

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the writer present the introduction that covers background, research problem, aim of study, and significance of study.

### **1.1 Background**

Language is one of the important ways for people to communicate with each other. Almost every country has a different language. Language is used to express ideas in life, and it is also used to deliver messages or ideas from the speaker to the listener in interaction among themselves or with their environment. They communicate and interact with each other in daily activities (Douglas Brown, 2006).

Indonesians need to learn other languages, one of them is English. In order to be able to exchange ideas with people in other countries, Indonesians need to be proficient in spoken and written English. However, Lauder (2008) stated that most Indonesians do not speak English, so they have to learn English from basics. The challenges they face include specific challenges such as lack of resources, cultural differences, etc. English has also become very important for people to exchange meanings and to represent their feelings and ideas. The student met a lot of difficulties in learning a foreign language (the target language / TL). Based on this problem, translation is important to connect the two different languages by contributing the source language to the target language English & Qur (1972).

Moreover, Ramos (2016) stated that the concept of translation should be able to use the vocabulary, grammatical structure, communication situation, and cultural context of the source language in the target language appropriately. In addition,

(Silalahi et al, 2018) started that as the translation is an interpretive process and not merely a direct message transfer from a source language to a target language, the translator needs to systematically and accurately capture the full meaning of the spoken language. Thus, the translation is the delivery of a message from the source language into the target language; the translation needs to systematically and accurately capture the full meaning of the source language.

Translating a text from the source language (SL) requires primary skills, grammatical mastery, and the selection of methods and appropriate strategies that match the original intent and meaning of the source language (SL). The mastery of the improper application of methods and strategies and the inability to understand the grammar of the source language (SL) then it is certain that the translation will not be maximal because of lexical errors such as morphology and syntax.

In translation, errors have some possibility of arising, one of which is made by the students. The errors may be caused by the grammatical differences between the source text and the target text that will be translated and the translator's ability to translate the text. It is hard to translate text to another language precisely the same as the original one, because every translator has a different interpretation of the text that may be translated. Therefore, (Ma'mun, 2016) states that people cannot learn a language without first systematically committing errors. It can be concluded that error is an inevitable part of learning.

By knowing student's errors, the teacher will get helpful information that can be used to sequence items for teaching or device remedial lessons in translation. The students usually face some problems (Daar, 2020). One of them usually makes

some errors. The two kinds of error are systematic and non systematic. Systematically, the error is the wrong condition the learner made without realizing it. They do not know whether it is wrong or not. The non-systematically systematic error is the learner, such as miswriting or fatigue. It can be that the students usually make errors without realizing them; to know whether they made an error or not, they need someone to correct them. In this research, students analyzed grammatical errors is necessary to understand students' problems in translation and to improve the quality of English learning.

Based on the explanation stated above, thus the researcher took the title **“Grammatical Errors in Translating Text from Indonesian into English Done by the Fourth-Semester Students of the English Education Study Program.”**

## **1.2 Research Problems**

Based on the background of the problem that has been explained, the research questions that will be taken from this research are:

1. What are the types of grammatical errors in translating text from Indonesian into English done by the fourth-semester students of the English education study program?
2. What are the dominant types of the grammatical errors in translating text from Indonesian into English done by the fourth-semester students in English education study programs?

### **1.3 Aim of Study**

The objectives of this research are:

1. To find out the types of grammatical errors in translating text from Indonesian into English done by the fourth-semester students of the English Education Study Program.
2. To find out the dominant types of grammatical errors in translating text from Indonesian into English done by the fourth-semester students of the English Education Study Program.

### **1.4 Significance of Study**

The benefits obtained in this study are as follows:

#### **1.4.1 Implication**

The implication of this study research is very useful for readers to expand their knowledge, especially about grammatical errors in translating text from Indonesian into English done by the fourth-semester students of the English education study program, because this research contains many theories related to grammatical errors from Indonesian into English done by the fourth-semester students.

#### **1.4.2 Application**

1. For lecturer: the result of the research would be useful as a reflection in order to increase and develop their method in teaching students about translation.
2. For the students: the findings of the research will motivate them to practice more than they did before and encourage them to learn english by improving their knowladge about grammatical errors from Indonesian to English done by

the fourth-semester students of the English education study program in translating. In addition, by improving their grammar, they would be able to increase their translation ability.

3. For other researchers: hopefully this research can be useful for readers to gain additional insight into students grammatical errors from Indonesian to English.