

***AN ERROR ANALYSIS OF STUDENTS' TRANSLATING
VERBAL CONJUGATION AT SMAN 1 PARUNG***

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Abstrak

Verbal Konjugasi adalah bentuk perubahan kata kerja, seperti (V1, V-ing, V2 atau V3). Tujuan dari penelitian ini adalah untuk mengidentifikasi kesulitan kesulitan yang biasa dihadapi oleh siswa di dalam menerjemahkan, terutama di dalam menerjemahkan konjugasi verbal dan penyebab kesalahan di dalam menerjemahkan nya. Penelitian ini menggunakan metode analisis deskriptif yang mencoba untuk menganalisa kesalahan dan untuk mengetahui penyebab mengapa kesalahan-kesalahan tersebut terjadi.

Temuan dari penelitian ini menyatakan bahwa (1) Siswa Kelas 11 SMA Negeri 1 Parung Bogor masih melakukan kesalahan dalam menerjemahkan konjugasi verbal. (2) Alasan mengapa siswa melakukan kesalahan, penulis menyimpulkan bahwa ada dua penyebab kesalahan pada terjemahan siswa, terutama pada pola kalimat. Ada 269 kasus kesalahan yang disebabkan oleh gangguan *Mother-Tongue* (Bahasa Ibu). Dalam hal ini, Bahasa Indonesia adalah bahasa pertama bagi para siswa dan Bahasa Indonesia memiliki struktur yang berbeda dari Bahasa Inggris, oleh sebab itu *Mother Tongue* (Bahasa Ibu) telah mempengaruhi proses belajar siswa di dalam mempelajari Bahasa Inggris. Kemudian ada 89 kasus kesalahan yang disebabkan oleh generalisasi yang berlebihan.

Penulis menganggap bahwa generalisasi yang berlebihan tidak bisa di anggap enteng. Belajar Bahasa Inggris beberapa tahun di negara non-Inggris seperti Indonesia merupakan alasan yang jelas mengapa masalah generalisasi yang berlebihan terjadi di sini.

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A. INTRODUCTION

To master English properly, the students must know all aspects about English. They must not only know in general but also in specific way such as subject and verb. According to Oxford Advanced Learner's Dictionary "verb is a word or group of words that expresses an action (such as eat), an event (such as happen) or a state (such as exist)." Meanwhile according to Marcella Frank "verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences-statements, questions, commands, exclamations."

In translating Indonesian into English, the students must know about verbal conjugation and tenses, because Verbs have many forms such as (V-1, V-ing, V2 and V3). Translation by dictionary is the process of changing something that is written or spoken into another language. The dictionary illustrates that the translation deals with two statements, forms or languages.

Translators are not only denoting meaning but also understanding the styles. According to Pinchuck Isadore "Translation is a process of finding a TL (Target Language) equivalent for a SL (Source Language) utterance." To acquire the skill in translation one must know about at least two languages used in the process of transferring the message from a *Source Language* (SL) into a *Target Language* (TL). The source language is a language used in an original work or text, while the target language is a second language.

If the writer makes a comparative study between English and Indonesian, and he will find the problems of verbal conjugation and tenses that are often made by English students.

1. Budi pergi ke sekolah setiap hari
2. Budi pergi ke sekolah sekarang
3. Budi pergi ke sekolah besok
4. Budi pergi ke sekolah kemarin
5. Budi pergi ke sekolah sejak tadi pagi

The sentences above are translated:

- * Budi going to school every day
- * Budi going to school now
- * Budi going to school tomorrow
- * Budi going to school yesterday
- * Budi going to school since this morning

All of the sentences above are wrong because the students only use the word going in translating the word pergi. They cannot use the word going only in translating the word pergi but they have to change the verb form going into the other verbs such as (V-1, V-ing, V2 and V3) according to the situation when the events happen. "The form of the verbs change according to the tenses, the word "walk" can be walked, walks, walk, will walk, have walked, had Walked and walking." The verb going should be changed according to the situation when the events happen.

Basically, V-1 is used for present, to infinitive, imperative and modals. V-ing is used for present continuous, gerund and present participle. V-2 is used for past tense only and V-3 is used for perfect, passive and past participle.

So the right sentences are:

1. Budi goes to school every day
2. Budi is going to school now
3. Budi will go to school tomorrow
4. Budi went to school yesterday
5. Budi has gone to school since this morning

The writer assumes that the errors that the students make are as the result of the influence of their thinking as Indonesian people, they translate the sentences word by word from Indonesian into English, so that their statements are wrong.

After finding some problems that mentioned above, the writer assumes that the students are not aware of how to use verbal conjugation correctly. The writer sees that there are so many mistakes that the students have made in translating verbal conjugation. The students do not really understand the use of verbal conjugation properly and still confuses in translating verbal conjugation from Indonesian into English. So that the writer would like to write about verbal conjugation in translating.

B. THE RESEARCH METHODOLOGY

The Objective of Research

To identify the difficulties that the students commonly make in translation, especially in translating verbal conjugation and to identify the causes of students' errors.

The Method of Research

The method used in this research is descriptive analysis method which tries to analyze the errors and also find out the causes why those errors occurred.

The Unit of Analysis

The unit analysis used in this research is 27 translation sentences of verbal conjugation from Indonesian into English that were translated by the second grade students of SMA NEGERI 1 PARUNG which are chosen.

The Instrument of Research

The study uses the test as an instrument to get the corpus or linguistic data from the translation sentences of verbal conjugation from Indonesian into English that were translated by the second grade students of SMA NEGERI 1 PARUNG.

Data Analysis

The data collected are analyzed by using descriptive analysis technique. Firstly, the writer analyzes them, finds out and classifies the errors based on the kinds of problems, corrects, and lists them in the form of tables. Then, from those result, the writer concludes what the causes of those errors are.

C. THEORETICAL FRAMEWORK

1. The Definition of Error

According to Els “errors are the deviations from the second language norm produced by second language learners.” Even there is more general understanding of error defined in the Oxford Advanced Learner’s Dictionary which states that “error is in doing something a mistake, especially one that causes problems or affects the result of something.” While the writer tends to refer to the statement concerning with error written by H. Douglas Brown on Principles of Language Learning and Teaching. It is said that “an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.” Comparing the result of both definitions, the writer concludes that error suggests the existence of a standard or guide and a deviation from the right course or doing something a mistake.

2. The Causes of Error

Talking about the causes of error, Hubbard on *A Training Course for TEFL* uses different names for the same categories of causes of errors. They are ‘mother-tongue interference’, ‘overgeneralization’ and ‘errors encouraged by teaching material or method.’ These three categories are the important points that the writer will refer to as the basis knowledge of his analysis. The following are the brief but concise elaboration of the three categories of causes of errors mentioned previously: **(1) Mother-Tongue Interference.** “Interference is the influence that knowledge of one language has on the way one speaks another: e.g. in the speech of bilinguals, or as a cause of errors by someone learning a new language.” Still related to it, the writer thinks that Wilkins on Linguistics in Language Teaching has made some related observation to this problem. He said “when learning a foreign language an individual already knows his mother tongue, and it is which he attempts to transfer. The transfer may prove to be justified because the structures of the two languages are similar – in that case we get ‘positive transfer’ or ‘facilitation’ – or it may prove unjustified because the structures of the two languages are different – in that case we get ‘negative transfer’ – or ‘interference’.”

The writer concludes that the errors made by Indonesian who learn English as a foreign language are normal problem, since they have to struggle to control their mother tongue interference. Therefore, good method of teaching materials and some other factors that can improve their English in various aspects are seriously needed here. **(2) Overgeneralizations.** It is a

process that occurs as the second language learner acts within the target language. Brown also supports this case by stating that “Overgeneralization is the incorrect application – negative transfer – of previously learned second language material to a present second language context.” Richard on A Non-contrastive Approach to Error Analysis also explains that overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

The writer considers that overgeneralization as a natural problem usually happens in anyone learning a foreign language, it cannot be abandoned just like that only in a short time. Learning English (or perhaps structure specifically) several years in a non-English spoken country like Indonesia is an obvious reason why overgeneralization problem happens here. **(3) Errors Encouraged by Teaching Material or Method.** According to Hubbard “error is evidence of failure, of ineffective teaching or lack of control.” There are some examples why do the students often make errors according to *H. Douglas Brown on Principles of Language Learning and Teaching*, he said that “Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was routinely memorized in a drill but improperly contextualized.” The writer totally approves those statements, since the teachers are the people whom the students learn from. They really have a great role to improve students’ English. In addition to the teaching materials or methods applied as an external aspect of the teachers, their internal aspect or the personal ability and competence are quite influencing or determining.

3. The Definition of Error Analysis

Error analysis based on *Merriam-Webster's Collegiate Dictionary* is “the analysis, for practical but also potentially for scientific ends, of errors made by students learning another language.” While according to *H. Douglas Brown on Principles of Language Learning and Teaching*, error analysis is “a surge of study of learners’ errors.” Those two commentaries or definitions concerning with error analysis are basically leading the same understanding that is to criticize the errors made by students learning a foreign language and this is what the writer is conducting in his research paper.

4. The Objective of Error Analysis

Error Analysis is useful in second language learning because this will reveal to teachers, syllabus designers and textbook writers. They could design remedial exercises and focus more attention on the trouble spots. In this case the writer just would like to add that Error Analysis as a tool is also useful for a researcher to find out information needed, since the study of error provides the researchers with a picture of the linguistic development of a learner and may give the researches indications about the learning process. The writer also approves that errors can help us identify the cognitive strategies that the learner is using to process information through analyzing learner errors.

5. The Understanding of Translation

According to definition dictionary, translation is the process of changing something that is written or spoken into another language, a text or work that has been changed from one language into another, or the process of changing something into a different form. While the meaning of language form is words, phrase, sentences, paragraph and etc. Oral or written form is called language structure. It can be seen very often in printed form or expression. In translation, the form of the source language changed into the form of the target language. The translation is transferring the meaning from the source language into the target language through structural semantic. It means, the transferring must be defended while the form can be changed. The meaning of translation is as follow: (1) Studying the lexicon, grammatical structure the situation of communication, cultural contact from the first language text. (2) Studying the text from the first language in order to find out the meaning. (3) Re-expressing the same meaning by using lexicon and grammatical structure conform to the second language and the cultural context.

The conclusion of the translation is transferring the meaning from the source language into the target language and representing the source language into the target language as close as possible according to the prevailing role in the target language. The fittingness to the second language must be done, in order the reader of translation result unrealized that she or he is reading the translation, so the translation text read by the reader as if the original.

The meaning of translation is transferring meaning from the source language into the target language that must be absorbed by the translator, in order the meaning transferred still the same, cannot be reduced or added. Finlay says that any translation worthy of the name must reproduce the sense of the original, omitting nothing and adding nothing.

Translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in term of meaning and secondly in term of style, translators not only denoting meaning but also the translator understand the styles. The writer concludes that the translation result must have the same message in the target language and there are three important elements in translation which are called replacement or reproducing, equivalence and text or written message. Some other emphasize are style, natural and exercise.

6. The Definition of Verbal Conjugation

According to Oxford Advanced Learner's Dictionary "verbal is relating to verbs". While "verb is a word or group of words that expresses an action (such as eat), an event (such as happen) or a state (such as exist)." Another explanation also stated by Marcella Frank "the verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences-statements, questions, commands, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.

But the verb also has several other grammatical properties that are shared with no other part of speech. These properties are: tense, voice, mood and aspect. (1) Tense is special verb endings or accompanying auxiliary verbs signal the time an event takes place. (2) Voice is Special verb forms that are arranged in certain positions with nouns to indicate whether the grammatical subject of a sentence is performing an action (**The policeman arrested the burglar**-active voice) or is itself being acted upon (**The burglar was arrested by the policeman**-passive voice). (3) Mood is Special verb forms that mark (a) commands and requests; (b) statements expressing wishes, unreal conditions, or matters of urgency or importance. (4) Aspect is certain verb forms, often with accompanying adverbial expressions, may indicate whether an event is to be regarded as a single point on a time continuum, a repetition of points, or a single duration that the English verb most readily expresses through the progressive forms of the tenses.”

Conjugation based on Oxford Advanced Learner's Dictionary is “the way in which a verb conjugates or a group of verbs that conjugate in the same way”. While conjugate is “to give the different forms of verb, as they vary according to NUMBER, PERSON, TENSE, etc. Or to have different forms, showing NUMBER, PERSON, and TENSE. According to the definition above, the conclusion of verbal conjugation is the changing forms of verb, such as (V1, V-ing, V2 or V3).

7. Types of Verbs

The types of verbs described here differ according to the kind of complement they may have. Because these types may cut across each other, a verb may belong to more than one type. **(1) Predicating or linking verbs.** A predicating is “a part of a sentence containing a verb that makes a statement about the subject of the verb, such as **went home** in **john went home.**” Marcella Frank also stated that “a predicating verb is the chief word in the predicate that says something about the subject. The predicating word (or predicator) has traditionally been called a verb of ”action” (**babies cry; She wrote a letter**), but has actually been interpreted to include most non-action verbs that are not linking verbs (for example, **I remember him; She needs more money**). The term *event* is probably a more exact way to refer to what is denoted by a predicating verb.

According to Oxford Advanced Learner's Dictionary “a linking verb is a verb such as *be* or *become* that connects a subject with the adjective or noun (called the COMPLEMENT) that describes it: in ‘she became angry’, the verb ‘became’ is a linking verb.” A linking verb is a verb of incomplete predication; it merely announces that the real predicate follows. The important word in the complement is usually an *adjective* (**the girl is pretty**) or a noun (**She is a pretty girl**). The -ly adverbs of manner (**quickly, angrily**) are not used with linking verbs. The more common linking verbs are **appear, be, become, get** (in the sense of **become**), **look, remain, seem.** **(2) Transitive or Intransitive verbs.** A transitive is “verbs used with a DIRECT OBJECT: in ‘she wrote a letter’, the verb ‘wrote’ is transitive and the word ‘letter’ is the direct object.” A transitive verb by Marcella Frank “takes a direct object (**He is reading a book**).”

An intransitive is “verbs used without a DIRECT OBJECT: The verb ‘die’ as in ‘He died suddenly’, is intransitive.” While according to Marcella Frank on Modern English a practical reference guide “An intransitive verb does not require an object (**He is walking in the park**). Only transitive verbs may be used in the passive voice (**The book was returned by him quickly**). All linking verbs are intransitive”. **(3) Reflexive Verbs.** A reflexive word or form of a word shows that the action of the verb affects the person who performs the action: in ‘He cut himself’, ‘cut’ is a reflexive verb and ‘himself’ is a reflexive pronoun. While a reflexive verb requires one of the compounds with **–self** (reflexive pronoun) as its object---**express oneself, pride oneself, avail oneself**. Some verbs may be used with or without the reflexive pronoun object---**He washed (himself) and dressed (himself) quickly**. Reflexive verbs often have a non-reflexive use also, and can take objects that do not refer back to the subject ---**She washed the child and then dressed him quickly**. **(4) Auxiliary or Lexical Verbs.** Two or more words may be joined together into a single verb phrase that functions as the full verb of the predicate. The first part of the verb phrase is the auxiliary (or auxiliaries). While auxiliary is ‘giving help or support to the main group of workers.’”

The second part is the lexical verb (**will be, arriving**). The lexical verb is often called the main verb, it carries the chief burden of semantic content. The auxiliary verb acts as a “helping” verb to the lexical verb by adding either (1) a structural element that marks differences in tense, voice, mood and aspect, or that signals questions and negatives; or (2) a semantic coloring such as ability, possibility or necessity (modal auxiliary). **(5) Finite or Non-Finite Verbs.** A finite verb form or clause shows a particular tense, person or number. The form for these verbs is determined by the function which the verb has in a sentence. A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate. It is limited by all the grammatical properties a verb may have-person, number, tense, voice, etc.

Non-finite verb form or clause does not show a particular tense, person or number. Non-finite (or infinite) verbs are incomplete verb forms that function as other parts of speech than verbs. They consist of the infinitive forms (to + the simple form of the verb) and the participial **–ing** or **–ed** forms. Thus, in **the boy talking to the teacher is my brother, talking** is a participle used as an adjective to modify **boy**. In **He likes talking to the teacher, talking** is a noun (a gerund) used as the object of **likes**, the non-finite forms, which are also called verbal, are not limited by person or number, but they have voice and some tense.

8. Function of Verbs

The verb functions as the grammatical center for the predication about the subject. As we have seen, it may be a grammatical center expressing mere linkage, or it may be the strongest predicating word in the central core of the sentence. The verb is so basic that other functions (subject, object, complement) are determined in relation to it.

9. Position of Verbs

The verb is used after a subject, or before an object or complement. The verb appears before the subject in most questions, and in sentences or clauses that begin with certain types of negative adverbs.

10. Grammatical Form of Verb

The grammatical form of verbs is usually discussed in connection with tense. The description of verb forms differs according to the way the term tense is interpreted. The most common interpretation of tense is a semantic one; each tense roughly indicates a kind of time. On the basis of this interpretation by meaning, some grammarians present a three-tense system—present, past and future. Most grammarians, however, give a six-tense system, which includes these three plus three perfect tenses—the present perfect, past perfect and future perfect—each of which expresses time in relation to a particular point in the present, past or future respectively. The different tenses are signaled by verb endings or by auxiliary verbs.

D. RESEARCH FINDINGS

1. Data Description

There are twenty six students as the sample of this research, they have translated the Indonesian sentences provided as the Source Language (SL) into English as the Target Language (TL). The columns show the number of sentence (symbolized by S) and the rows show the number of errors (problem 1 – problem 11 on patterns). The table can be seen on the next page.

Table 1
The list of total errors on pattern

Sentences Errors	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1. Simple present	22	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. After modals	-	-	17	17	7	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. To infinitive	-	-	-	-	-	-	2	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. Imperative	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Continuous	-	-	-	-	-	-	-	-	-	-	-	13	11	11	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Gerund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	4	10	-	-	-	-	-	-	-	-	-	-
7. Present participle	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	14	-	-	-	-	-	-	-	
8. Past tense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	13	-	-	-	-	-	
9. Perfect	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	24	24	-	-	-	
10. Passive	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	13	-	-	
11. Past participle	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9	
Total	22	6	17	17	7	6	2	4	-	-	4	13	11	11	8	4	10	23	14	11	13	24	24	14	13	9	9

2. Data Analysis

Based on the data in appendices, the writer finds out the problems caused by verbal conjugation and tense. The students are not aware of how to use verbal conjugation correctly. The writer sees that there are so many mistakes that the students have made in translating verbal conjugation. Here is the brief explanation of the causes of errors (with their examples) that the students made in translating verbal conjugation.

Present tense

From twenty six students, the writer finds out that there are twenty two students who translated sentence 1 incorrectly and six students translated sentence 2 incorrectly. Here are the examples:

- a.1. Budi always go to school.
- a.2. Budi always going to school.
- a.3. I am eat rice every day.
- a.4. I ate rice every day.
- a.5. I am eating rice every day.

The sentences above are the examples of errors on present tense and all errors made by the students on this problem are caused by *Mother-Tongue interference* because Indonesian does not have different forms of verbs. That's why, the students often used any forms of verbs after the subject.

After modals

From twenty six students, the writer finds out that there are seventeen students who translated sentence 3 incorrectly, seventeen students translated sentence 4 incorrectly, seven students translated sentence 5 incorrectly and six students translated sentence 6 incorrectly. Here are the examples:

- b.1. Rico must wearing a uniform.
- b.2. My mother can driving a car.

The sentences above are the examples of errors on verb after modals and all errors made by the students on this problem are caused by *overgeneralization* because the students think that every verbs after modals are V-ing. In fact, all verbs that come after modals must be followed by V1 (simple form).

To infinitive

From twenty six students, the writer finds out that there are two students who translated sentence 7 incorrectly and four students translated sentence 8 incorrectly. Here are the examples:

- c.1. We work to getting money.
- c.2. Rika buys a book to reading.

The sentences above are the examples of errors on to infinitive and all errors made by the students on this problem are caused by *overgeneralization* because the students think that every verbs after TO is Ving. In fact, all verbs that come after TO must be followed by V1 (simple form).

Imperative

From twenty six students, the writer finds out that all students translated sentence 9 and sentence 10 correctly, but there are four students who translated sentence 11 incorrectly. Here is the example:

d.1. Don't be sleep!

The sentence above is the example of error on imperative and the error made by the students on this problem is caused by *overgeneralization* because the students used to be and V1 (simple form) after the auxiliary don't. In fact, a sentence must have one main verb.

Continuous

From twenty six students, the writer finds out that there are thirteen students who translated sentence 12 incorrectly, eleven students translated sentence 13 incorrectly and eleven students translated sentence 14 incorrectly. Here are the examples:

e.1. Dini speaking English.

e.2. I doing my homework.

e.3. We reading magazines.

The sentences above are the examples of errors on continuous and all errors made by the students on this problem are caused by *Mother-Tongue interference* because Indonesian does not have to be. So that, the students often omit to be (as an auxiliary) after the subject.

Gerund

From twenty six students, the writer finds out that there are eight students who translated sentence 15 incorrectly, four students translated sentence 16 incorrectly and ten students translated sentence 17 incorrectly. Here are the examples:

f.1. Read is my hobby.

f.2. Smoke is bad for your health.

f.3. I don't like smoke.

The sentences above are the examples of errors on gerund and all errors made by the students on this problem are caused by *Mother-Tongue interference* because Indonesian does not have –ing form. In fact, all verbs that come as the subject or after verb must be followed by –ing form.

Present participle

From twenty six students, the writer finds out that there are twenty three students who translated sentence 18 incorrectly and fourteen students translated sentence 19 incorrectly. Here are the examples:

g.1. Indra open the envelope with tremble hand.

g.2. In the distance, we saw a run horse.

The sentences above are the examples of errors on present participle and all errors made by the students on this problem are caused by *Mother-Tongue interference* because Indonesian does not have -ing form. In fact, all verbs that come as an adjective must use -ing form.

Past tense

From twenty six students, the writer finds out that there are eleven students who translated sentence 20 incorrectly and thirteen students translated sentence 21 incorrectly. Here are the examples:

- h.1. Rahma watch TV last night.
- h.2. Rahma watching TV last night.
- h.3. Frisda cutting her hair last week.

The sentences above are the examples of errors on present participle and all errors made by the students on this problem are caused by *Mother-Tongue interference* because Indonesian does not have V2 (past form). That why, the students often used any forms of verbs after the subject.

Perfect

From twenty six students, the writer finds out that there are twenty four students who translated sentence 22 incorrectly and twenty four students translated sentence 23 incorrectly. Here are the examples:

- i.1. Frisma write a novel since last week.
- i.2. Frisma wrote a novel since last week.
- i.3. Frisma writing a novel since last week.
- i.4. I live in Depok since last year.
- i.5. I lived in Depok since last year.

The sentences above are the examples of errors on perfect and all errors made by the students on this problem are caused by *Mother-Tongue interference* because Indonesian does not have V3 (past participle). That's why, the students often used any forms of verbs after the subject.

Passive

From twenty six students, the writer finds out that there are fourteen students who translated sentence 24 incorrectly and thirteen students translated sentence 25 incorrectly. Here are the examples:

- j.1. A letter written by Ahmad the day before.
- j.2. Two mice killed by the cat the night before.

The sentences above are the examples of errors on passive and all errors made by the students on this problem are caused by *Mother-Tongue interference* because Indonesian does not have to be. That's why, the students often omit to be (as an auxiliary) to form passive sentence.

Past participle

From twenty six students, the writer finds out that there are nine students who translated sentence 26 incorrectly and nine students translated sentence 27 incorrectly. Here is the example:

k.1. I need boil water.

The sentence above is the example of error on past participle and the error made by the students on this problem is caused by *Mother-Tongue interference* because Indonesian does not have V3 (past participle). That's why, the students often use V1 (simple form) to form past participle.

E. CONCLUSION

After analyzing the errors made by students in translating verbal conjugation, the writer finds out that those errors occur on almost all of the patterns. This research also aims to find out the causes of those errors, the writer deduces that there are three causes of errors on students' translating especially on patterns, they are: (1) Mother-Tongue interference. There are 269 cases of errors caused by Mother-Tongue interference, the writer thinks that this is a normal problem. In this case, Indonesian language as students' first language has different structure from English and it has affected students' second language (English) learning process. (2) Overgeneralization. There are 89 cases of errors caused by overgeneralization. As stated in chapter II, the writer considers that overgeneralization cannot be abandoned just like that only in short time. Learning English several years in non-English spoken country like Indonesia is an obvious reason why overgeneralization problems happen here then. (3) Teaching material or method. As stated previously that teaching material or method used by teachers (English teachers) can become the cause of errors. The writer believes that those errors can be eliminated if learners know about verbal conjugation.

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