

Grammatical Error Analysis in Translating Conditional Sentences from Indonesia into English

Rika Yulia Siregar^{1*}, Amelia Qolin Bulolo¹, Erikson Saragih¹

University of Prima Indonesia, Indonesia

*Corresponding Author: rikayulia000@gmail.com

Article History

Received : March 28th, 2022

Revised : April 25th, 2022

Accepted : May 12th, 2022

Abstract: Conditional sentences is complex sentences (compound sentences) formed from a subordinate clause that starts with subordinate conjunction if it is in the conditional form (condition) and the main clause is the result. Studies on grammatical errors from student writing have been carried out by many previous researchers; however, research on conditional sentence translation errors is still very rarely conducted. This study aims to find out where students' mistakes in understanding the form of conditional sentence translation from Indonesian to English still often occur and to find the dominant type grammatical error. To achieve these objectives, this study used a qualitative descriptive research method with a research design. Data collection using text containing 30 sentence error types 1, 2, and 3 was conducted online through Google form of multiple-choice, short answers, and long answers. The subjects of this study were 20 7th semester students at the prima Indonesia university. The results found that final result of this study proved that the most common types of errors found in misformation were 241 or 32%, omission 228 or 30,2%, misordering 148 or 19,6%, and addition of 137 or 18,1%. The results of the study concluded that the dominant errors found are misformation errors, which were the most frequent mistakes made by students. Recommended for students to study and improve their grammar and conditional sentences skills according to predetermined rules.

Keywords: *grammatical errors, conditional sentence, translating*

INTRODUCTION

In this research, researchers have observed students as research subjects in this study aimed at observing Grammatical Error Analysis in Translating Conditional Sentences from Indonesian to English. (Liasari & Sutarsyah, 2013) Generally, most beginner students do not master English grammar well. They are only starting to learn English so their writing skill is still weak, especially in grammar. It becomes a problem when they have to make a composition that consists of sentences.

(Yang, 2010) Error analysis assumes that the learner's errors are largely not due to the influence of language mother, error Reflects some common learning strategies. EA tries to find common ground in foreign language learning by studying students' mistakes. In this way, it greatly contributes to foreign language teaching in which students make mistakes and summarize the types of mistakes that students make the most in a certain period, and then change the arrangement of their study materials to suit the students. Researchers feel that many students still find it difficult to translate text from

Indonesian to English. This research is important to research because sourced from results of the above research prove that many grammatical mistakes are made by students in translating sentences. Students need to know or master many translation rules, including grammar. When students translate sentences, pay attention to the grammar of the sentences. Grammar is important when learning English, especially when creating a sentence. Researchers are interested and want to know, and see a comparison between the results of research data and facts in the community, especially for students of semester 7 University of Prima Indonesia Medan.

Researchers hope that this will be useful for researchers and readers in developing analytical and critical thinking skills, as well as the results that will be obtained can be an idea for the development of students' translating skills in the future. (Cahyani et al., 2003) It is important to form translations as naturally as possible between the language of origin and the target language. From the description above, researchers analyze students' ability to translate conditional sentences from Indonesian to English. Researchers focus on analyzing errors in

the process of translating with conditional sentences in students and tend to emphasize quality over quantity, presented descriptively, and use analysis to emphasize meaning and process. Based on the above reasons, researchers decided to conduct a study with the title "Analysis of Grammatical Errors in Translating Conditional Sentences from Indonesian to English".

(Rahmawati, 2014) Good communication in speaking and writing English, people should learn grammar. Grammar refers to the basics and structure of language, including the construction of clear and correct sentences as well as the proper form of words. Grammar is a rule that must be adhered to because grammar has an important function in communication. Incorrect use of grammar can lead to miscommunication. (Etfita, 2019) They must learn to transfer knowledge of grammatical concepts from spoken language to written language. To communicate well, one must have a good language component that builds that language. This research discussed a small unit in grammar that is conditional sentences and know the location of student errors in understanding the form of translation of conditional sentences from Indonesian to English properly discussed. Understanding conditional grammatical forms are essential for students to understand. Some may have a limited understanding of the structure of the English language, especially in understanding conditional sentence types.

An important point about conditional is that major clause actions can occur if some clause situations are correct. The most important conditional sentences in English give the very valid meaning of "if b, then c" and use different expressions such as inference and imaginary correlation (Haza' Al Rdaat & Gardner, 2017). Conditional sentences are complex sentences (compound sentences) formed from a subordinate clause that starts with subordinate conjunction if it is in the conditional form (condition) and the main clause is the result. A conditional sentence typically consists of an if-clause (which presents a condition) and a result clause. A conditional sentence is a sentence that describes a hypothetical consequence or situation as well as its consequences. In English, a lot of conditional belts can be used to make these sentences (Narayanan *et al.*, 2009).

According to (Kristina *et al.*, 2020), conditional sentences are sentences that consist

of two parts, namely the if-clause (the clause containing the term) and the main clause (the main sentence). have consequences). In English, conditional sentences are divided into 3 types:

a. First Conditional: Type 1 can be used to start predicting time about the future or to inform future intentions or opportunities. In this regard, the verb of the first clause is in the present tense and the core verb of the independent clause of the word "will" or another modal verb. (can, must, could, etc.). The main construction of this type is (if + is simple present, + future tense). For example, if naya comes tomorrow I will talk to him.

b. Second Conditional: This type is for reviewing possible future results, but should not be in the current state. In this type of formulation, the verb in the clause is in the simple past tense, and the main verb in the independent clause is preceded by the modal will, could, or may. The structure for this type is (If + past tense + past future). For example, if nico had known some mathematics, he would've got the test.

c. Third Conditional: It is necessary to reveal the past results of situations that did not occur in the past. The rule of this type, the verb of this clause formula is past tense. The main verb of an independent clause is a past participle which is preceded by a modal verb. The structure of this type is as follows (if +past perfect, + past participle). For example, tasya wouldn't have been hungry, if she had had a big breakfast.

METHODS

This study uses a qualitative descriptive assessment approach. The form of data collected using the stuffing test contains several sentences of Type 1, 2, and 3 presuppositions errors conducted online to subjects that have been selected by the researcher. This method analyzes grammatical errors in conditional sentences carried out by students of semester 7 of the English Language Teaching Study Program at the Faculty of Teacher Education and Training, University of Prima, Indonesia.

Qualitative research uses online-based data collection tools using google Forms based on goals to be achieved. Researchers choose qualitative research methods because qualitative research has descriptive properties and uses

analytic approaches. This study also provides a form of online test questions to subjects that have been selected by the researcher.

Used tools in the form of tests. With this tool, researchers can find out the results that are thoroughly studied. A test is a technique used in measuring activities, in which there are various statements that must be answered or done by the research subject to measure correct assessment. This test is done online using google form, the use of this tool is very helpful to easily collect the results of answers.

In this study, researchers used various techniques to obtain this information, including tests. The researcher gave 30 questions to 20 Prima Indonesia University students using Google Forms about their ability to analyze grammatical errors when translating conditional sentences from Indonesian to English or taking a test. The description of the test consists of questions that must be answered by students. Questions in the form of conditional questions are true or false and multiple-choice questions. For example: If you're listening to the radio, hear the news. This sentence is "incorrect" because the form for conditional type 3 is If + past perfect, would have + past participle. The correct sentence is: if we had listened to the radio, we would have heard the news.

Based on the results of the study in determining the mistakes that have been made by researchers using the surface of taxonomic strategies that summarizes 4 types of errors, namely: omission, addition, misformation, and misordering (Suhono, 2016).

RESULT AND DISCUSSION

Findings

The results of the study this research were carried out based on data that had been collected by researchers, the subjects were 7th-semester students at the Faculty of Education and Teacher Training at Prima Indonesia University, the subjects were 20 people. By using google form, researchers have made 30 questions that are randomized types of conditional sentences that are divided into 3 parts of the questions. The first part determines the answer with the correct choice (multiple-choice), the second part completes the verb in parentheses in the conditional sentence problem correctly, the third part of the problem translates into the conditional sentence in accordance with the fact sentence in the questions correctly in accordance with the conditional sentence type formula. In each part of the questions, the researcher has given a way of working on the test correctly so that the subject is not wrong in the work of the problem takes place. The results are already known what are the dominant mistakes and often occur by students in the 7th semester.

The results that have been stated in this study found that about 27% were students' ability to work on conditional sentence questions, which means about 73% were errors. There are still many students who make mistakes in working on conditional sentences. In part 1 (multiple choice) conditional sentences type 1, 2, and 3 there are 42% errors made. In the short answer essay questions part 2 conditional sentence types 1, 2, and 3 there are 84.5% errors made. In the essay question section 3 changing fact sentences into conditional sentences of type 1, 2, and 3, there are 91.5% errors made by students.

Below is a table that contains the results of several questions that are more common in errors and the researcher describes the results of each type of conditional sentence:

Table 1. The description of the grammatical error found

Type conditional	Error	Correction
1	<ol style="list-style-type: none"> 1. If I was hungry, I will buy some food. 2. If Robert go to bed late, he will sleep in. 3. If Nessie comes tomorrow, I talked to him. 	<ol style="list-style-type: none"> 1. I will buy some food if I am hungry. 2. If Robert goes to bed late, he will sleep in. 3. If Nessie comes tomorrow, I will talk to him.
2	<ol style="list-style-type: none"> 1. If I got full marks in my test, my father bought me a new bicycle. 2. I would talk to her if I knows her 	<ol style="list-style-type: none"> 1. If I got full marks on my test, my father would buy me a new bicycle. 2. I would talk to her if I knew her.

3	<ol style="list-style-type: none"> 1. we wouldn't have been hungry if we had have a big breakfast. 2. If Charles had known some English, he had got the test. 3. If Dalle didn't break his car, he would go on holiday. 	<ol style="list-style-type: none"> 1. we wouldn't have been hungry if we had had a big breakfast. 2. If Charles had known some English, he would've got the test. 3. If Dalle hadn't broken his car, he would've gone on holiday.
---	--	--

Table 2. The dominant types of grammatical errors

No.	Error category	Number of error categories	Error category frequency (%)
1.	Omission	228	30,2%
2.	Addition	137	18,2%
3.	Misformation	241	32%
4.	Misordering	148	19,6%
	Total	753	100%

In determining the errors that have been made, the researcher uses a taxonomic surface strategy to determine the desired results according to the research objectives (Nuraini, 2019). which summarizes 4 types of errors, namely: omission, addition, misformation, and misordering.

a. Omission

Examples of the most common errors made in research questionnaires :

error: if I go with you, I will plant some trees around the house.

correction: if I were you, I would plant some trees around the house.

b. Addition

Examples of errors most often made in research questionnaires :

Error: if she is careful, she will falls off the bike.

Correction: if she is careful, she will fall off the bike.

c. Misformation

Examples of the most common errors made in research questionnaires :

error: if I studied well before I took the exam last week, I would get a good mark

correction: if I had studied well before I took the exam last week, I would have gotten a good mark.

d. Misordering

Examples of errors that are most often made in research questionnaires :

Fact: my mother did not cook because there was not much vegetable

Error: if there was much vegetable, my mother would cook

Correction: my mother would have cooked in the kitchen if there had been much vegetable.

In this study the total error received from the subject there was a total error of 753 frequency 100% which is divided into 4 types of errors. From the table above, the researcher shows that the most types of errors made by students as many as 241 or about 32% are formation errors. This error occurs because the rules for converting countable or uncountable verbs and nouns are ignored, excluded, and propagated.

The second error was found in the omission error, 228 errors were made, or about 30%, based on the data obtained, this error occurred due to the omission of words that most often occurred in verbs, nouns, adjectives, and adverbs. This error is indicated by the absence of words that should be in the conditional sentence so that the meaning of meaning in the sentence is incomplete.

The next error found in misordering occurred as much as 148 or about 20%. This error occurs because of the use of the wrong morpheme in sentences that appear systematically in learning from the first language to the second language in the construction that has been obtained.

Finally, the results found in the study of additional category errors that occurred as much as 137 or about 18%, this error is the opposite of the addition omission error which generally

occurs due to the mixing of the second language that is out of sync with target language teaching.

The technique to avoid grammatical error in a conditional sentence

In this journal, researchers also provide information to avoid mistakes that have been made. As for the error occurs due to significant deviation from the mother tongue or native speakers reflecting interlanguage ability and learning failure with performance factors such as memory, limitation, fatigue, emotional exhaustion. Error detection is the result of incorrectly executing language rules.

Some techniques can be used to avoid grammatical errors:

1. Repeating the material so that students can develop what they have obtained related to conditional sentences and can correct what is wrong. This will help to improve memory and avoid mistakes that have already occurred.
2. Regarding language acquisition, it will also be very useful for students to improve their knowledge of grammar in English. This mastery will emerge if learning is done seriously and exercises to increase interest in knowledge to explore grammar.
3. Memorize or understand each type of conditional sentence, this technique is also very helpful in reducing errors that have occurred before in the discussion of conditional sentences. conduct tests periodically in taking fact sentences into conditional sentences.

Discussion

In determining the error, the researcher used 4 taxonomic surface strategies. After the type of error is found, then the researcher describes the frequency and percentage. According to (Setiyorini *et al.*, 2020) error analysis provides clues to students to get knowledge of the target language and students can learn the language to produce correct sentences. Factor occurs errors, simply occur due to the influence of differences in the target language of the first language that has a very different formula structure (Rachman *et al.*, 2019). The most frequent error frequency based on the taxonomy surface strategy is misformation, which is 241 or about 32%. and the

errors that were rarely made were in the addition of error categories that occurred as much as 137 or about 18%. then another error is in the omission error, 228 errors were made or about 30%, and misordering occurred as much as 148 or about 20%. seen from the results found, there are still very grammatical errors in using conditional sentences, therefore we hope that students continue to do various materials, conduct tests regularly, understand and memorize each type of conditional sentence.

As for some similarities in this study from previous research that examined the conditional sentence errors carried out by (Rizki Lestari, Nurma Dinda, 2014) where the study used a qualitative descriptive method with direct observation techniques in schools while our research used a questionnaire technique with google form in obtaining the required research data. The results obtained from previous studies have in common that students still do not understand more broadly about the 2nd form conditional sentence well. According to (SHANIA, 2020) this research uses data collection through assignment documentation whose data is not collected by the researcher himself but is collected from the teacher and is focused only on type one errors. In (Haryanto, 2011) this research is different. The purpose of this study is to clarify the omissions made by English students in using conditional sentences orally and how the students' achievements in using these sentences verbally were while our research used tests, but the results from these errors were theoretically the same, but this journal is also inseparable from the limitation that this journal does not explain the types of errors based on linguistic categories. Researchers also have not explored the understanding of the concept of error type based on linguistics.

The achievement of this research has a uniqueness that is different from several journals such as the comparisons that have been described. As for the uniqueness of this journal, it is found in the search for research results conducted online using the google form so that the answers received are very collected and directed, then have a good impact on adding and increasing students' insight into conditional sentence material.

In this study, the author contributes in encouraging students to deepen their broad knowledge by providing a very concise method to be carried out as proof or testing that is still

lacking, so this research uses student ability tests related to conditional sentences and also this research can be used as a material reference for further research.

CONCLUSION

Based on the final results of the findings collected in the grammatical error analysis in translating conditional sentences from Indonesian into English to help reduce errors that often appear in the case of conditional sentences. In determining this error, the researcher also uses a taxonomic surface strategy, there are 4 types of errors in the analysis of this journal, namely omission, addition, misformation, and disorder. Based on what is known from the 30 questions that have been given to 20 students who have answered many errors that have been found, namely omission 30,2%, addition 18,2%, misformation 32%, and misordering 19,6%. From this data, the key to frequent errors, found in misformation as much as 32% also found factors causing errors to occur systematically due to the inability of students who had the wrong concept as a result, students have not fully mastered the rule or formulas used in a conditional sentence and lack knowledge related to form verb and incomplete application of rules. The research recommends that students study and improve their grammar and conditional sentences skills according to predetermined rules. As for the limitations of this study, we hope that future research can examine grammatical error analysis in translating conditional sentences from Indonesia into English to provide complete information regarding the shortcomings that exist in this journal tracing the results of the types of errors in the linguistic category, so we finish this journal properly for purposes that can help students to improve grammar learning and as reference material for future research.

ACKNOWLEDGMENT

We are also very grateful to the University of Mataram for all his kindness, giving time, guidance, and support in helping us publish our article that really confused us and tested our abilities mentally and physically.

REFERENCES

Cahyani, S., Wijaya, B., & Arifin, Z. (2003). *AN*

ANALYSIS IN STUDENT ON GRAMMATICAL ERRORS IN INDONESIAN-ENGLISH TRANSLATION. 1–9.

- Etfita, F. (2019). the Correlation Between Students' Grammar Mastery and News Writing Ability. In *AL-ISHLAH: Jurnal Pendidikan* (Vol. 11, Issue 1). <https://doi.org/10.35445/alishlah.v11i1.113>
- Haryanto, T. (2011). *GRAMMATICAL ERROR ANALYSIS IN USING CONDITIONAL SENTENCE TYPE 1, 2, AND 3 ORALLY*.
- Haza' Al Rdaat, S., & Gardner, S. (2017). An Analysis of Use of conditional Sentences by Arab Students of English. *Advances in Language and Literary Studies*, 8(2), 1. <https://doi.org/10.7575/aiac.all.v.8n.2p.1>
- Kristina, W., Rufinus, A., & Maiza, M. (2020). Error Analysis of Conditional Sentences. *JOEEL: Journal of English Education and Literature*, 1(1), 35–42. <https://doi.org/10.38114/joeel.v1i1.35>
- Liasari, D. T., & Sutarsyah, C. (2013). *An analysis of students' grammatical errors in writing report text*. 1–10.
- Narayanan, R., Liu, B., & Choudhary, A. (2009). Sentiment analysis of conditional sentences. *EMNLP 2009 - Proceedings of the 2009 Conference on Empirical Methods in Natural Language Processing: A Meeting of SIGDAT, a Special Interest Group of ACL, Held in Conjunction with ACL-IJCNLP 2009, August*, 180–189. <https://doi.org/10.3115/1699510.1699534>
- Nuraini. (2019). Grammatical Errors Made By the Students of English Department UISU Year 2018 in Their Writing Class. *KnE Social Sciences*, 2019, 534–546. <https://doi.org/10.18502/kss.v3i19.4884>
- Rachman, S. A., Rival, R., & Haerul, H. (2019). Analisis Kesalahan-Kesalahan Gramatikal Dalam Tulisan Bahasa Inggris Mahasiswa Pendidikan Guru Sekolah Dasar FIP UNM. *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, 3(3), 249. <https://doi.org/10.26858/jkp.v3i3.10227>
- Rahmawati, F. (2014). An Analysis On Students' Errors in Using Conditional Sentences Type II. *Journal of Education in Muslim Society UIN Syarif Hidayatullah*.
- Rizki Lestari, Nurma Dinda, A. W. (2014). An Analysis On Students' Errors in Using Conditional Sentences Type II. *Journal of*

- Education in Muslim Society UIN Syarif Hidayatullah*, 1–19.
- Setiyorini, T. J., Dewi, P., & Masykuri, E. S. (2020). The Grammatical Error Analysis Found in Students' Composition. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 10(2), 218. <https://doi.org/10.26714/lensa.10.2.2020.218-233>
- SHANIA, S. (2020). AN ANALYSIS OF STUDENTS' ERROR IN USING CONDITIONAL SENTENCE TYPE 1 AT THE FIRST SEMESTER OF THE TWELFTH GRADE OF MAN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020.
- Suhono. (2016). SURFACE STRATEGY TAXONOMY ON THE EFL STUDENTS' COMPOSITION: A STUDY OF ERROR ANALYSIS. 1(2).
- Yang, W. (2010). A Tentative Analysis of Errors in Language Learning and Use. *Journal of Language Teaching and Research*, 1(3), 266–268. <https://doi.org/10.4304/jltr.1.3.266-268>