# GRAMMATICAL ERRORS OF INDONESIAN - ENGLISH TEXT TRANSLATION IN THE SECOND SEMESTER STUDENT OF ARABIC STUDY PROGRAM AT FTIK IAIN PONTIANAK

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**A B S T R A C T**

This article aims to investigate some grammatical errors made by Arabic students in translating Indonesian text to English text. In translating, the students must be aware of the grammar rules to avoid some mistakes. The mistakes or errors in grammar can influence the idea of message delivery. Grammatical errors should be corrected directly to avoid misunderstanding. The research problem formulated by the researcher is (a) what types of grammatical errors made by the second semester students of Arabic study program of Teacher Training and Education Faculty of Pontianak State Islamic Studies?; and (b) What are the highest and lowest percentage of grammatical error in translated texts made by the students?. This study aims to uncover and identify the grammatical errors found in translation made by the students and describe the percentage of each type of grammatical errors in translated texts made by the students. This study uses qualitative descriptive method. The subject of this study is 31 Arabic study program students of Teacher Training and Education Faculty of Pontianak State Islamic Studies. This study takes in the second semester of Arabic study program year 2018-2019 in English For Specific Purpose (ESP) subject. In this subject, the students learned how to translate Indonesian-English and English-Indonesian texts. Data collection used in this research are  documentation in the form of written test and observation during the test. The result showed the types of errors made the students are errors in the use of verb, noun phrase, pronoun, adjective phrase and preposition. From the finding, it can be seen that the highest error is in the use of verb form (32,23%), then it followed by the use of noun phrase (24,16%), the use of pronoun (16,13%), the use of adjective phrase (14,52%), and the use of preposition (12,90%) as the lowest error.

Keywords: Grammatical Errors, Indonesian-English Text Translation

## INTRODUCTION

Besides the four English skill; listening, reading, writing and speaking English, grammar is one of English skills must be acquired by students. Besides grammar, there are two other skills also must be acquired by student, they are vocabulary and pronunciation.

Brown (1987:120) [1] as the system of rules governing the conventional arrangement and relationship of words in a sentence is very important since it also takes role in the idea delivery. Grammar mastery in delivering the

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[1] Brown, H. Douglas. 1987. *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall Regents, pp. 120

message correctly is very important because the error grammatical can influence the idea of message delivery. The reader can receive the message through the correct grammar written by the writer. Mistakes in grammar can lead to misunderstanding especially in written communication. It shows that recognizing grammatical errors are important for the students because it can influence the idea of delivery message and the students will know their weaknessess in grammar then they can improve it directly. Grammatical errors should be corrected directly to avoid misunderstanding. Sometimes people are not aware in making grammatical errors because they thought they have done it correctly.

Grammar takes an important role in translation because grammatical errors will influence the meaning of the translation. The appropriate grammar in translation should be used to avoid mistakes in translation. Newmark (1916:7) [2] stated that translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. It showed that translating is not translate the sentences word by word but people need to get the idea of the text, often analyze the text, or make some text generalizations before translate the idea into another language with the same idea. In written communication, error in tranlsation are not tolerated as in oral communication because it can affect the idea stated. Oral communication

focuses on the message carried as long as it is understandable.

As Hariyanto and Hariyono (2003: 3) [3] that grammar is a basis of learning language. Learning grammar is considered difficult by many learners especially English grammar. Many people think that learning English grammar is important in order to improve their English skill especially in speaking and writing skill.

Based on the researcher observation, documentation and interview with the students, it is true that some students make some grammatical errors in their writing. There are several reasons why the students often make some grammatical errors. One of the reasons is the differences between grammar rules in English and in Bahasa Indonesia e.g English has concepts of verb tenses and subject verb agreement but not in Bahasa Indonesia; English formation of regular and irregular plural nouns is also different with Bahasa Indonesia; English language has many various pronouns depends on their position in the sentences but Bahasa Indonesia does not have many various and types of pronouns.

Dubin F. and Olshtain E. (1986: 74) [4] reported that today errors are viewed as an integral part of the language-learning process from which we can gain very significant insight. In translation, students grammatical errors are very effective way to show students'

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[2] Newmark, Peter.1916. *Approaches to translation.* London: British Library Cataloguing in Publication Data, pp. 7

[3] Hariyanto, Dani Rudi Haryono. 2003. *Quickly English Course*. Surabaya: Putra Pelajar, pp. 3

[4] Dubin F and Olshtain E. 1986.*Reading on Purpose: Building Cognitive Skills for Intermediate Learners*. London: Cambridge University Press, pp. 74

weaknesses. So that, the teachers are able to know the problems faced by the students, re-teach the problems and plan some remedial works for the students.

Translation is a part of skill that must be mastery of any students program even in Arabic study program. It seems that not all students acquire this skill well. The students know many vocabularies but if they don't have enough understanding in grammar, they will have many difficulties in translating the texts. Good understanding in grammar can lead the students to translate as the idea delivered, but if it is not, so their translation can lead misunderstanding and it is dangeraous when it happens in written communication such as in formal correspondences.

Grammatical errors in English are familiar found in other English departement students. It is because they study grammar maximally two semesters in the first year. With a limited vocabulary and understanding in grammar, researcher conducts this research by giving them an Indonesian-Islamic text to translate into English. The researcher are more interested in analyzing written text because written language is easier to be analyzed than spoken language. It is because written language are more accurate than spoken language. In spoken language, there is a possiblity for the students to speak fluently but inaccurate and it is harder to be analyzed. In written language, the rules of grammar are structured and difficult to re-clarify directly but in spoken the speaker might clarify directly. So, that is why grammar is crucial in transaltion case.

Reseacher takes one class in second semester of Arabic education in Teacher Training and Education Faculty of State Islamic studies of Pontianak. This class contains of twenty four students. The researcher is interested in analyzing their translation because the uniqueness of their characteristic. They acquire Arabic language translation but are they also acquire English translation. They do errors in translating English but it is not all students do errors . The fact is on their level, even they took Arabic department, they must have been studied English language since they were in school. By having good translation in English, they will have better value than other department students because they will be mastering in both languages, Arabic and English in the future. Even so, the students must acquire English language components such as vocabularies and grammar rules. Thus investigating the grammatical errors in Indonesia-English translation of the second semester students of Arabic department student in Teacher Training and Education Faculty of Pontianak State Islamic Studies is necessary. Since they lear the subject since they were in the school until the first semester in the college.

Based on the explanation above, the research problem formulated by the researcher is (a) what types of grammatical errors made by the second semester students of Arabic department student in Teacher Training and Education Faculty of Pontianak State Islamic Studies?; and (b) What are the frequency and the percentage of each types of grammatical error in translated texts made by the students? This study aims to uncover and identify the errors

found in translation made by the students and describe the frequency and the percentage of each type of grammatical errors in translated texts made by the students.

## RESEARCH METHOD

This study uses qualitative method. According to Hatch (2002)[5] qualitative approach proposes natural settings, participant perspectives, focus on meaning, wholeness and complexity. Natural setting means the subject observed naturally without any interferences from researcher while participant perspectives means the data based on the participants point of view. Focus on meaning means the instruments used are guided instrument so the data will be based on the fact. Wholeness can be said that the data taken are generally interpreted the data needed by the researcher while complexity.

The subject of this study is Arabic study program contains of 31 students of Teacher Training and Education Faculty of Pontianak State Islamic Studies. This study takes the second semester of Arabic study program year 2018-2019 in English For Specific Purpose (ESP) subject. The material in ESP is concerning about Islamic Text. In this subject, the students learned how to translate Indonesian-English and English-Indonesian Islamic texts. This subject is taken after they studied grammar in their first semester. This class is chosen because their high grades in their

students recruitment of IAIN Pontianak year 2018-2019 and their class is the highest score from other classes. In the second semester of Arabic study program, there are three classes, A, B, and C. The researcher took A class contains 31 students as mentioned criteria.

The instrument used in this research is documentation in the form of test, observation during the test and interviewing the students. The test is Islamic text translated into Indonesian-English and English-Indonesian. The researcher gave the students islamic text. The students are asked to translate the Islamic text from English to Indonesian. The researcher. Before doing test, researcher prepare an Islamic text that must be translated by the students. The text were given in the last meeting of ESP subject. The researcher concerned only on the Islamic text as one of items in the final test paper. The students were given a sequence of time to finish all the items of final test the submit it on time. The test is made by the researcher and the students did the test with a definite time supervised by the researcher to minimize the unexpected acts made by students such as, cheating, copying, and others affecting data validity and reliability. Then, researcher analyzed the islamic text translation to get the percentage of the grammatical errors made by the students.

Gass and Selinker (2001:67)[6] is a type of linguistic analysis that focuses

[5] Amos, J, *Hatch* (*2002*). *Doing Qualitative Research in Education Settings*. USA: State University Of New York Press

[6] Gass, Susan and Salinker. (2001). *Second Language Acquitition: Introductory Course*. London: Lawrence Erlbaum Associates, Publisher, pp. 67

on the errors learners make. Students tend to make grammatical errors in their writing because of lack of understanding in grammar used in the sentence. Corder (Corder (1967:160-170)[7] state that error analysis can deal effectively only with learner production; speaking or writing, not with learner reception; reading and listening. Grammatical error analysis was the methodology used in analyzing the data. It is used since it fits to the data characteristics and the nature of this study.

Corder as quoted by Ellis (1994: 48)[8] stated that the steps in the error analyze can be occurred in a few steps. They are collecting learning language samples, identification of errors, classification of errors, explanation of errors and evaluation of errors. Based on the steps in analyzing the errors, the data will be analyzed as follows:

1. Error identification; in this step, the researcher gained the data and searched for the grammatical errors made by the students objectively by underlying the errors.
2. Error classification; in this steps, the researcher classified the errors such as errors in using verb form, noun phrase, adjective phrase, preposition and pronoun.
3. Error calculation; in this step, the researcher calculated the errors made by the second semester students of Arabic study program.

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[7] Corder, S.Pit. 1974. *The Significance of Learner's Errors. In Jack Richards (ed.),Error Analysis; Perspectives on Second Language Acquisition.*London:Longman, pp. 160-170
[8] Ellis, R. 1994. *Language Two*. Oxford: Oxford University Press, pp. 48

In calculating the frequency of each error, the researcher using this formula:

$$P = \frac{N1}{\Sigma N} \times 100\%$$

In which, P: percentage of each error
N1             : total of the given error
ΣN             : total of the whole errors

By using this formula, researcher calculated the frequency of error and identified the highest and the lowest error made by the students in the form of table.

4. Tabulating  the result; in this steps, the researcher analyzed and arranged the result. The result of the analysis of the grammatical errors in Indonesian-English Islamic text translation in the second semester student of Arabic study program at FTIK IAIN Pontianak in the form of descriptive text.

**FINDING AND DISCUSSION**
a. Finding

The findings in this study are classified into grammatical components found by the researcher in translating the Islamic text from Indonesian to English language. After collecting and analyzing the data, the researcher found the most and the least grammatical errors made by the students when they were translating their Islamic text. Knowing that the researcher was prepared the Islamic text, so the text was homogenous. It made the error analyze was easier and objective. There were some

errors found in their translation such as using verb form, noun phrase, adjective phrase, preposition and pronoun.

The researcher calculated the errors made by the second semester students of Arabic study program. In calculating the frequency of each error, the researcher using this formula:

$$P = \frac{N1}{\Sigma N}x\ 100\%$$

In which, P: percentage of each error
N1: total of the given error
ΣN: total of the whole errors

By using this formula, the researcher presents the percentage of error frequency in the following table.

Table 1. The percentage of error

| No | Type of Error | Total of Error | Per-centage |
|---|---|---|---|
| 1 | The Use of Verb Form | 15 | 24,19 % |
| 2 | The Use of Noun Phrase | 20 | 32,23 % |
| 3 | The Use of Adjective Phrase | 9 | 14,52 % |
| 4 | The Use of Preposition | 8 | 12,90 % |
| 5 | The Use of Pronoun | 10 | 16,13 % |
| | | 62 | 100 % |

After analyzing the types of errors, the researcher presents the level of frequency to know the highest error and the lowest error made by the students. Based on the table 1, it can be seen that the highest error in the use of verb form (32,23%), then it followed by the use of noun phrase (24,16%), the use of pronoun (16,13%), the use of adjective phrase (14,52%), and thus the use of preposition (12,90%) is the lowest error.

Based on the research findings, the second semester students of Arabic study program were known that they had lack of understanding in arranging noun phrase. Based on the observation during the test, the students were doing the test well, no cheating and no discussing with their friends because the researcher observed directly as the test supervisor in their class. So, the researcher guaranteed the findings objectively. Based on the interview after the test, the researcher found that those errors influenced the college students in arranging the text. As Dulay (19982: 172)[9] stated that the source of errors might cause the students errors are context learning and communication strategy. So, those errors influenced the student's ability in translating the text to get the meaningful idea of the sentences.

b. Discussion

There are five grammatical errors were found in this study. These grammatical errors were mostly done by other non-English department students, in this case, the second semester students of Arabic study program of FTIK IAIN Pontianak year 2018-2019. The grammatical errors are

[9] Dulay, H, et.al. 1982. *Language Two*. New York: Oxford University Press, pp. 172

the highest error in the use of noun phrase (32,23%), then it followed by the use of verb form (24,16%), the use of pronoun (16,13%), the use of adjective phrase (14,52%), and thus the use of preposition (12,90%) is the lowest error.

1. The use of Verb Form (32,23%)

Verbs are the main idea of sentences and clauses to show a complete thought. A verb can express a thought by itself and be understood such as "Run!", "Don't go!", "Help me!", "Write it!", etc.

Action verbs simply indicate an action or occurrence. The sentence is using verb. Some called it as verbal sentences. While nonaction verbs is using *to be* or without verbs. Some called it nominal sentences or nonverbal sentences.

- She applies many subjects (Action verb)
- She is a kind person (Nonaction verb)

Verbs change in its form depends on its tense whether it is present, past, or future. It depends on the verb occurred. It is changed to be regular or irregular verb.

- I study English
- I am studying English
- I studied English
- I will study English

The common errors made by the students in arranging their sentences are dealing with types of verb and verb tenses. These are common errors made by the students as followed:

- Moslem prays five times a day
  It should be "Moslem pray five times a day

- Shahada is to say *asyhadu an laa ilaaha illallah wa asyhadu anna Muhammadan rosulullah*
  It should be "Shahada is saying *asyhadu an laa ilaaha illallah wa asyhadu anna Muhammadan rosulullah*"
- I go to the mosque yesterday
  It should be "I went to the mosque yesterday"

2. The use of noun phrase (24,16%)

Noun phrases are groups of words contains of the head and modifier. They act as subjects, objects, or prepositional objects in a sentence. The modifier can come before or after the noun such as an article, possessive noun, possessive pronoun, adjective, or participle. Modifiers that come after the noun include prepositional phrases, adjective clauses, participle phrases, and infinitives.

Some examples of noun phrases as followed:

- The beautiful garden is hers (noun phrase as a subject)
- I have a beautiful garden in my house (noun phrase as an object)
- My mother cooks with an electrical rice cooker (noun phrase as a prepositional object)
- The car wash is full (noun phrase with "car" as an adjective for noun)
- Sriwijaya air flight is always on time (noun phrases with "Sriwijaya air" acting as an adjective for the noun "flight"
- He helps many children studying English well (noun phrase as a participle)

- The motivation to study English must be develop by the students (noun phrase as a "to infinitive")
  - She sat in a beautiful chairs in this picture (noun phrase as a prepositional phrase)

Nouns name persons, places, things, or ideas. Some of the different types of nouns include:

- Common nouns refer to ordinary persons, places, things, or ideas, like chair, Pontianak, teacher, etc.
- Proper nouns refer to a specific persons, places, things, or ideas, like Honda, Yamaha etc.
- Concrete nouns can be experienced through human senses (sight, smell, taste, touch, hear) like flower, etc.
- Abstract nouns cannot be experienced through human senses, like happiness, etc.
- Countable nouns can be counted, like table, book, school, etc.
- Uncountable noun and mass nouns cannot be counted, like oil, water, sands, sugar, etc.
- Collective nouns name a group of things or people, like society, community, group etc.

The common errors made by the students in arranging their sentences are dealing with types of noun and noun phrases. These are common errors made by the students as followed:

- Moslems are praying using *unique sajada*.
  It should be "Moslems are praying using *unique sajadas*"
- The students study *subject Arabic language*.
  It should be "The students study *Arabic Language subject*"
- The *happy* in this life is getting Allah's blessing.

It should be "The *happiness* in this life is getting Allah's blessing

3. The use of pronoun (16,13%)

A pronoun is defined as a word or phrase that is used as a substitution for a **noun** or noun phrase. Common pronouns are *I, you, they, we, he, she, it*. A pronoun can act as a subject, direct object, indirect object, object of the **preposition**, and more and takes the place of any person, place, animal or thing.

There are two types of pronouns. They are explained as follows:

- Indefinite pronouns – refers to one or more unspecified objects, beings, or places, such as someone, anybody, nothing, anyone, somebody, whichever, whoever, something, nobody, etc.
  - Is anybody home?
  - Say whatever you want to say
- Personal pronouns – refers to a certain person, thing, or group.
  - My mother and my sister are cooking together. They cook some meals for dinner
  - I will teach you how to write English correctly
- Reflexive pronouns – preceeded by the adverb, adjective, pronoun, or noun to which they refer, and ending in –*self* or –*selves. R*eflexive pronouns includes *Myself, yourself, himself, herself, itself,*

*ourselves, yourselves, themselves.*
- Be yourselves, don't give up!
- He loves himself like nobody

- Demonstrative pronouns – used to point to something. There are only four demonstrative pronouns – *this, that, these, those. This* and *that* are singular, whereas *these* and *those* are plural.
  - I will use this tools to fix the motorcycle.
  - These are wonderful painting hanging on the wall.

- Possessive pronouns – refers to possession or ownership such as *mine, its, hers, his, yours, ours, theirs.*
  - Are these books yours?
  - This car is his

- Relative pronouns – refers to nouns mentioned previously, acting to introduce an adjective (relative) clause such as *who, which, that, whom, whose.*
  - The man who standing over there is my uncle.
  - The woman whose red house is my neighbour.

- Interrogative pronouns – pronouns that introduce a question such as *who, whom, whose, what, which.*
  - Who will come to the party?
  - Which do you prefer?

- Reciprocal pronouns – pronouns that express mutual actions or relationship such as *one another* and *each other*.
  - The people help each other
  - A family must be care one another

- Intensive pr onouns – pronouns ending in – *self* or –*selves*.
  - I will do it myself.
  - We made this pie ourselves.

  The common errors made by the students in arranging their sentences are dealing with types of pronoun. These are common errors made by the students as followed:
  - The bring they books
    It should be "The bring their books"
  - She read Quran by himself
    It should be "She read Quran by herself"
  - We help another friends
    It should be "We help other friends"

4. The use of adjective phrase (14,52%)
   Adjectives are words that describe or modify other words. Adjectives are used to identify or quantify individual people and unique things like *small, blue, beautiful, dilligent*, etc. Some sentences can be contains of multiple adjectives as followed:
   - She lives in a **big**, **beautiful, green house**

- Today is a sunny, bright, hot day

There are many types of adjectives as followed:

1. Articles
   There are only three articles, and all of them are adjectives: *a, an,* and *the. a* and *an* are called indefinite articles, it discusses non-specific things and people while *the* is definite noun to show the specific noun.
   - I'd like *a cup of coffee*
   - I buy *an* umbrella in the shop.
   - Let's go on an adventure. *The Raja Ampat is the most beautiful place to visit*

2. **Possessive Adjectives**
   Possessive adjectives are used to indicate possession or ownership. Possessive adjectives are also functioned as possessive pronouns.. They are My, Your, His, Her, Its, Our, Their.
   - It is your cat
   - Their classes are clean

3. *Demonstrative Adjectives*
   Demonstrative adjectives are used to indicate or demonstrate specific people, animals, or things such as t*hese, those, this* and *that.*
   - *These* books belong on *that*
   - *This* movie is my favorite.

4. *Coordinate Adjectives*
   Coordinate adjectives are separated with <u>commas</u> or the word *and,* and appear one after another to modify the same noun.
   - The advertisement has a *big, bold, and bright* letters.
   - The girl has a *black, long, and straight* hair.

5. *Numbers Adjectives*
   Numbers are adjectives when they're used in sentences. A number is an adjective when the question is "How many?"
   - Fourty students will go to Brunei next week
   - She makes four kinds of delicious foods for dinner.

6. *Interrogative Adjectives*
   There are three interrogative adjectives: *which, what,* and *whose.* Like all other types of adjectives, interrogative adjectives modify nouns. As you probably know, all three of these words are used to ask questions.
   - *What* time should we go?
   - *Whose* socks are those?

7. *Indefinite Adjectives*
   Like the articles *a* and *an,* indefinite adjectives are used to discuss non-specific things. The most common indefinite adjectives are *any, many, no, several,* and *few.*
   - There are *no* bananas in the fruit bowl.

- I usually read the first *few* pages of a book before I buy it.

8. *Attributive Adjectives*

   Attributive adjectives talk about specific traits, qualities, or features – in other words, they are used to discuss attributes. There are different kinds of attributive adjectives:

   - Observation adjectives such as *real, perfect, best, interesting, beautiful* or *cheapest* can indicate value or talk about subjective measures.
   - Size and shape adjectives talk about measurable, objective qualities including specific physical properties such as *small, large, square, round, poor, wealthy, slow*, etc
   - Age adjectives denote specific ages in numbers, as well as general ages *such as old, young, new, five-year-old,* and
   - Color adjectives are exactly what they sound like – they're adjectives that indicate color such as *pink, yellow, blue, etc*
   - Origin adjectives indicate the source of noun, whether it's a person, place, animal or things such

   as *American, Canadian, Mexican, French, etc*
   - Material adjectives denote what something is made of such as *cotton, gold, wool,* and
   - Qualifier adjectives are often regarded as part of a noun. They make nouns more specific such as *log* cabin, *luxury* car, and *pillow* c over.

   The common errors made by the students in arranging their sentences are dealing with adjective phrase. These are common errors made by the students as followed:

   - Moslems must build their religion by *faith strong* to Allah SWT.
     It should be "Moslems must build their character by *strong faith* to Allah SWT".
   - They eat *this* meals by reading Basmalah.
     It should be "They eat *these* meals by reading Basmalah"
   - I buy an Alquran book. *It is* colour is green.
     It should be "I buy an Alquran book. *Its* colour is green"

5. The use of preposition (12,90%)

   A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence.
   For example:

- I prefer to type in the computer than write in a paper
- My brother climb *up* the tree
- Please, put this book *on* the table.
- Turn *on* the television, please.
- He walk *across* the street.
- Put this thing *away*

There are three types of prepositions, including time prepositions, place prepositions, and direction prepositions.

1. Prepositions of Time

Those are used to help indicate when something happened, happens or will happen.They are *before, after, during,* and *until; at, on, in, before* and *after*.

For years, months, seasons, centuries and times of day, use the preposition *in*:

- I first met John in 1987.
- We eat breakfast in the morning.

For days, dates and specific holiday days, use the preposition *on*.

- We go to school on Monday
- My father gives me a present on my birthday.

For times, indicators of exception and festivals, use the preposition *at*:

- I work faster at night.
- Her shift finished at 7pm.

*Before* and *after* should be much easier to understand than the other examples of prepositions of time.

- We will study before 3pm.
- She goes home after school at 4 pm.

Other prepositions of time could include: *During, about, around, until and throughout.*

- The concert will be staged throughout the month of May.
- I learned how to ski during the holidays.
- He usually arrives around 3pm.
- It was about six in the morning when we made it to bed.
- The store is open until midnight.

2. Prepositions of Place

Those indicate a position, such as *around, between,* and *against;*

- The cat is around the table.
- The dogs sleep between two pillows.

The guidelines can be broken down as follows:

On is used when referring to something with a surface:

- The images are on the page.
- The specials are on the menu, which is on the table.

In is used when referring to something that is inside or within confined boundaries. This could be anything, even a country:

- Jim is in France, visiting his aunt in the hospital.
- The girls play in the garden.

At is used when referring to something at a specific point:

- He stood at the bus stop
- We will meet at the airport.

3. Prepositions of Direction
   Those indicate a direction, such as *across, through, into up, down, etc*

- The participants are swimming across the lake.
- The train passes through the tunnel.
- James went into the room.
- Jack climb up the tree.
- Jill came tumbling down after.

The common errors made by the students in arranging their sentences are dealing with preposition. These are common errors made by the students as followed:

- Moslems pray at the mosque.
  It should be "Moslems pray in the mosque".
- She put many books above the cupboard.
  It should be "She put many books on the cupboard"
- They left the books in the house.

It should be "They left the books inside the house"

**CONCLUSION**

In doing the translation, some students have many problems deal with English grammar. It is shown from the research finding in this study. The finding shows that the second semester students of Arabic study program at FTIK IAIN Pontianak year 2018-2019 made various kinds of grammatical errors in their writing. Grammatical errors made by the students are the use of noun phrase, the use of verb form, the use of pronoun, the use of adjective phrase and the use of preposition. The students made 62 total errors. The most errors they made is the use of noun phrase with 32,23%. They could not arrange the correct form of noun phrase structure when it has more than two nouns as the subject or the object of the sentences.

The second most errors was the use of verb form with 24,16%. The students did some errors in regular and irregular verb in the past form and the word formation adding s/es in the present form. They were confuse in the use of tobe in the present continuous form. The next errors made by the students was the use of pronoun with 14,52%. The students were unable to decide which pronoun used as subject or object in the sentences. The least error they made was the use of preposition with 12,90%. The students made this error because of they lack of understanding in using the proper preposition for their sentences. Then, these are the most top five errors made the second semester students of Arabic

study program at FTIK IAIN Pontianak. These are the use of noun phrase, verb form, pronoun, adjective phrase and preposition.

The researcher suggests a technique to improve their writing. It is peer correction. In this peer correction, students are actively involved in correcting their peer's error. It encourages them to think critically and engages them to correct their peer's work intelectually during the error correction process as their further knowledge about their peer's work. Peer correction can be conducted in the form of work in pair, in group and in class correction. In conducting this technique, the lecturer as the researcher ask the students sit with their pairs or groups, the lecturer give them an Indonesian Islamic text that should be translated into English with a definite time. After they are finish, the lecturer asks them to exchange their work with other pairs or groups and correct them. Sometimes, there is a problem in conducting their pairs or groups randomly, so it is advisable that the student with the higher competence of English correct the weaker ones.

In the work in group technique, the lecturer can divide the students into a group contains of four to five members each group. These groups will take turn to be correction group. Their group will correct each group's work and presents their correction in the form of comment in front of the class. In the class correction, the lecturer ask a few students to write in front of the class and the other members of the class as the corrector. So, it will be corrected together. So, the lecturer as the validator whether their corrections are correct or incorrect. These techniques can help the students to improve their grammatical error in their writing by correcting their peer's work and obviously it can increase the students awareness in the grammatical structures when they do writing English to avoid the misunderstanding in their writing.

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