

ERRORS OF BE TRANSLATION BY NINTH GRADE STUDENTS' AT JUNIOR
HIGH SCHOOL 1 TURI SLEMAN YOGYAKARTA
IN ACADEMIC YEAR 2017/2018

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ABSTRACT

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Translation is transferring the meaning from the source language into target language through structural semantic. It means, the transferring must be defended while the form can be changed. The objective of this research is to identify the be errors made by students of ninth grade and the strategy to translate be. From result research, this example of translation to be errors done by students. Example: Source Language: *Tidak. Tetap iaku sangat lapar.* Target Language: *Not. I am not. But I so hungry.* Errors: *Not. I am not. But I (am) so hungry.* Correct: *No, I am not. But I am so hungry.* From the example that, researcher interested to have a research on ninth grade in Junior High School 1 Turi. The aim of this research is students can improve their ability in understanding of be and they can apply "be" in their translation.

This research uses descriptive qualitative method. The use of descriptive qualitative method in this research is aimed at describing analysis of be errors in students' translation of ninth grade and to find out the causes why those errors occurred.

The finding of study caused by translation to be errors. The Ninth Grade Students of Junior High School 1 Turi Sleman, Yogyakarta still do the errors of to be in Translating. The students are not aware of how to use to be correctly. The writer sees that there are so many mistake that the students have made in translating to be errors by students.

Keywords: *Translation, be errors, Error Analysis.*

1. Introduction

Be is essential component of the English sentence because to be (is, am, are, was, were) is a verb that must be of the every sentence. To be is a help usually been included in a sentence. According to Imam D. Djauhari (1985: 11), states: to be is: is, am, are, was,

were. Be used in two periods, namely: present and past.

According to A.J Thomson and A.V. Martinet (1986: 116, 118), states: **be** is used as an ordinary verb. Other tenses follow the rules for ordinary verbs. But **be** is not normally used in the continuous form except in the passive and as shown in used to express physical

or mental condition, for examples:
I am hot/cold, he was excited/calm,
they will be happy/unhappy.

Be has 5 functions as follows: I am *a doctor*, he is *an engineer*, they are *farmers*, my father is *a lawyer*, etc. after to be follow adjectives, for examples: rini is *very beautiful*, that film is *very interesting*, they were *absent yesterday*. In behind of to be follows adverbs. Examples: Mr. Harjo was *in Malang yesterday*, it is *7 o'clock* now. etc. after to be followed verb+ing, used in the phrase the form of being or past or present continuous tense. Examples: he is *reading* a book now, they were *sleeping* when I came in. etc. after to be can be followed the past participle or verb form to 3 and used in passive sentences. Examples: give-gave-given, steal-stole-stolen. (Imam D. Djauhari, 1985: 11-13).

In Junior High School 1 Turi, especially in ninth grade, many students lack of vocabulary, implying a text or sentence English, they define one by one, and many students translate the text by Google Translate. Most students in define sentence English or English story use Google Translate. Because they almost have gadgets/phone. This something is not good enough for students because using Google Translate, the result of translation is not perfectly correct and they will rely on Google Translate.

The researcher would like to give a example of translation be errors done by students.

Source Language : Apakah kamu sakit? Kamu terlihat pucat sekali.

Target Language : **Do** you sick? You look so pale

Errors : **Do** you sick?

Correct : **Are** you sick?

From the example above researcher found translation of be errors made by students. The word *are* in source language is translated became *do* in target language. It must be *are* in target language. Therefore, researcher interested to have a research on ninth grade in Junior High School 1 Turi. Researcher will do research in ninth grade, students translate conversation text into English. Then researcher will analyze the be errors translation made by students. Researcher also will use the roots of tree media conversation where in the root, branches and leaves of the tree there is a text as well as the be from Indonesian text to English. The research to find out students' ability in translation.

2. Method

This research is conducted by applying descriptive qualitative method. The characteristics of this method provided the result of the research in the form of detail sentence description, complete and deep explanation of the process of why and how did something happen (Sutopo, 2006: 139). The use of descriptive qualitative method in this research is aimed at describing analysis of be errors in students' translation of ninth grade. This research conducted in Junior High School 1 Turi. There are twenty five students as the sample of this research.

To get data, the researcher does the observations from the result of translation done by students. To collect the data, researcher uses some steps they are:

1. Researcher will give exercises to the students by using the media "the roots of tree".

2. Researcher will observe work students.
3. When students are done doing it, researcher will draw back exercise and answer that students do.
4. Researcher will analyze errors to be in students translations.
5. The researcher draws the conclusion.

3. Result and Discussion

Based on the results of pre-test unsatisfactory because many students who made mistake in equate into English. Therefore, writer and teacher are doing the strategy. This research conducted on twenty five respondents at ninth grade in Junior High School 1 Turi with used the roots of tree media, students better understand what is it be. Some students understood what is it to be. Some minority of students there are few who was still wrong in using to be. But those students who know what is it be. After held pre test, researcher knows of students' ability an explanation about be in English. A lot of students who less understands what it is be and it is use. In this case, researcher will do a post test for students. With the aim of helping students can understand about be, and give explanation and also descriptions of be. Therefore, writer and teacher are doing the strategy as follows:

1. Re explaining understanding and use of be.
2. The writer use the "the roots of tree" media to help students understood be.
3. Students had to memorize the formula of be.
4. Students are given some exercises

After applied the strategies, the writer do a post-test to the more satisfying. From the results

of post-test, showed that some students understood what it is be. Some minority of students there are few who was still wrong in using be. But those students who know what is it be. Several students can understand, distinguish of be and use be up to 90% of students. While students who has not understood, distinguish of be and also use of be up to 6% of students. It is just students lacking in vocabulary and wrong in using vocabulary.

4. Conclusion

After analyzing of be errors made by students' translation, the writer find out that those errors occur on almost all of the pattern. This research also aims to find out the causes of those errors, the writer deduces that there are three causes of errors on students' translating especially on patterns, they are many students less can distinguish be English, so it is very difficult. The writer do pre-test for students and the result is unsatisfactory. There are five students less can distinguish of be in English also less can to translation and less understand what it is be. Some students lack of vocabulary in English.

Therefore, the writer applied the post-test. From the results of post-test, showed that some students understood what it is be. Some minority of students there are few who was still wrong in using be. But those students who know what is it be. Several students can understand, distinguish of be and use be up to 90% of students. While students who has not understood, distinguish of be and also use of be up to 6% of students. It is just students lacking in vocabulary and wrong in using vocabulary.

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