation course book components because this helps students to complete translation of the tasks. Furthermore, translation tasks are integrated into reading assignments as part of edupreneurship Then (in) the design phase, the data results are used (to) (design) a translation of the textbook by following five steps there are: needs analysis, formulating objectives, learning format, collecting-selecting, assessing materials, and lastly is the (written) materials. These steps are taken to create a course design framework used to develop materials. (In) the development phase, development of material can be done by organizing the content in each unit. This teachingbook (is) an (implementation) in translation class for 6 times meeting. After that in evaluation phase, it</p>
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<p>Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>evaluation steps measure practicality teaching book in the good category of learning tests of students after needs this course book during learning process more (increases). This thing can (show) from value results of post-test student more than big from pre-test of result.</p>	<p>measures practicality textbook in the good category of learning tests and students' learning test scores after using this course book during the learning process have (increased). This thing can be (shown) from the post-test scores, which are higher than the pre-test scores.</p>
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Data 10 (Table 11)

Student 2

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus</p>	<p>The result of the needs analysis show that ownership of textbook in translation, mastery of the needs analysis show that ownership of textbooks in translation courses is important for students and lecturers. In addition to</p>	<p>The results of the needs analysis shows that the ownership of textbooks in the Translation course is important for students and lecturers. In addition to knowledge of translation, mastery of vocabulary and grammar must be included</p>

<p>dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan. Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian</p>	<p>knowledge of translation, mastery of vocabulary and grammar must be included in the translation textbook component because this is to help students carry out translation assignment. Apart from that the task of translating is in the reading assignment which has been integrated with edupreneurship. Then the steps design the results of this data are used to design books for translation by following five steps (is): needs analysis, formulate goals, learning format, collecting-selecting and appraising materials and the last is (writing) material. These steps are carried out to produce a course design framework that can be done by compiling the content of the material for 6 meetings. Then at the evaluation stage it (measure) the practicality and effectiveness of the textbook. Based on the observation sheet shows that the practicality of the textbook is in the good</p>	<p>in the translation textbook component because this helps students carry out translation assignment. Apart from that the task of translating is in the reading assignment which has been integrated with edupreneurship. Then in the design phase, the results of this data are used to design books for translation by following five steps (are): needs analysis, formulating goals, learning format, collecting-selecting and appraising materials and the last is (written) material. These steps are taken to create a course design framework used to develop materials. In the development phase, material development can be done by organizing the content in each unit. This textbook is implemented in translation classes for 6 meetings. Then at the evaluation stage it (measures) the practicality and effectiveness of the textbook. Based on the</p>
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<p>pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>category this can be shown from the results of the students post-test.</p>	<p>observation sheet, it shows that the practicality of the textbook is in the good category this can be shown from the results of the students post-test scores which are greater than the pre-test results.</p>
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Data 11 (Table 12)

Student 3

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas</p>	<p>The results of the analysis of the need show that the ownership of the teaching book of the course or important for students and lectures. In addition to knowledge of translation of vocabulary and grammar must be put in the book translation component because this is to help students to do a translation task. In addition, the task of</p>	<p>The results of the needs analysis shows that the ownership of textbooks in the Translation course is important for students and lecturers. In addition to knowledge of translation of vocabulary and grammar must be put in the translation textbook component because this helps students to do a translation task. In addition, the task of</p>

<p><i>Translation.</i> Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan. Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar</p>	<p>translating is in the reading task that has been integrated edupreneurship. Then at the design stage the data results are used to design translation teaching books by following five steps namely, analytical analysis, formulating goals, collecting and assessing material, and the last one is the material. These steps are taken to produce a course design frame, so it is used to develop material. At the development stage, the development of the material can be carried out by composing the conten of each unit. This teaching book (was) implemented in translation classes for 6 meetings. Then at the stage of evaluation (measure) practically and effectivities of teaching books. Based on an observation sheets shows the (practicalities) or of teaching books are in a good category and students learning test after using this teaching books during the more improved learning test</p>	<p>translating is in the reading task that has been integrated edupreneurship. Then at the design stage the data results are used to design translation textbook by following five steps are namely, analytical analysis, formulating goals, collecting-selecting and assessing material, and the last one is the written material. These steps are taken to produce a course design framework, so it is used to develop material. At the development stage, the development of the material can be carried out by composing the content of each unit. This teaching book is implemented in translation classes for 6 meetings. Then at the stage of evaluation, it (measures) practicality and effectiveness of the textbook. Based on an observation sheets shows the (practicality) of textbook is in a good category and students learning test after using this textbook during the learning process have</p>
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<p>observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>after this teaching books during the more improved learning process. This can be shown from the results of post-test values to greater than pre-test.</p>	<p>increased. This can be shown from the results of post-test, which are higher than the pre-test.</p>
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Data 12 (Table 13)

Student 4

Source Language	Target Language	Correct Sentences
<p>Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah <i>Translation</i> penting bagi mahasiswa dan dosen. Selain pengetahuan tentang <i>Translation</i>, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar <i>Translation</i> karena hal ini untuk membantu siswa untuk mengerjakan tugas <i>Translation</i>. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan.</p>	<p>Analysis result need show that ownership of teach book course in the translation is important for student and lecture. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in translation teach book because this is to help student to work translation teach assignments. In addition the task of (translate) is in the reading task which has been integrated with edupreneurship. Then at design stage, the result of this data is used to design a translation teach book by following 5 steps: needs analysis, formulating purpose, learning formats, (collect-select) and evaluate material and the last is (writing) material. These steps are carried out to produce a design framework</p>	<p>The results of the needs analysis shows that the ownership of textbooks in the Translation course is important for students and lecturers. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in translation textbook because this helps students to work translation assignments. In addition the task of (translation) is in the reading task which has been integrated with edupreneurship. Then at design stage, the result of this data is used to design a translation textbook by following 5 steps are: needs analysis, formulating purpose, learning formats, collecting-selecting and evaluating material and the last is (written) material. These steps are carried out to produce a design</p>

<p>Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.</p>	<p>course that is used to develop the material. At the development stage, development material can be with by compiling the material content for each unit. This teach book is implemented in translation class for 6 meetings. Then at evaluation stage (measure) practically and the (effective) of teach book. Based on the observation sheet show that the practicality of teach book is in the good category and student learning outcomes after (use) (these) teach book during the learning process have increased. It can be show from student post-test score greater than the pre-test result.</p>	<p>framework course that is used to develop the material. At the development stage, development material can be by compiling the content for each unit. This textbook is implemented in translation class for 6 meetings. Then at evaluation stage, it (measures) practicality and (effectiveness) of the textbook. Based on the observation sheet, it shows that the practicality of teach book is in the good category and student learning outcomes after (using) (this) textbook during the learning process have increased. It can be shown from student post-test score which is greater than the pre-test result.</p>
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The most common errors found in this study were of the type of translation errors related to English grammatical tenses. In this study, the author found the most common error pattern, which is: subject and verb. Sentence writers or builders often make sentences that have grammatically incorrect subjects and verbs. This pattern appears in most of the wrong sentences. In general, summary translations by students of the Makassar University English Literature Studies Program at Fajar University are understandable and should not confuse readers with what they want to convey. Although there are some grammatical errors, this does not allow the reader to have their own opinions or assumptions about the content of the summary. These errors do not change the interpretation and meaning of the summary as a whole. The researcher analyzes and classifies the errors found in the thesis summary according to the surface classification category according to the types of omissions, additions, informational errors and sequence errors.

4.2 Research Discussion

The researcher first identified and classified the errors in the translated abstracts by selected Fajar University English literature students in the translation class to find the grammatical errors that frequently appeared in the essays. The number of members in the group was 8 students. The researcher took 4 of the population to be sampled, so the total sample was 4 students. Sampling is done by purposeful sampling method and the researcher reads it carefully to detect errors. The researcher then classified the found errors. The following is an explanation of some examples of errors found.

The types of grammatical errors found in undergraduate students in the context of translation. According to Corder (1973) divides errors into 4 types of grammatical errors in the surface strategy taxonomy, namely:

Omission is characterized by the absence of an element that should appear in the correct form of speech. Some types of morphemes are omitted more than others. Additional errors are entries that should not appear in the correct verb form. This type of error usually occurs when the learner has mastered only a few principles of the target language. Sequence error is the misplacement of morphemes or groups of morphemes. And also formation errors that are characterized by an incorrect shape or morphological structure. Under these conditions, learners continue to reveal something in the second language, even in their own minds.

Omission

Most students made errors in omission with 10 errors, 5 errors in student 1, 2 errors in student 2, 2 errors in student 3, and 1 error in student 5. In the previous explanation, the data was taken from the students' translations. The researcher classified the students' grammatical errors in translation tasks. An example sentence of it is “**(The)** result of **(the)** needs analysis to shows that course book owner to translation subject important for **(students)** and **(lecturers)**. It should be “The result of the needs analysis to shows that course book owner to translation subject important for students and lecturers.” (See *table 2, student 1*). It is because to show something, English people usually use an article. It involves a specified noun. So, the article “the” is used in this case. Another example is “Then the steps design the results of this data are used to design books for translation by following five steps **(are)**: needs analysis, formulate goals, learning format, collecting-selecting and appraising materials and the last is writing material. It should be ““Then the steps design the results of this data are used to design books for translation by following five steps **are**: needs analysis, formulate goals, learning format, collecting-selecting and appraising materials and the last is writing material.” (see *table 3, student 2*). It is because in this sentence did not contain verb. Every sentence must contain a subject and verb.

Addition

The student made 9 addition error. An example sentence of it is “After that in evaluation **steps** measurers practicality teaching book in the good category of learning tests of students.” It should be “After that in evaluation step measurers practicality teaching book in the good category of learning tests of students.” (see

table 6, student 1). the word should be in singular form, not using **s**. Another example is " In addition, the task of translating is in the reading task that has been integrated **with** edupreneurship." It should be "In addition, the task of translating is in the reading task that has been integrated edupreneurship". (*see table 8, student 3*).

Misformation

Misformation has more errors . The example is "following of 5 steps that: needs analysis, including of purpose, **formulate objectives**, learning format, **collect-choose and evaluate of material and the last is writing of material.**" The correct sentence is "following 5 steps there are: needs analysis, including of purpose, formulating objectives, learning format, collecting-selecting, assessing materials, and lastly is the written materials. (*see table 10, student 1*). It is because the word must be in base form. Another example is "**On** development step, development of material can be **used with arrange compile of material in every unit**. This teachingbook to implemented in translation class during 6 times meeting". It should be "**In** the development **phase, development of material can be done by organizing the content in each unit**". (*see table 10, student 1*).

The researcher would like to interpret the data in the above data description and analysis. The results show that the most common grammatical errors are made by students in the selected essays. There are 4 translation tasks that have been analyzed by the researcher. The first one is omission which has 10 errors. The second most common error is information error. The third error is addition with 9 errors. These errors are made by learners who have started to collect parts of the target language but still lack competence. In addition, in working on the essay,

they received directions on the steps to be taken in writing. This shows that errors occur because they are not realized as errors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The researcher analyzes and classifies the errors detected in the translation of the thesis summary according to surface classification categories into types of omissions, additions, information errors and sequence errors. Deficiencies are characterized by the absence of elements that need to appear in the correct form of pronunciation. Some types of morphemes are omitted more than others. Additional errors are items that should not appear in the correct pronunciation. This type of error often occurs when learners only master some of the principles of the target language. Sequence error is the misplacement of morphemes or groups of morphemes. And also deformation errors characterized by incorrect form or morphological structure. Based on the overall research results that have been analyzed and discussed above, the author generally concludes that there are three types of errors: omissions, additions, and misinformation.

Based on the overall study results analyzed and discussed above, the author generally concludes that there are four types of errors, namely omission errors, addition errors, miscommunication errors and sequence errors. The author found 10 omissions, 9 additions and 22 misinformation errors. It can be concluded that most intermediate students make grammatical errors and misinformation when writing passages, as Corder (1973) stated that existential omission is a common mistake made by students. Even though sentences appear without a subject, article or preposition and still make sense, students must still use correct or correct grammar in writing.

5.2 Suggestions

Based on the discussion in the previous chapter and the conclusions above, the researcher will provide suggestions related to the results of the research that the researcher has conducted. People need to learn well, understand, and pay attention to grammar rules in writing, especially in using correct tenses to reduce the possibility of errors. This is also expected to be a reference for understanding grammatical errors. Furthermore, for lecturers who are influential in related courses, although they are not the cause of errors made by students, researchers hope that lecturers can provide methods and suggestions to reduce errors to reduce errors that can occur in writing. Furthermore, for future researchers, the researcher hopes this research can provide the positive impact in the form of reference information related to research on grammatical errors.

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ABSTRAK

Penelitian ini bertujuan untuk menghasilkan buku bahan ajar terjemahan yang terintegrasi edupreneurship bagi mahasiswa Sastra Inggris. Tujuan dari penelitian ini adalah (1) untuk mengetahui kebutuhan mahasiswa dalam mempelajari *Translation* (2) merancang buku mata kuliah *Translation* yang mengintegrasikan edupreneurship berdasarkan analisis kebutuhan (3) mengembangkan buku ajar mata kuliah *Translation* yang mengintegrasikan edupreneurship (4) untuk mengimplementasikan buku ajar mata kuliah *Translation* (5) untuk mengetahui persepsi dosen dan mahasiswa terhadap desain buku ajar mata kuliah *translation* yang mengintegrasikan edupreneurship bagi mahasiswa Program Studi Sastra Inggris Universitas Fajar.

Penelitian ini menerapkan penelitian dan pengembangan (R&D) dengan menggunakan model ADDIE. Sampel penelitian ini adalah 2 orang dosen penerjemahan; 2 agen penerjemahan; 8 lulusan; dan 20 mahasiswa program studi Sastra Inggris Universitas Fajar. Data penelitian dikumpulkan melalui angket, wawancara, dan lembar observasi.

Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah *Translation* penting bagi mahasiswa dan dosen. Selain pengetahuan tentang *Translation*, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar *Translation* karena hal ini untuk membantu siswa untuk mengerjakan tugas *Translation*. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan. Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.

Kata Kunci: Model ADDIE, Terjemahan, Buku Ajar, Edupreneurship.

JULIA

This research to purpose for result teaching material book the edupreneurship intergreted translation, for English literature students. Purpose of this research is

1. To know students need in study of translation
2. Designing a translation course book that edupreneurship intergreted based on need analysis
3. Develop translation course book that edupreneurship intergreted
4. To implement a translation course book
5. To know perception of lecturer and student to design of translation course book that edupreneurship intergreted for English literature students of fajar university.

This research to apply research and development (R & D) with used a ADDIE model. This research sample there are 2 people translator lecturer; 2 agen translator; 8 graduates and 20 english literature students of fajar university. Date of research be gathered through questionnaires, interviews, and observation sheet.

Result of need analysis to show that course book owner to translation subject important for student and lecturer. Besides the knowledge about translation, vocabulary mastery and grammar must to entered in translation course book component because this thing to helped a student for working a translation task. Besides that task of translation there is on reading task that has edupreneurship intergreted. Then on design stage result of the date to used for designing of translation teaching book and the following of 5 step that: need analysis, including of purpose, learning format, collect-choose and evaluate of material and the last is writing of material. This steps to do for result of design framework of subject that used to development of material. On development step, development of material can be used with arrange compile of material in every unit. This teachingbook to implemented in translation class during 6 times meeting. After that in evaluation steps measure practicality teaching book in the good category of learning tests of students after needs this course book during learning process more increases this thing can show from value results af post-test student more than big from pre-test of result.

ABSTRAK

Penelitian ini bertujuan untuk menghasilkan buku bahan ajar terjemahan yang terintegrasi edupreneurship bagi mahasiswa Sastra Inggris. Tujuan dari penelitian ini adalah (1) untuk mengetahui kebutuhan mahasiswa dalam mempelajari *Translation* (2) merancang buku mata kuliah *Translation* yang mengintegrasikan edupreneurship berdasarkan analisis kebutuhan (3) mengembangkan buku ajar mata kuliah *Translation* yang mengintegrasikan edupreneurship (4) untuk mengimplementasikan buku ajar mata kuliah *Translation* (5) untuk mengetahui persepsi dosen dan mahasiswa terhadap desain buku ajar mata kuliah *translation* yang mengintegrasikan edupreneurship bagi mahasiswa Program Studi Sastra Inggris Universitas Fajar.

Penelitian ini menerapkan penelitian dan pengembangan (R&D) dengan menggunakan model ADDIE. Sampel penelitian ini adalah 2 orang dosen penerjemahan; 2 agen penerjemahan; 8 lulusan; dan 20 mahasiswa program studi Sastra Inggris Universitas Fajar. Data penelitian dikumpulkan melalui angket, wawancara, dan lembar observasi.

Hasil analisis kebutuhan menunjukkan bahwa kepemilikan buku ajar pada mata kuliah *Translation* penting bagi mahasiswa dan dosen. Selain pengetahuan tentang *Translation*, penguasaan kosa kata dan tata bahasa harus dimasukkan dalam komponen buku ajar *Translation* karena hal ini untuk membantu siswa untuk mengerjakan tugas *Translation*. Selain itu, tugas menerjemahkan ada pada tugas reading yang telah diintegrasikan edupreneurship. Kemudian pada tahap desain, hasil data ini digunakan untuk merancang buku ajar terjemahan dengan mengikuti lima langkah yaitu; analisis kebutuhan, merumuskan tujuan, format pembelajaran, mengumpulkan-memilih dan menilai materi, dan yang terakhir adalah materi tulisan. Langkah-langkah ini dilakukan untuk menghasilkan kerangka desain mata kuliah yang digunakan untuk mengembangkan materi. Pada tahap pengembangan, pengembangan materi dapat dilakukan dengan menyusun isi materi pada setiap unit. Buku ajar ini diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian pada tahap evaluasi mengukur kepraktisan dan keefektifan buku ajar. Berdasarkan lembar observasi menunjukkan bahwa kepraktisan buku ajar berada pada kategori baik dan tes belajar siswa setelah menggunakan buku ajar ini selama proses pembelajaran lebih meningkat. Hal ini dapat ditunjukkan dari hasil nilai post-test siswa lebih besar dari hasil pre-test.

Kata Kunci: Model ADDIE, Terjemahan, Buku Ajar, Edupreneurship.

Meylinda

This study aims to produce translation textbook that are integrated edupreneurship for English literature student. The pupouse of this research is:

1. To find out students who need studying translation
2. Designing a translation course book that integrates edupreneurship based in needs analysis
3. Developing textbooks for translation course that integrate edupreneurship
4. To implement textbook for translation course
5. To find out the perceptions of lecturers and students to words the design of textbook for translation courses that integrate edupreneurship for students of the English literature study program at fajar university

This study applies research and development R & D) using the ADDIE model. The sample of this research are 2 translation lecturers; 2 translation agencies; 8 graduates; 20 students of fajar university English literature study program. Research data were collected through questionnaires, interviews and observation sheets.

The result of the needs analysis show that ownership of textbook in translation, mastery of the needs analysis show that ownership of textbooks in translation courses is important for students and lecturers. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in the translation textbook component because this is to help students carry out translation assignment. Apart from that the task of translating is in the reading assignment which has been integrated with edupreneurship. Then the steps design the results of this data are used to design books for translation by following five steps is: needs analysis, formulate goals, learning format, collecting-selecting and appraising materials and the last is writing material these steps are carried out to produce a course design framework that can be done by compiling the content of the material for 6 meetings. Then at the evaluation stage it measure the practicality and effectiveness of the textbook. Based on the observation sheet shows that the practicality of the textbook is in the good category this can be shown from the results of the students post-test scores which are greater than the pre-test results.

ABSTRAK

Penelitian ini bertujuan untuk menghasilkan buku bahan ajar terjemahan yang terintegrasi edupreneurship bagi mahasiswa Sastra Inggris. Tujuan dari penelitian ini adalah (1) untuk mengetahui kebutuhan mahasiswa dalam mempelajari *Translation* (2) merancang buku mata kuliah *Translation* yang mengintegrasikan edupreneurship berdasarkan analisis kebutuhan (3) mengembangkan buku ajar mata kuliah *Translation* yang mengintegrasikan edupreneurship (4) untuk mengimplementasikan buku ajar mata kuliah *Translation* (5) untuk mengetahui persepsi dosen dan mahasiswa terhadap desain buku ajar mata kuliah *translation* yang mengintegrasikan edupreneurship bagi mahasiswa Program Studi Sastra Inggris Universitas Fajar.

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Kata Kunci: Model ADDIE, Terjemahan, Buku Ajar, Edupreneurship.

Ruli

This research aims to produce teaching material books integrated edupreneurship translation for English literature students. The purpose of this research

1. To find out the needs of students in studying translation
2. Designing a translation course book that integrates edupreneurship based on an analysis of the needs
3. To develop a translation college course that integrates edupreneurship
4. To implement a translation course book
5. To find out the perception of lecturers and students to the design of transforming course that integrates edupreneurship for students of the English literature study program at fajar university

This research applies (R & D) research and development using an ADDIE model. This study sample was 2 lectures of translation, 2 translation agent, 8 alumnus, and 20 students of the English literature study program at fajar university. The study data were collected through the inquiries, interviews and observations sheets

The results of the analysis of the need show that the ownership of the teaching book of the course or important for students and lectures. In addition to knowledge of translation of vocabulary and grammar must be put in the book translation component because this is to help students to do a translation task. In addition, the task of translating is in the reading task that has been integrated edupreneurship. Then at the design stage the data results are used to design translation teaching books by following five steps. Namely, analytical analysis, formulating goals, collecting and assessing material, and the last one is the material. These steps are taken to produce a course design frame, so it is used to develop material. At the development stage, the development of the material can be carried out by composing the conten of each unit. This teaching book was implemented in translation classes for 6 meetings. Then at the stage of evaluation measure practically and effectivities of teaching books. Based on an observation sheets shows the practicallities or of teaching books are in a good category and students learning test after using this teaching books during the more improved learning test after this teaching books during the more improved learning process. This can be shown from the results of post-test values to greater than pre-test.

ABSTRAK

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Kata Kunci: Model ADDIE, Terjemahan, Buku Ajar, Edupreneurship.

Fira

This research aims to produce material teach book translate which integrated edupreneurship for English literature students. Purpose of this research is

- To know the need students in learning translation
- Design course book translation which integrated edupreneurship based on need analysis
- Developing material teach books translation which integrated edupreneurship
- To implement material teach books translation
- To know perception lecture and student go design course teach book translation which integrated edupreneurship to English literature student fajar university

This research apply research and development (R & D) by using ADDIE model. This research sample is two person translator lecturer, two translator agent, eight graduate, and 20 students of English literature fajar university. Research data collect via questionnaire, interview, and observation sheet.

Analysis result need show that ownership of teach book course in the translation is important for student and lecture. In addition to knowledge of translation, mastery of vocabulary and grammar must be included in translation teach book because this is to help student to work translation teach assignments. In addition the task of translate is in the reading task which has been integrated with edupreneurship. Then at design stage, the result of this data is used to design a translation teach book by following 5 steps: needs analysis, formulating purpose, learning formats, collect-select and evaluate material and the last is writing material. These steps are carried out to produce a design framework course that is used to develop the material. At the development stage, development material can be with by compiling the material content for each unit. This teach book is implemented in translation class for 6 meetings. Then at evaluation stage measure practically and the effective of teach book based on the observation sheet show that the practicality of teach book is in the good category and student learning outcomes after use these teach book during the learning process have increased. It can be show from student post-test score greater than the pre-test result.