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AN ANALYSIS OF GRAMMATICAL ERRORS IN THE TRANSLATION OF BAHASA PHRASES INTO ENGLISH AT ENGLISH EDUCATION DEPARTMENS STUDENTS



UIN SUSKA RIAU

BY:

MASYITHA ANASTASYA
SIN. 11810423594

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
2025 M/ 1445 H



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AN ANALYSIS OF GRAMMATICAL ERRORS IN THE TRANSLATION OF BAHASA PHRASES INTO ENGLISH AT ENGLISH EDUCATION DEPARTMENS STUDENTS

A Thesis

Submitted in Partial Fulfillment of the
Requirements for Bachelor Degree of
English Education
(S.Pd.)



WRITTEN BY

MASYITHA ANASTASYA
SIN. 11810423594

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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Nama : Masyitha Anastasya
 NIM : 11810423594
 Tempat/Tgl.Lahir : Bangkinang 17 Mei 2000
 Fakultas/Pascasarjana : Pendidikan Bahasa Inggris
 Prodi

Judul Skripsi : AN ANALYSIS OF GRAMMATICAL ERRORS IN THE
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 NIM : 11810423594





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The thesis entitled An Analysis of Grammatical Errors in the translation of Indonesian Phrase Into English at English Education Departmens Students is written by Masyitha Anastasya, SIN. 11810423594. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Dzulqaidah 15th, 1445 H
May 21th, 2024 M

Approved by

The Head of

Supervisor

English Education Department

Dr. Faurina Anastasia, S.S., M.Hum
 NIP. 198106112008012017

Cut Raudhatul Miski, M.Pd
 NIP. 197901092009012011



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Pekanbaru, Rajab 7th, 1446 H
January 7th, 2025 M

Examination Committee

Examiner I

Abdul Hadi, Ph.D
NIP. 197301182000031001

Examiner II

Rizki Amelia, M.Pd
NIP. 198308202023212036

Examiner III

Rizki Gushendra, M.Ed
NIP. 1981061120080201

Examiner IV

Dedy Wahyudi, M.Pd
NIP. 1980121020223211011

Dean

Faculty of Education and Teacher Training



Dr. H. Kadar, M. Ag

NIP. 19650521 199402 1 001



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The Researcher

Masyitha Anastasya

SIN. 11810423594



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ABSTRAK

Masyitha Anastasya (2024): Analisis Kesalahan Tata Bahasa Pada Penerjemahan Frasa Bahasa Indonesia Ke Bahasa Inggris Pada Mahasiswa Jurusan Pendidikan Bahasa Inggris

Tujuan dari penelitian ini untuk mengetahui jenis-jenis kesalahan dalam teks terjemahan Bahasa Indonesia ke Bahasa Inggris yang dibuat oleh mahasiswa Jurusan Pendidikan Bahasa Inggris di UIN SUSKA RIAU. Penelitian ini merupakan penelitian deskriptif kuantitatif. Subjek penelitian ini adalah mahasiswa Semester 2 Jurusan Pendidikan Bahasa Inggris di UIN SUSKA RIAU. Mahasiswa semester 2 terdiri dari 8 kelas (276 mahasiswa). Penulis mengambil 11% sebagai sampel, yaitu 30 mahasiswa. Objek penelitian ini adalah kesalahan tata bahasa dalam menerjemahkan frasa Bahasa Indonesia ke teks Bahasa Inggris. Instrumen penelitian ini adalah tes (teks tertulis). Tes digunakan untuk mendapatkan data tentang kesalahan mahasiswa dalam frasa Bahasa Indonesia ke teks terjemahan Bahasa Inggris. Hasil dari penelitian ini, penulis menemukan bahwa mahasiswa membuat kesalahan dalam teks terjemahan Bahasa Indonesia ke Bahasa Inggris, penulis menemukan jenis-jenis kesalahan dan sumber kesalahan yang dibuat oleh mahasiswa dalam menerjemahkan teks frasa Bahasa Indonesia ke Bahasa Inggris. Jenis-jenis kesalahan tersebut adalah (1) Penghilangan makna yang dilakukan mahasiswa sebanyak 128, (2) Penambahan makna yang dilakukan mahasiswa sebanyak 14, (3) Kesalahan pembentukan makna. Kesalahan yang dibuat sebanyak 98, (4) Kesalahan dalam menyusun makna, mahasiswa membuat kesalahan sebanyak 18. Dapat disimpulkan bahwa mahasiswa Semester II yang mengambil mata kuliah Kesalahan Tata Bahasa pada mata kuliah Penerjemahan Frasa Bahasa Indonesia ke Bahasa Inggris di Jurusan Pendidikan Bahasa Inggris masih melakukan kesalahan pada kategori Kelalaian.



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ABSTRACT

Masyitha Anas (2024): An Analysis of of Grammatical Errors in the Translation of Bahasa Phrases Into English at English Education Departemens Students

The purpose of this research to find out kinds of error in Indonesian to English translation text made by the students of English Education Department at UIN SUSKA RIAU. This research is descriptive quantitative research. The subject of this research is the second Semester students of English Education Department at UIN SUSKA RIAU. The second semester students consist of 8 classes (276 students). The writer is taking 11% as the sample, 30 students. The object of this research is grammatical errors in translating Indonesian phrase to English text. The instrument of this research is a test (written text). The test is use to get data about the students' error in Indonesian phrase to English translation text. The result of this research, the writer found that the students make error in Indonesian to English translation text, the writer find out the kinds of error and the sources of error that made by students in translating a text Indonesian phrase into English. The kinds of error are (1) Omission of meaning students made about 128, (2) Addition of error of meaning made by students about 14, (3) Missformation of meaning. The error made about 98, (4) Missordering of meaning, students made error about 18. It can be concluded that second Semester of students who take Grammatical Errors in the translation in Indonesian phrase to English Translation at English Education Department is still making errors in categories Omission.

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ملخص

ماسيتا أناستازيا (٢٠٢٤): تحليل الأخطاء النحوية في ترجمة العبارات الإندونيسية إلى الإنجليزية

لطلاب قسم تعليم اللغة الإنجليزية

هدف هذه الدراسة هو تحديد أنواع الأخطاء في نصوص الترجمة من الإندونيسية إلى الإنجليزية التي هذا البحث هو بحث وصفي كمي. كان موضوع يتركبها طلاب قسم تعليم اللغة الإنجليزية في جامعة يتكون طلاب هذه الدراسة طلاب الفصل الدراسي الثاني بقسم تعليم اللغة الإنجليزية في جامعة الفصل الدراسي الثاني من ٨ فصول (٢٧٦ طالبًا). وقد اختار المؤلف عينة مكونة من ١١٪ أي ٣٠ طالبًا. هدف هذا البحث هو الأخطاء النحوية في ترجمة العبارات الإندونيسية إلى النص الإنجليزي. أداة البحث هي اختبار (نص مكتوب). تم استخدام الاختبار للحصول على بيانات حول أخطاء الطلاب في ترجمة العبارات الإندونيسية إلى نص إنجليزي. وفي نتائج هذه الدراسة، وجد المؤلف أن الطلاب ارتكبوا أخطاء في ترجمة النصوص الإندونيسية إلى الإنجليزية، ووجد المؤلف أنواع الأخطاء ومصادر الأخطاء التي ارتكبها الطلاب في ترجمة النصوص العبارات الإندونيسية إلى الإنجليزية. أنواع الأخطاء هي (١) حذف المعنى من قبل الطلاب بما يصل إلى ١٢٨، (٢) إضافة المعنى من قبل الطلاب بما يصل إلى ١٤، (٣) أخطاء في تشكيل المعنى. بلغ عدد الأخطاء ٩٨ خطأ، (٤) أخطاء في بناء المعنى، ارتكب الطلاب ١٨ خطأ. يمكن الاستنتاج أن طلاب الفصل الدراسي الثاني الذين أخذوا دورة الأخطاء النحوية في دورة ترجمة العبارات الإندونيسية إلى الإنجليزية في قسم تعليم اللغة طاء في فئة الإهمال الإنجليزية ما زالوا يرتكبون أخطاء.



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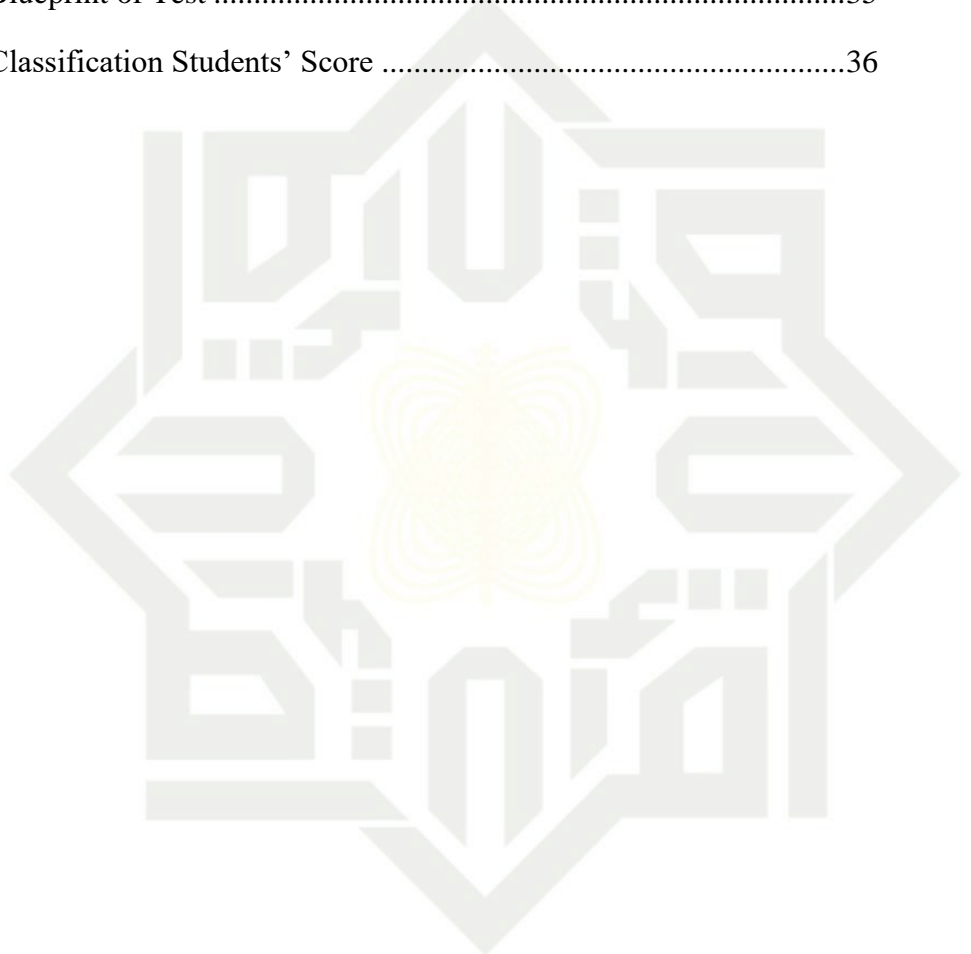


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CHAPTER I INTRODUCTION

A. Background of the Problem

Translation is one of the skills learned in English Education Departemens Students of UIN SUSKA. Translation will help students easily obtain a wide range of information that is available in English. Translation is the process of translating a text from one language into another language that has an equivalent meaning so that the reader can grasp the message from the source language in terms of the target language. Translation is a very important aspect of promoting foreign languages in the teaching and learning process. Translation is linked to other skills in the process of teaching and learning the English language, as translators must integrate four skills, namely; listening, speaking, reading and writing.

Translation is a skill that consists of replacing a written message and/or statement in one language with the same message and/or statement into another language Newmark (1987). Bassnet (1991) explains that translation plays an important role in helping to understand an increasingly fragmented world. with No translation, people from different cultural backgrounds unable to establish good communication. Communication can take the form of daily communication, political communication, or commercial communication. Without translation, the information provided will not be known and will not be used by others as it should be. Translation is an activity which almost everybody can do. However,

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there is also a problem due to the translation. Rangkuti-Hasibuan in Suryawinata (2003) argues that there is acute problem of seeing translation. As an activity, she said that the main problem faced by a student of the same level translating from Indonesian into English lies on poor knowledge in English sentence patterns. It is caused by the lack of grammar and vocabulary.

Braun (2000) stated that it is very difficult for students to translate texts from Indonesian to English or from English to Indonesian. You need to know or master a number of translation rules, one of which is grammar. When students translate texts, they need to pay attention to the grammar of the sentences. Grammar is important when learning English, especially when it comes to sentence structure. Grammar is a system of rules that governs the conventional arrangement and relationship of words in a sentence and plays an important role in learning because it tells us how to construct a sentence that includes word order, verb and noun systems, modifiers, phrases, clauses, etc. (Braun, 2000).

There is a problem of learning English especially translation that students face. For example; *mereka selalu melewati jalan itu setiap hari* then a student translates it into *they always passed that street everyday*. This is error in using verb phrase. The use of “always passed” in that sentence showed the error made by the student because they failed to transfer their native language to the target language. The words always and everyday mean that the event happens repeatedly in current time, so it must be in form of present tense. Therefore, the



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correct sentence must be they always pass that street everyday (Cahyani, Sari; Wijaya, Bambang; Arifin, Zainal, 2013).

In relation to the statement above, Miller (2002) stated that we think of language as a way of conveying information which is what every speaker does with a language sometimes we can consider the head as conveying a central piece of information and the modifiers as conveying extra information. Thus in the phrase *expensive books* the head word *books* indicates the very large set of things that count as *books*, while *expensive* indicates that the speaker is drawing attention not to the whole set but to the subset of *books* that are *expensive*. In the longer phrase the *expensive books*, the word *the* signals that the speaker is referring to a set of *books* which have already been mentioned or are otherwise obvious in a particular context. The same narrowing-down of meaning applies to phrases containing verbs. Note first that different verbs have different powers of control. Some verbs, exclude a direct object (to use the traditional terminology and anticipating), other verbs require a direct object, and a third set of verbs allows a direct object but does not require one.

Errors in translation mostly result from the non-equivalence between the source and target languages (Baker, 1992). However, good translators with encyclopedic knowledge and linguistic knowledge of both the source and target languages know how to deal with them; therefore, errors can indicate the quality of a translation; moreover, they can reveal what is going on in the translator's thinking process Seguinot (1990). Translation errors according to Loserit (1997) as an offence against: 1. the function of the translation, 2. The coherence of the

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text, 3. The text type or text form, 4. linguistic conventions, 5. Culture- and situation-specific conventions and conditions, and 6. the language system. While Wills (1982) describes a translation error as an offense against a norm in a linguistic contact situation. From these definitions of translation errors, we can conclude that there are many aspects involved in translating, not only how to translate the text meaningful but also translators must pay attention to the context related to the culture and conditions that the text can be applied. It is not a simple task to do for translators. If the expression or the text is hard to understand even to translators themselves, the function of translation then fails to fulfill.

Previously, there are two previous studies related to this research. Firstly, it is from Nurul Aini (2018), she found the factors of the grammatical errors, they are; first, interference of the first language, namely Indonesian. Second, the difference between Indonesian and English structure was also the factor of the grammatical errors. For the second previous study, Mollaei and Sadighi (2017) found that translation process needs the learners' proficiency in vocabulary 3 and grammar to make the effective in translating. On the other hand, some other teachers claimed that translation process needs more time when students cannot get the right meaning. It is difficult to translate in short time for students who have difficulty in translating. Based on the previous studies, the researcher gets a problem that can be examined in this research. The similarity between both previous studies and this research is the translation process for EFL learners. Errors in Noun Phrase involve the use of determiners, number – singular and

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plural noun forms - , pronouns and prepositions, each of which may undergo the surface changes of omission, addition, misinformation and substitution.

Based on the example of the grammatical error above, the researcher stated that the structures of English phrases are different from Indonesian. Thus, their differences often make learners confused in learning English. The problem here is that learners tend to base their interpretation of English noun phrases on the system and pattern of Indonesian noun phrases. The students translate the noun phrase to English and ignore the grammar. Therefore, the students got the errors in the several parts of noun phrase. Thus, it will be difficult then for them if they come to the various forms of English noun phrases. Learners can misinterpret the text easily.

Based on the preliminary research, the researcher interviewed some students in English Education Department in UIN SUSKA Riau on January 28th, 2025, the researcher found that the students learn grammar as the compulsory subject, there are Intensive Course, Basic English Grammar, and Intermediate English grammar. And then, the researcher also found that the students also learn translation in the campus as one of the subject in English Department. On the other hand, the researcher found that they have difficulties in translation, they stated that translation is the harder subject than grammar. The students feel confused on translating the words, phrases or sentences. The students also learned about grammar as one of the subject in English department.

Therefore, the students have the knowledge about grammar and also translating the language. But some of the students still think the translation is the

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difficult subject that the students had. The students also get some problem in translating English to Indonesia language in the context of phrases. The students got mistake for placing the meaning of the phrases. Grammar has the important rules in English subject. Grammar is taught at the faculty of Tarbiyah, UIN SUSKA RIAU as a foreign language (EFL) class, refers to general English courses offered to all students of English Department, termed as compulsory subject, this class is mandatory for all students of English Department. The English classes are not exclusively separated in terms of listening, speaking, reading, or grammar class. Rather, as the researcher found, all language skills are integrated with the focus more on reading comprehension, and supplemented with brief course on grammatical items. Therefore, the phenomena as follow The students have lack of vocabulary, The students feel confused about translating the phrases, The students do not know the phrases lesson well The students have mistake on identifying phrases The students using literal translation to translate English to Indonesia And, The students have lack of understanding about noun phrases.

This research is to analyze the grammatical errors in translating the noun phrase. The grammatical error is the common problem that happened in daily life as the students who learned English as Foreign Language. Analyzing the errors made by students provides a window to see the learners' current knowledge level. Corder in Brown (2000) noted that "learners' errors provide evidence how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language". This analysis of errors is



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simply called error analysis. In English Education curriculum, the students learned how using words, phrases, clauses and texts grammatically. Similarly, in order to prepare future teachers, the Translation course in English Education Study Program also includes the phrases. So, analyzing the grammatical errors in translation will give more contribute to reflecting the ability of the English Education students as candidate for teachers in the future.

B. Identification of the Problem

Based on the Explanation above, the researcher is interested to investigate the research with the title an Analysis of Grammatical Error in the Translation of English to Indonesia at English Education Department Students in UIN Suska Riau.

Based on the background and the symptom's above, the problems that arise in Why do the students lack of vocabulary.?, Why do the students feel confused about translating the phrases.?, Why do the students not know the phrases lesson well.?, Why do the students mistake on identifying phrases.?, Why do the students use literal translation to translate English to Indonesia.? And, Why do the students lack of understanding about noun phrases.?

C. Limitation of the Problem

Related to the identification of the problem above, many problems happened to the students. The researcher needs to limit the problems in grammatical error the translation of English into Indonesian at English Education Department students in UIN Suska Riau. The type of phrases is in noun phrase.

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D. Formulation of the Problem

Based on the mentioned issues stated above, this study is proposed to answer the following research questions as

1. How is students of grammatical errors in translating English phrases to Indonesia among the students?
2. What are dominant errors in translating English phrases to Indonesia among the students?

E. Objective Significance of the Research

1. Objective of the Research

- a. To find out the level of grammatical errors is in translating English phrases to Indonesia among the students of English department UIN Suska Riau.
- b. To find out the dominant errors in translating English phrases to Indonesia among the students of English Department UIN Suska Riau.

F. Significance of the Research

The significances of this research are as follows:

1. The finding of this research is expected to give contribution to provide awareness, encouragement and overcome related the grammatical errors that the students have in translating English phrases to Indonesia.
2. These research findings are expected to give information to those concerned about teaching and learning English as a foreign second language.

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G. Definition of key Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, the researcher defines the terms that are used in this research as follows:

1. Grammar

Grammar is the study of the classes of words, their inflections, functions, and relations in the sentence of the language. Harmer (2001) explains grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. In this research, grammar is the study of using words in the appropriate order. In this study, the context of grammar focuses on the word order of phrases.

2. Error

According to Corder (1967 in Ellis 1994), "Errors (in this technical sense) occur when deviations arise from ignorance. That shows a lack of competence." Error analysis (EA) is an ongoing endeavor for the simple reason that first, second or foreign language learners, by definition, continue to make mistakes.

3. Translation

Hatim and Munday (2004) define translation as "the process of transferring written text from the source language (SL) to the target language (TL)". In this definition, they do not explicitly say that the object being conveyed is the meaning or the message. It emphasize translation as a process.

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4. Noun Phrases

A phrase defines as a sequence of words that functions as a constituent within a simple clause this means that phrases are smaller than clauses more accurately simple clauses usually include phrases while simple phrases do not, in general, include phrases Kraeger (2005). Flor Aarts and Jan Aarts (1982) in their book English Syntactic Structures state that a phrase is a constituent that can be identified on the basis of the word class membership of its most important constituent. A noun phrase is a grammatical construction usually containing a noun as its central constituent Wardaugh (1977). The noun is shown to be the head of the phrase by its primary stress and syntactically, by the fact that the whole group can be replaced by a simple noun Archibald (1958). Thus, a noun phrase is a phrase that has a noun or typically a noun as its most important constituent.



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CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Concept

1. Grammatical Error

From now on, the discussion of the related literature will focus more on grammatical errors as the researcher will analyze them. This section describes the definitions, causes, and types of grammatical errors. It is hoped that it can provide a clearer explanation so that this research is sufficiently supported by the concept. For starters, according to Uurrodliyah (2012), grammar can be defined as a set of common assumptions about how language works. Following Cowan (2008), grammar is a set of rules that describe how words and phrases can be arranged to form sentences in a given language. In his opinion, this definition is probably the most appropriate grammatical definition for teachers.

More specifically, English grammar consists of the rules that govern the formation of English sentences. On the other hand, Crystal (2006) also expresses his opinion that grammar is really central in the study of language, in any dialect, standard, any contrast of meaning or vice versa. Grammar makes sense when a word is incorporated into a specific sentence. Therefore, it is very important to define standards. According to Crystal, linguists of all shapes and sizes agree that the grammar of a language has rules; Utterances that conform to grammatical rules are "grammatical" and those that are not "ungrammatical".

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Based on some of the explanations above, grammar is a set of language rules as a language learning center, used to give a specific meaning to a word or group of words by default. The role of grammar itself is important because without understanding it one could always tend to produce the wrong forms of language. Attention to grammatical definitions can be a fundamental part of error analysis, particularly those related to grammatical forms, or the term used in this study is grammatical errors. The definition of grammatical errors is also explained by James (1998).

Following his statement, grammatical errors are errors in combining words into larger units such as phrases, clauses, and sentences. It can also be defined as an error at the morphological and syntactic level. Morphological errors are errors that involve non-compliance with the norms in providing part of the class of words, nouns, verbs, adjectives, adverbs and prepositions. Syntax errors are errors that affect text that is larger than words, namely phrases, clauses, sentences, and paragraphs. Syntax errors include phrase structure errors, clause errors, and sentence errors. From several opinions on the definition of grammatical errors, the researcher concludes that grammatical errors refer to errors in following language rules for combining words into phrases, clauses, sentences, etc. because grammar is a specific set of rules. In addition, grammatical errors can be defined as morphological and syntactic errors.

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a. Kinds of grammatical error

Dulay et al. (1982) divides errors in surface strategy taxonomy into categories, namely:

1. Omission

Omissions are indicated by the absence of an element that should appear in the correct form of speech. There are some types of morphemes that are omitted more than others. Omission of grammatical morphemes is more common than omission of content words. During the intermediate phase of second language acquisition, when the learner already knows more about the language than in the initial phase, spelling mistakes, grammatical errors or excessive use of grammatical morphemes are more likely. For example, Dulay et al. (1982) for children's L2 learners found that copula markers (are, is) and -ing are used earlier in the English acquisition process than past tense markers and simple third-person markers (see, eat). Leaving out content words is typical in early first language acquisition but not as common in second language acquisition as the learner is older and more cognitively mature. When content words are omitted in the second language, it is usually due to a lack of vocabulary and the learner is actually implying that they are aware of the missing element. Some use clues to clarify intended meaning, it indicates as error in omission of meaning because in target language, there is a sentence missing. The source language is not completely transferred to target language. The missing word can make reader not understand about the intention of target language because the target language was missed.

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2. Addition

This error is completely different from negligence. Items that do not have to appear in the correct language form are defined in an additional category. This type of error usually occurs when the learner has acquired some of the principles of the target language. Addition errors can be a good indicator that some ground rules have been received, although no clarification has been made. Three types of addition errors have been identified by Dulay et al. observed. (1982) in *Speeches by First and Second Language Learners*:

1. Duplicate marks, described as a failure to remove certain elements required in some linguistic constructs but not in others;
2. regularization, the result of applying false rules to classes of linguistic elements that actually have different rules;
- Miscellaneous
3. Simple addition, there is no special feature to include errors in this category, or can be in the form of addition of the double sign remainder and regularization.

3. Wrong formation

The category is characterized by the wrong morpheme or structural form. In this state, however, the learners still achieve something in their second language production. This is not true (Dulay et al., 1982). There are three types of malformations:

- a) Regularization error is a form error in which regular markings are used instead of irregular markings, as in *Eat to Eat*;

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b) Archi-forms, refers to the selection of one member of the class of forms, rather than applying all members, as a student temporarily selects one of the English demonstrative adjectives this, that, this, and them to do the work for several of them; Miscellaneous

c) Alternating form, defined as the free alternation of different class members among themselves according to the development of the learner's vocabulary and grammar, as in the example of a dog and a cat used by the same learner.

4. Wrong order

Incorrect placement of morphemes or groups of morphemes is a feature of incorrect sorting errors. For example, in simple terms, the learner can say the sentence I know where it isn't right, so I know where it is.

b. The Factor of Grammatical Error

Richards (1974) classifies the sources of competence errors into two categories: (1) interlingual errors caused by mother tongue interference, and (2) intralingual and developmental errors that occur during the second language learning process at a stage when it is still being learned are not acquired knowledge. Almost 90% of errors are said to be intralingual errors (Dulay and Burt, 1974).

1. Speech defects (influence of the mother tongue).

This type of error is influenced by the mother tongue, which affects the learning of the target language. It is seen as a process by

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which learners apply their knowledge of the first language in learning a second language. Learners translate word for word idioms, vocabulary and even grammar rules from the learner's first language into the second language. In the contrastive analysis, it is assumed that the types of errors made by target language learners are predictable and their causes can be the following numbers: Between 3-25 percent of all errors are native language influence errors and 75 percent of all errors are native language errors and influence errors 75 percent. Percent error is a "non-contrastive" error.

2. Intralingual Error

This type of error is caused by the target language (TL) itself. Aside from transferring resources to L1, learners who are not familiar with TL forms at any level or class can do one of two things: either they can learn the required elements, apply their learning strategies, or they can try to fill them in Gaps through the use of communication strategies. The learning strategy is used to solve the code while the communication strategy is the coding and decoding strategy. Both types of strategies can be a source of error. Furthermore, Brown (2007) classifies the sources of error into 1) interlingual transfer, namely the negative influence of the learner's mother tongue, 2) intralingual transfer, namely the negative transfer of items into the target language. In other words, generalizing wrong rules in the target language; 3) Learning context that overlaps with

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both types of transfer, for example the teacher's lesson and the material related to learning at school. In the classroom context, teachers or textbooks can mislead learners into making false generalizations about language; 4) communication strategy; It is clear that communication strategy is the conscious use of verbal mechanisms to communicate an idea when for some reason linguistic forms are not available to the learner.

3. Interlingual transfer

In this stage, errors are caused by the interference of native language (mother tongue) of the learners. Interlingual errors here refer to second language errors that reflect native language structure.

4. Intralingual transfer

Intralingual error is the negative transfer of items within the target language, or, in another way the incorrect generalization of rules within the target language.

5. Context learning

Context learning refers to the social situation, in the case of untutored second language learning, or the classroom with its teacher and its material, in the case of school learning or in the social context.

6. Communication strategy

Communication strategies actually include processes of interlingual and intralingual transfer and context of learning for

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example a learner tries to get a message across to reader with their cognitive and personality styles.

According to Littlewood (1998), language learning errors come from systematic and non-systematic sources. Systematic sources include interlingual errors, native language interference, and intralingual errors in the target language. Non-systematic sources include the sociolinguistic context of communication, psycholinguistic cognitive strategies, and myriad affective variables. From the above explanation, it can be concluded that the error sources can be divided into interlingual errors caused by native language disorders and intralingual errors caused by the target language itself.

2. The Nature of Translation

One of the most well-known definitions of translation comes from Newmark (1988), who defines translation as "rendering the meaning of a text into another language according to the author's intention for the text". This definition emphasizes the representation of the meaning of the source text in the target text according to the author's intention. Hatim and Munday (2004) define translation as "the process of transferring written text from the source language (SL) to the target language (TL)". In this definition, they do not explicitly say that the object being conveyed is the meaning or the message. It emphasize translation as a process.

Nida and Taber (1982), on the other hand, state that "translation consists in reproducing in the receiving language the closest natural

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equivalent of the source language message". This definition is broader than the previous one. Nida and Taber explicitly state that translation is closely related to linguistic issues, meaning, and equivalence. From the above definitions, translation is a process aimed at finding the equivalent meaning in the target text. Machali (2001) and Baker (1992) emphasize the notion of equivalence of meaning because meaning is transferred to the target language. In this case, the translator faces the text as a unified meaning in the form of a collection of words or sentences. This means that the language used is a unit of meaning in discourse that can be understood by the participants in the communication Machali (2007). So the main problem in the translation process is the meaning created during the process and not the translation as a product. Hatim and Munday (2004) also suggest that "one of the main problems for analysts is determining whether the meaning of the source text has been transferred to the target text". Here it becomes clear that what matters most is the meaning: whether the meaning of the source-language text is correctly transferred to the target-language text.

Translation has been defined in many ways by different authors in the field, depending on how they view the language and the translation. According to Wills in Choliludin (2007), translation is a process that leads from a written source language text to an equivalent target language text and requires the translator to have syntactic, semantic, stylistic and pragmatic texts. understanding of the source text. Furthermore, Nida and Taber (1982) say that translation consists of reproducing in the receiving language the

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closest natural equivalent of the source language message, firstly in terms of meaning and secondly in terms of style. The two definitions above imply that translation involves two languages: the source language (SL) and the target or recipient language (TL or RL), and that the translation operation is the operation of reproducing the meaning of the SL text into the meaning of the TL text. Catford (1965) states that translation can be interpreted as replacing textual material in one language (TL) with equivalent textual material in another language (TL). A similar definition is also mentioned by Larson (1984). He said that translation consists of translating the meaning of the source language into the language of the recipient. This is done by moving from the first language form to the second language form through a semantic structure. This is the meaning that is transmitted and must be kept constant. Only the shape has changed.

From the terms above, it can be concluded that translation involves transferring messages from the source text to the target text. The purpose of translation is to find the equivalent meaning of the source language expressions in the target language. Therefore, meaning is important in translation and must be kept constant. Furthermore, the translation of a literary work into another language is the creation of a new literary work in another language. A translated novel is a novel that contains a different language from the original text but carries the spirit of the original text. It also evokes a similar reaction from readers between the two languages.

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Catford (1965) categorizes translations in terms of scope, level, and rating. Based on the scope, he divided the translation into full and partial translation. At the translation level there are total and limited translations, and at the ranking there are ranked and unlimited translations. In full translation, the entire text undergoes a translation process, i. H. Each part of the source text is replaced by the target text material.

Partial translation leaves some parts of the text in the source language untranslated. They are simply transferred to the target language text. Full translation means replacing the SL grammar and lexicon with equivalent TL grammar and lexicon, with the consequence of replacing the SL phonology or graphology with unequal TL phonology or graphology. While constrained translation means replacing SL text material with TL text material which is equivalent to 9 only at one level, meaning that the translation is carried out only at the phonological or graphological level, or only at one of the two grammatical and lexical levels.

Rank-bound translation is a translation in which the choice of TL equivalent is intentionally limited to one or more ranks in the hierarchy of grammatical units, usually word or morpheme ranking, i.e. H. Equivalence of word to word or morpheme to morpheme. On the other hand, a normal total translation, in which the equivalence moves freely up and down the ranking scale, is called an infinite translation.

Based on the purpose of the translation, Brislin (in Choliludin, 2007) categorizes translations into the following types. a. Pragmatic Translation

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This refers to the translation of messages with an interest in the accuracy of the information to be conveyed in the source language. This is not about other aspects of the original language version. b. Aesthetic-poetic translation This refers to a translation in which the translator takes into account the influences, emotions, and sentiments of the agnatic original version, the aesthetic form used by the original author, and any information in the message. Examples of this type of translation are translations of sonnets, rhymes, heroic verses, dramatic dialogues and novels. The purpose of translation is to explain the cultural context of the source and target versions. Translators must be sensitive to the way words are used.

B. Relevant Research

Nurul Aini (2018) was conducted a research about the grammatical errors in the translational text: Indonesian-English structure. She stated that This paper discussed the study of English and Indonesian word construction based on grammatical errors. Grammatical errors were analyzed by error analysis. The purpose of this paper wanted to know the kinds of grammatical errors and the factors caused it. The qualitative approach was used in this research as the methodology because this study described the data without analysis statistic. The qualitative descriptive revealed the phenomena of linguistic which found in the translation text. In data collection, the researcher used text translation, Indonesian-English that had translated by the fourth semester of student's English Department. Moreover, the researcher read deeply and grouped and noted the data to find the valid data.

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The result of this paper were 11 kinds of grammatical errors, they are: misuse of determiner, omission of determiner, misuse of verb, misuse of auxiliary verb, omission of verb, misuse of preposition, misuse of conjunction, misuse of pronoun, omission of pronoun, misuse of singular noun, and misuse of Noun Phrase (NP). In addition to, this study found the factors of the grammatical errors, they are; first, interference of the first language, namely Indonesian. Second, the difference between Indonesian and English structure was also the factor of the grammatical errors. And then, Tandikombong,

Atmowardoyo and Weda (2016) conducted a research about Grammatical Errors in the English Translation Made by the Students of English Study Program of UKI Toraja. They stated that this research is aimed at describing the grammatical errors made by the students in translating Indonesian into English.

To find out the most frequent errors made by the students of UKI Toraja 3. To find out the source of error that the students make in translating Indonesian text into English text. To find out the differences in number of grammatical errors made the students of different levels of UKI Toraja. The method used was a descriptive method. The population of this research was the fourth-semester and the sixth-semester students of UKI Toraja in the academic year 2014/2015. The fourth-semester students consisted of 270 as the population in this research. Thirty (30) students were taken as the sample. The sixth-semester students also consisted of 270 students as a population in this research and 30 students were taken as the sample. The research findings reveal that the most frequent errors

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in both levels are errors in verbs; and that most of the errors are due to overgeneralization and the ignorance of the rule restriction.

In relation with the previous research, the researcher focused on the errors in translation made by the students. Those researcher discussed about the translation English to Indonesia and Indonesia to English. The previous research have similarity with this research, which is in the context of grammatical error in translation English to Indonesia, but the context of the translation is different from this research. This research focuses on grammatical error in the translation English to Indonesia in the context of Noun Phrase, in the other hand, the previous research focused on the text. And the other differences are in the area of reserach and also the level of the students as the sample of the research.

C. Operational Concept

Based on the explanation above, the researcher concludes in an operational concept, the researcher would use the indicators from Dulay et al. (1982), there are

1. Omission

Omissions are indicated by the absence of an element that should appear in the correct form of speech. Leaving out content words is typical in early first language acquisition but not as common in second language acquisition as the learner is older and more cognitively mature. When content words are omitted in the second language, it is usually due to a lack of vocabulary and the learner is actually implying that they

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are aware of the missing element. Some use clues to clarify intended meaning.

2. Addition

Items that do not have to appear in the correct language form are defined in an additional category. This type of error usually occurs when the learner has acquired some of the principles of the target language. Addition errors can be a good indicator that some ground rules have been received, although no clarification has been made.

3. Wrong formation

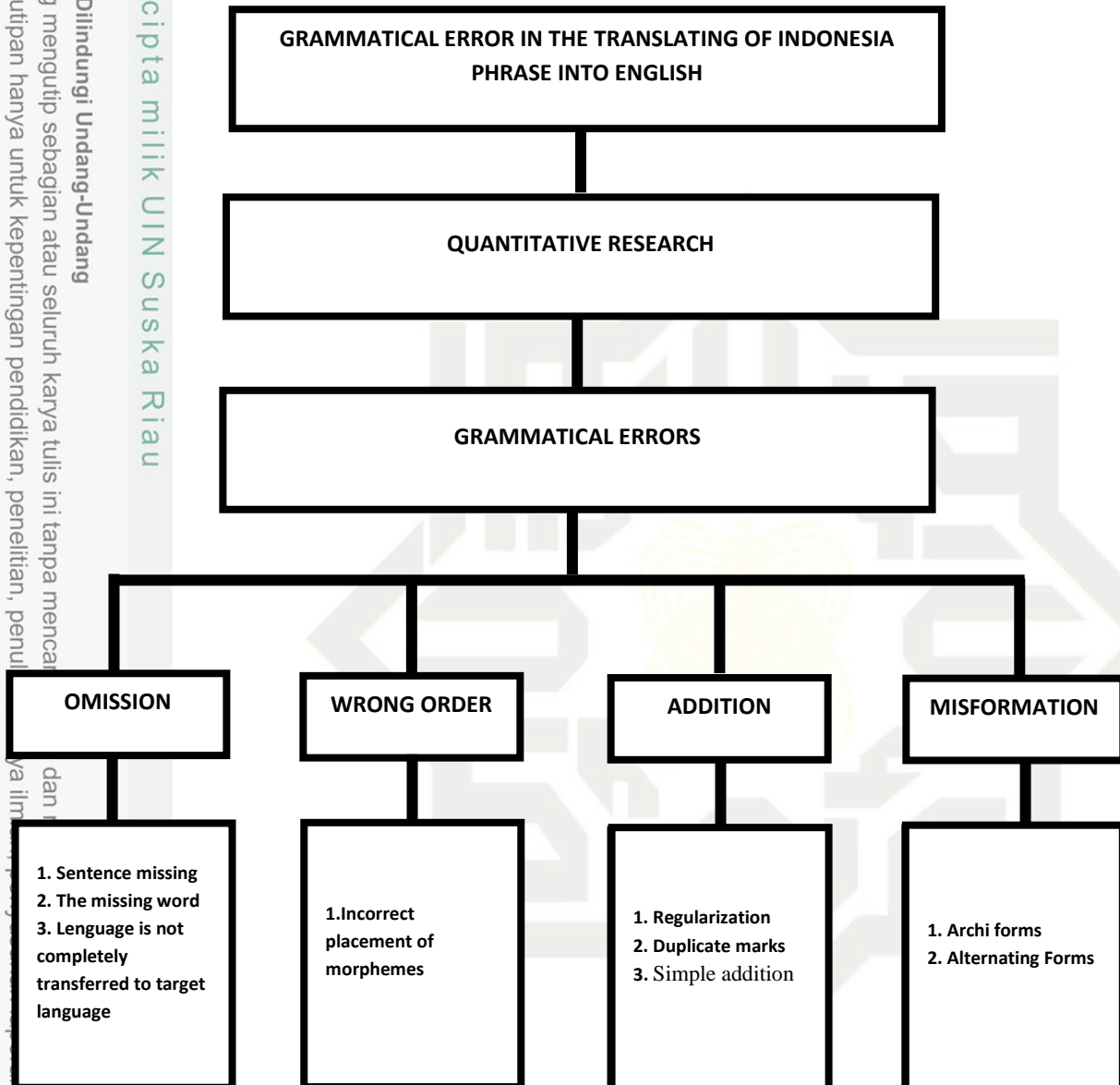
The category is characterized by the wrong morpheme or structural form. In this state, however, the learners still achieve something in their second language production.

4. Wrong order

Incorrect placement of morphemes or groups of morphemes is a feature of incorrect sorting errors. For example, in simple terms, the learner can say the sentence I know where it isn't right, so I know where it is

UIN SUSKA RIAU

OPERATIONAL CONCEPT





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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research was a descriptive research design. Descriptive research is survey research. This research is descriptive study, which has only one variable. Tavakoli (2012) said that descriptive research is an investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. Descriptive research attempts to looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry. This research is focused on to find out the students' grammatical error the translation of English phrases into Indonesian at English Education Department students in UIN Suska Riau

B. Location and the Time of the Research

The research has been conducted the fifth grade of English Department of UIN SUSKA Riau. the research will be on January until February 2025.

C. Subject and the Object of the Research

The subject of the research was the fifth semester of English Department of UIN SUSKA Riau. The object of the research was a study on students' grammatical error the translation of English phrases into Indonesian at English Education Department students in UIN Suska Riau.

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D. Population and Sample of the Research

The population of this research was all the second grade students at English Department of UIN SUSKA Riau with the total 259 students that are divided into eight classes. To keep homogeneity in the sample, the researcher only chose English Department of UIN SUSKA Riau to be taken as the sample. In addition, considering the large population in that school, the researcher will use purposive sampling because every class has an equal chance of being selected to be the sample.

Etikan (2015) stated that the purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. Therefore, the researcher took 31 students from English Department of UIN SUSKA Riau.

E. Technique of Collecting the Data

1. Test of Translation

In this research, researcher used the test as the techniques of collecting the data. Brown (2000) define that a test was a method of measuring a person's ability, knowledge, or performance in a given domain. The researcher would gave translation test to the students, to find out the grammatical error in translating English phrases to Indonesia.

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2. Validity And Reliability

a. Validity

In according to Bachman (2004) explained that validity was an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and action based on test scores or other modes of assessment. Brown (2003) said that the expert should look into whether the test content is representative of the skills that are supposed to be measured. This involves looking into the consistency between the syllabus content, the test objective, and the test contents. If the test contents cover the test objectives, which in turn are representatives of the syllabus, it could be said that the test possesses content validity. Hughes (2005) also stated that a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc which it is meant to be concerned. To know whether the data was valid or not, the data obtained was calculated by using SPSS 16.0 windows program.

b. Reliability

In according to Bachman (2004) stated that reliability is the consistency of measures across different conditions in the measurement procedures. Test administration must be consistent by which a test can be said as a well-organized test. In vice versa, bad administration and unplanned arrangements of a test can make it does not work in measuring students' accomplishment.

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The reliability of a psychometric instrument refers to the extent to which scores on the instrument are free from errors of measurement. The characteristic of reliability was sometimes termed consistency (Brown, 2003). The following table is the level of internal consistency of Cronbach alpha by Cohen (2007).

Table IV.3
Internal Consistency By Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
> 0.90	Very high reliable
0.80 – 0.90	High reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Minimally reliable
< 0.60	Unacceptably low reliable

To obtain the reliability of the test given, the researcher used SPSS 16.0 program to find out whether or not the test is reliable or not.

Criteria of Interpretation Score

Score	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

F. Technique of Analyzing the Data

To know the percentage of level of the questionnaire, In according to Evroro and Sylvanus (2015, p.21), uttered that the formula of percentage as follows:

$$P = \frac{R}{N} \times 100$$

Where:

P = the percentage of examinees who answered items.

R = the number of examinees who answered items.

N = total number of examinees who tried the items.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data in the previous chapters, the researcher gave a conclusion that the fifth Semester students' at UIN Suska Riau in sampling 19 students no one made errors on Translating Word Formation Bahasa to English.

And The level of students' Translating English Noun Phrase to Indonesia score is Good Level.

B. Suggestion

After conducting the research and analyzing the data, the researcher gives suggestions and recommendations to students, teachers, and other researchers

1. suggestion for lecturer it is recommended to lecturer to help students who have the difficulties in translating Bahasa Noun Phrase to English, the lecturer should be creative to improve the students' in translating English Noun Phrase to Indonesia by giving them more activities or exercise.
2. Suggestion for Students the students should be creative to improve their skill, in order to get better of the in Translating Bahasa Noun Phrase to English, the students should pay more attention to the lesson explained by the lecturer.



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APPENDIX 1


RECOMMENDATION LETTER

UIN SUSKA RIAU



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Pekanbaru, 11 November 2022

Kepada
 Yth. Ketua Prodi Bahasa Inggris
 di
 Tempat


Assalamu'alaikum warahmatullahi wabarakatuh
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa:

Nama	: Masyitha Anastasya
NIM	: 11810423594
Semester/Tahun	: IX (Sembilan) / 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n-Dekan
 Wakil Dekan III

 Dr. Amirah Diniaty, M.Pd. Kons.
 NIP. 19751115 200312 2 001



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State Islamic University of Sultan Syarif Kasim Riau

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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Sudarsono No. 100 km 18 Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0777) 561547
Fax. (0777) 561547 Web: www.uin-suska-riau.ac.id E-mail: info_uin-suska-riau@uin-suska-riau.ac.id

Nomor : B-5030/Un 04/F II/PP 00.9/02/2024
Sifat : Biasa
Lamp : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 26 Februari 2024 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa:

Nama : Masyitha Anastasya
NIM : 11810423594
Semester/Tahun : XII (Dua Belas) 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : *An Analysis Of Grammatical Errors In The Translation Of Indonesian Phrase Into English At English Education Departmens Students*
Lokasi Penelitian : UIN SUSKA RIAU
Waktu Penelitian : 3 Bulan (26 Februari 2024 s.d 26 Mei 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan

Demikian disampaikan atas kerjasamanya diucapkan terima kasih

Wassalam
a.n. Rektor
Dekan


Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



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Alamat : Jl. H. R. Soudjardja Km. 15, Tanjung - Pekanbaru Riau 28281 P.O. BOX 1084 Telp. (0756) 2077307 Fax. (0756) 211128

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Masyitha Anastasya
 Nomor Induk Mahasiswa : 11810423594
 Hari/Tanggal Ujian : Selasa / 17 Maret 2023
 Judul Proposal Ujian : An analysis of Grammatical errors in the translation of Indonesian Phrase into English at English Education Departmens StudentsIsi
 Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam ujian proposal


No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dedy Wahyudi M Pd	PENGUJI I	 Dedy Wahyudi M Pd	
2.	RIZKI AMELIA, M Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 27 Oktober 2023
Peserta Ujian Proposal



Masyitha Anastasya
NIM. 11810423594

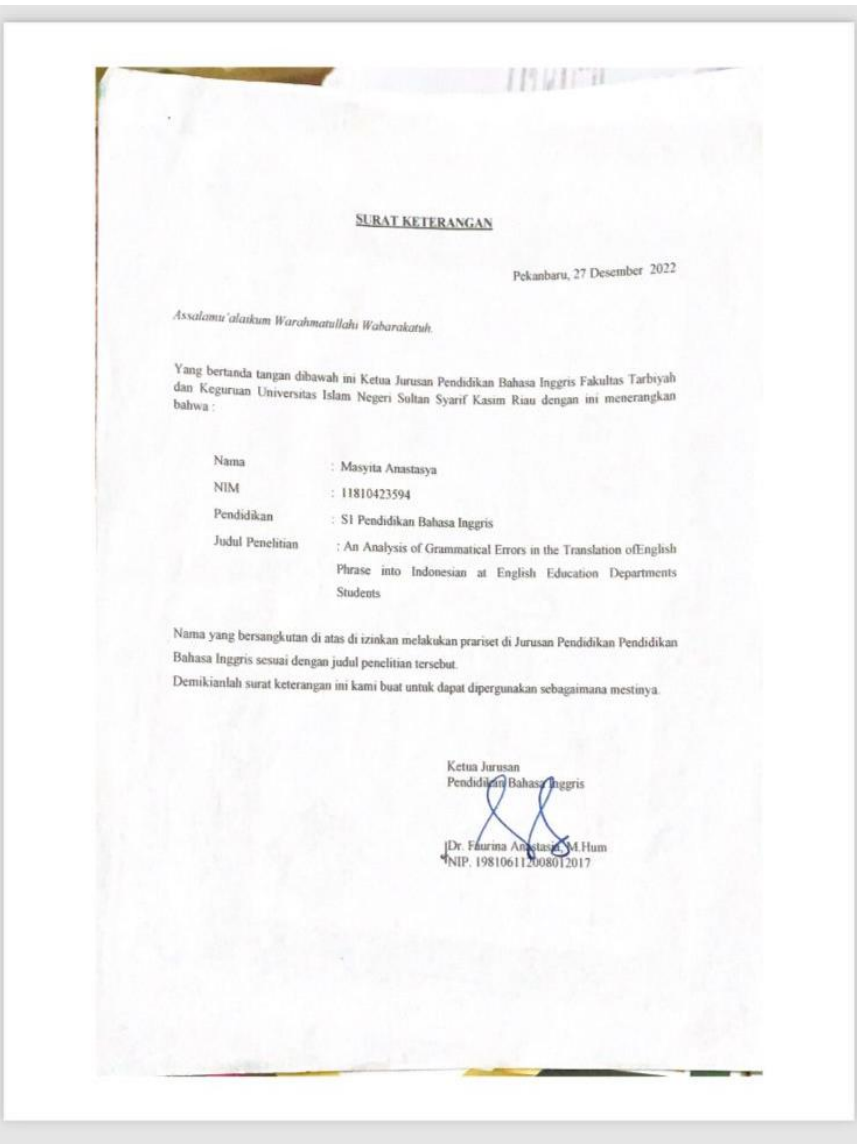


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APPENDIX 2

TRANSLATION TEST

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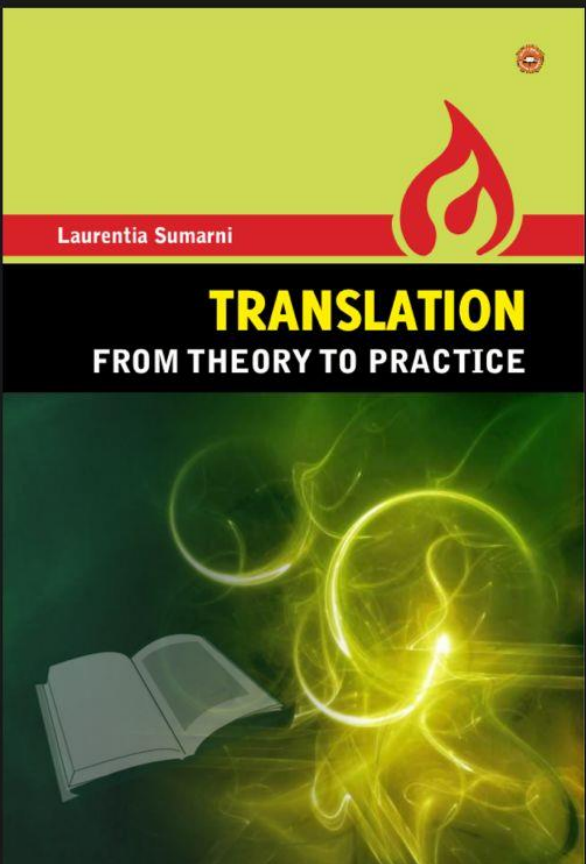
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TRANSLATION
FROM THEORY TO PRACTICE

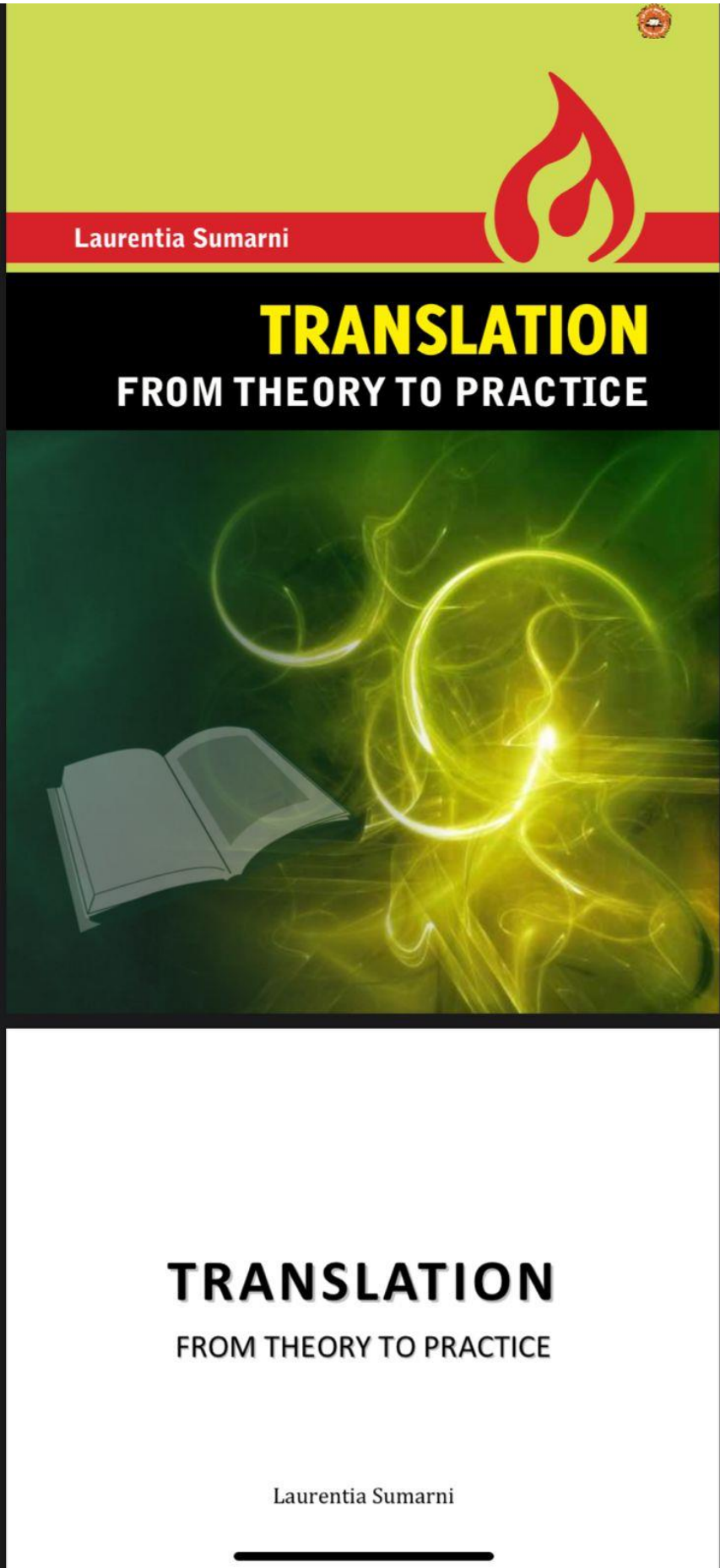
Laurentia Sumarni





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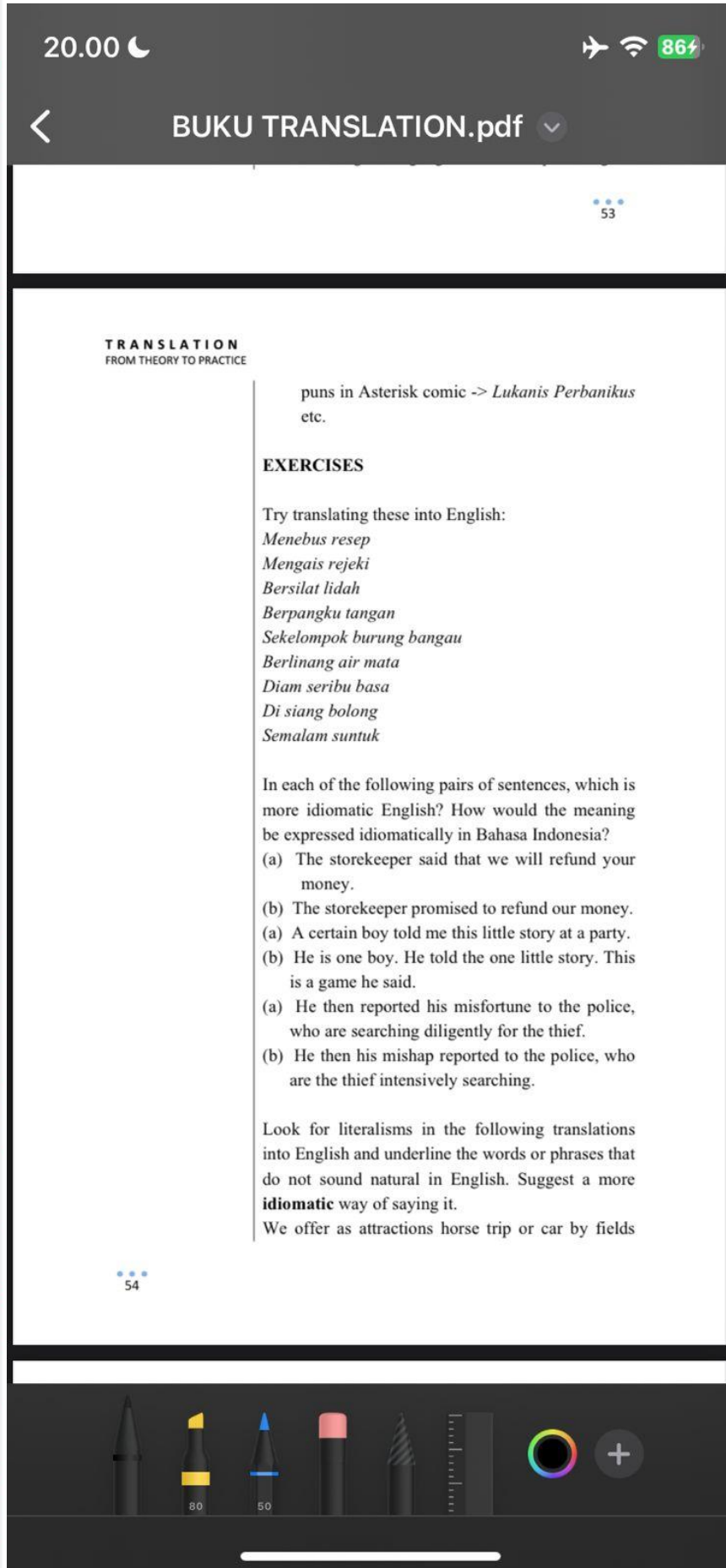
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19.57

86%

<

100 poin

Petunjuk

Tugas Siswa

DISERAHKAN

☐

Aisyah Karlina

Diserahkan

☐

A

Anisa faizah Avrilia

Diserahkan

☐

Annisa Rahmadira

Diserahkan

☐

Awliya dara fitriadi

Diserahkan

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E

Elin Oktivani

Diserahkan

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F

Fadiyah Naila

Diserahkan

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Ibnu Hafiz

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I

Imelda Mahera

Diserahkan

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L

Lili suriani dly

Diserahkan

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Muhammad Mujahiddin

Diserahkan

☐

NUR AFRILIANA PUTRI

Diserahkan



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Petunjuk

Tugas Siswa

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DITUGASKAN

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A

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Davis Hermawan

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Febria Sakinah

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Fitria Khairiah

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Susan Elinda

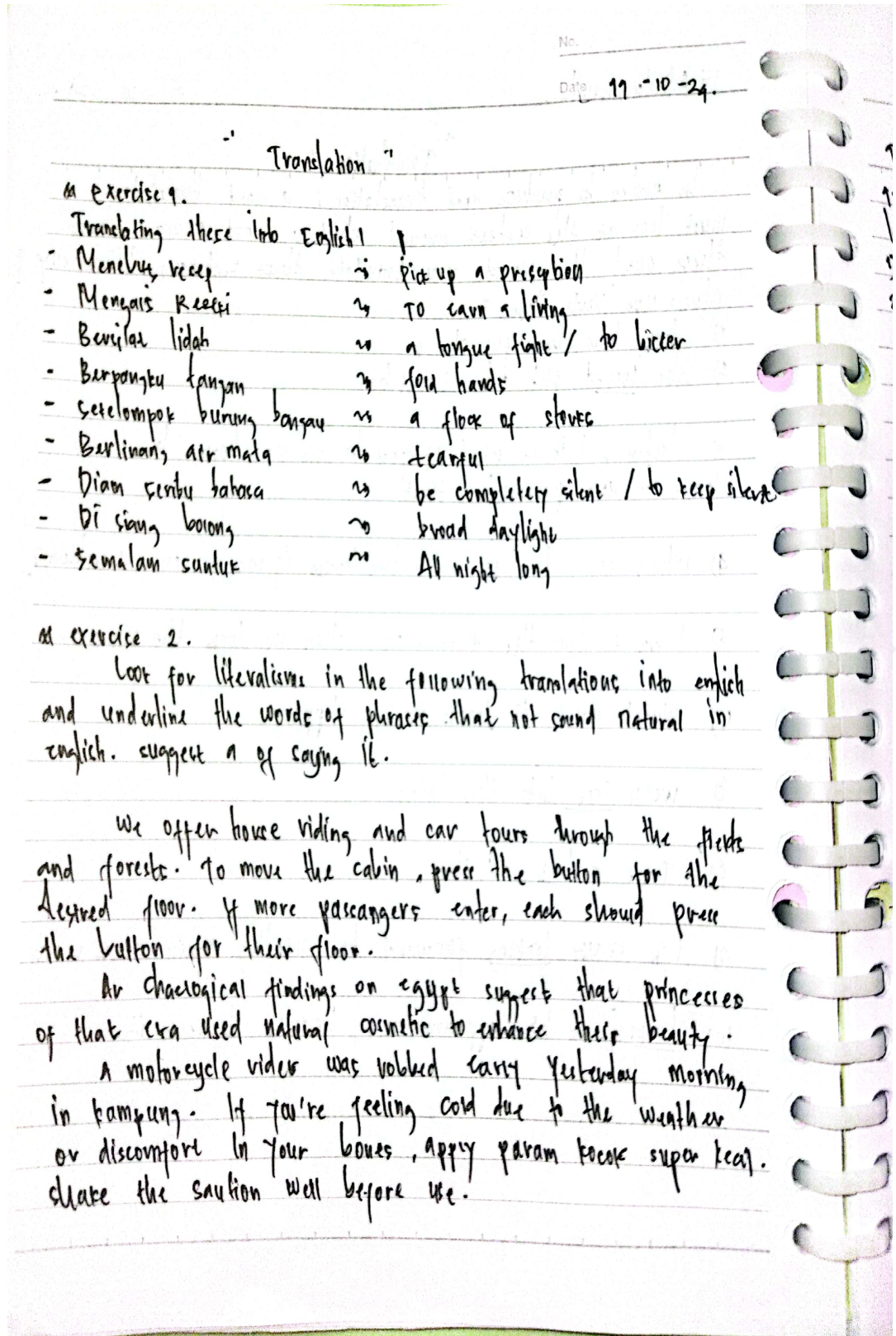
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Riau



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Task 11

Translate Idiom. can you find the corresponding Idioms in Bahasa Indonesia?

- 1) Early bird catches the worm ~ siapa cepat dia dapat
- 2) Easy come easy go ~ mudah datang mudah pergi
- 3) face the music ~ menghadapi konsekuensi
- 4) Life water off a tree's back ~ tidak berpengaruh / dianggot
angin lalu
- 5) Having cold feet ~ Merasa gugup / ragu-ragu
- 6) pull someone's leg ~ menguji seseorang
- 7) To state of thin ice ~ Berada di situasi bahaya
- 8) To poke his nose where it doesn't belong ~ mencampuri urusan orang lain
- 9) It costs me an arm and a leg ~ sangat mahal
- 10) fix someone's shoes ~ menggantikan posisi seseorang
- 11) get under someone's skin ~ membuat seseorang jengkel
- 12) hit the ceiling ~ sangat marah
- 13) lay a finger on someone ~ menentuli / melukai seseorang
- 14) Make both ends meet ~ cukup untuk memenuhi kebutuhan
- 15) over my dead body ~ tidak akan pernah terjadi selama
saya masih hidup
- 16) packed in like sardines ~ berdesak-desakan
- 17) run-off-the-mill ~ biasa saja / tidak istimewa
- 18) soaked to the skin ~ basah kuyup
- 19) tip someone off ~ memberi informasi rahasia
- 20) wear and tear ~ keausan karena penggunaan waktu.



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Exercise 1 : Translating these into English!

- Menebus resep ⇒ Pick up prescription
- Mengais rezeki ⇒ To earn a living
- Berikat lidah ⇒ A tongue fight
- Berpangku tangan ⇒ Fold hands
- Sekelompok burung bangau ⇒ A flock of storks
- Bertinang air mata ⇒ Tearful
- Diam seribu bahasa ⇒ To keep silent
- Di siang bolong ⇒ Broad daylight
- Semalam suntuk ⇒ All night long

Exercise 2

We offer horse riding and car tours through fields and forests.

To move the cabin, press the button for the desired floor. If more passengers enter, each should press the button for their floor.

Archaeological findings on Egypt suggest that pharaohs of that era used natural cosmetics to enhance their beauty.

A motorcycle rider was robbed early yesterday morning in kampung.

If you're feeling cold due to the weather or discomfort in your bones, apply param kocak super kecil. Shake the solution well before use.



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Task 1 : Translate these idioms. Can you find the corresponding idioms in Bahasa Indonesia

- 1). Early bird catches the worm ⇒ siapa cepat dia dapat
- 2). Easy come easy go ⇒ mudah datang mudah pergi
- 3). Face the music ⇒ menghadapi konsekuensi
- 4). Like water off a duck's back ⇒ dlanggap angin lalu
- 5). Having cold feet ⇒ ragu-ragu
- 6). Pull someone's leg ⇒ mengerjai seseorang
- 7). To skate on thin ice ⇒ berada di situasi bahaya
- 8). To poke his nose where it doesn't belong ⇒ mencampuri urusan orang lain
- 9). It costs me an arm and a leg ⇒ sangat mahal
- 10). Fill someone's shoes ⇒ menggantikan posisi seseorang
- 11). Get under someone's skin ⇒ membuat seseorang lengket
- 12). Hit the ceiling ⇒ sangat marah
- 13). Lay a finger on someone ⇒ melukai / menyentuh seseorang
- 14). Make both ends meet ⇒ cukup untuk memenuhi kebutuhan
- 15). Over my dead body ⇒ tidak akan pernah terjadi sebelum saya mati
- 16). Packed in like sardines ⇒ berdesak-desakan
- 17). Run -off - the -mill ⇒ biasa saja
- 18). Soaked to the skin ⇒ basah kuyup
- 19). Tip someone off ⇒ memberi informasi rahasia
- 20). Wear and tear ⇒ keausan / kerusakan karena penggunaan waktu

CURRICULUM VITAE



Masyitha Anastasya is the third child and the daughter of Mr. Nasrun and Mrs. Hasna Hayati. She was born in Bangkinang on May 17th, 2000. In 2012, She graduated from SDN 001 Bangkinang Kota. She then continued her study at SMPN 1 Bangkinang Kota and graduated 2015. After that, she studied at SMAN 1 Bangkinang Kota and graduated in 2018. In 2018, she was accepted as a student at the Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2021, she was doing *KKN (Kuliah Kerja Nyata)* program in Sidomulyo Barat. Then, on October 2021, she conducted her Pre-Service Teacher Practice (*PPL*) program at Pondok Pesantren Darul Qur'an. To fulfill requirements for undergraduate Degree in English Education, she conducted the research by the thesis entitled **“AN ANALYSIS OF GRAMMATICAL ERRORS IN THE TRANSLATION OF BAHASA PHRASES INTO ENGLISH AT ENGLISH EDUCATION DEPARTMENTS STUDENTS”**.

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