AN UNDERGRADUATE THESIS

AN ANALYSIS OF GRAMMATICAL ERRORS OF USING GOOGLE TRANSLATE FROM INDONESIA TO ENGLISH IN WRITING UNDERGRADUATE THESIS ABSTRACT AMONG THE STUDENTS' ENGLISH DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR 2016/2017

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ABSTRACT
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Google translate is a free statistical machine translation service provided by google inc. to translate a section of text,documents,or webpage into another language. Nowadays, most people like using google translate include the students to make easier in translating into language what they want.

The objectives of the research to know kinds of grammatical errors that output by google translate and is use by the students in translate abstract from Indonesia to English.

A qualitative research design was used to describe the students' translation result from google translate is used by the students. Sample taken from abstracts of the student's English Department. In conducting the research, the writer used purposive sampling.

The research result shows that the students using google translate in translating the abstracts. Kinds of grammatical errors that output namely: Error of Omission, Error of Addition, Misinfromation, Misordering. Result of a finding it can be conclude that translate from Indonesian to English that output by google translate is not accurate because translated word by word. So that, is not suitable with rule, structure in English and disregarded the meaning.Consequently, result of the translate must edited.

Keywords : Google translate and kinds of grammatical errors

ANALISIS KESALAHAN GRAMMAR DARI PENGGUNAAN GOOGLE TRANSLATE DARI INDOESIA KE INGGRIS DALAM MENULIS ABSTRAK SKRIPSI DI ANTARA MAHASISWA PENDIDIKAN BAHASA INGGRIS DI IAIN METRO TAHUN AJARAN 2016/2017

ABSTRAK
OLEH :
INDAH KURNIASIH

Google translate adalah layanan terjemahan mesin statistik gratis yang disediakan oleh google inc. untuk menerjemahkan bagian teks, dokumen, atau halaman web ke dalam bahasa lain. Saat ini banyak orang yang suka menggunakan google translate termasuk mahasiswa untuk memudahkan mereka dalam menerjemahkan ke bahasa yang mereka inginkan.

Tujuan penelitian ini untuk mengetahui jenis-jenis kesalahan yang dikeluarkan oleh google translate dan yang digunakan oleh mahasiswa dalam menerjemahkan abstrak bahasa indonesia ke bahasa inggris.

Penelitian ini menggunakan metode kualitatif untuk menggambarkan hasil terjemahan dari google translate yang di gunakan oleh mahasiswa. Sampel diambil dari abstrak-abstrak bahasa indonesia dari mahasiswa jurusan bahasa Inggris. Dalam penelitian tersebut, peneliti menggunakan purposive sampling.

Hasil penelitian menunjukkan bahwa mahasiswa menggunakan google translate dalam menerjemahkan abstrak. Jenis kesalahan grammar yang di hasilkan meliputi:Omission Error, Addition Error, Misformation Error, and Misordering Error.Dari hasil temuan tersebut disimpulkan bahwa terjemahan dari bahasa Indonesia ke dalam bahasa Inggris yang dihasilkan oleh alat penerjemah google cenderung tidak tepat karena diterjemahkan kata demi kata sehingga tidak sesuai dengan kaidah, tata bahasa Inggris dan mengabaikan makna. Oleh karena itu, hasil terjemahan tersebut masih perlu diedit.

Kata kunci : Google translate dan jenis-jenis kesalahan grammar

MOTTO

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اَلْوَقْتُ كَالسَّيْفِ إِنْ لَمْ تَقْطَعْحَا قَطَعَكَ

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"Time is like a sword, if you do not use it used to cut, he'll cut of you".
(HR.Muslim)

Succes Is The Ability To Go Fromone Failure To Another With No Loss Of Enthusiasm

(Sir Wiston Churchill, great Britain prime minister on World War II)

"Kesuksesan Adalah Kemampuan Untuk Beranjak Dari Suatu Kegagalan Ke Kegagalan Lainnya Tanpa Kehilangan Keinginan Untuk Meraih Keberhasilan".

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that is almost used by all countries as the first, the second or the foreign language.It can be used to communicate, interact, and negotiate with others. Indonesia is one of the countries that determines English as a foreign language. It has also been a compulsory subject to Indonesian learners from Elementary School up to university.

As a foreign language, learning this language is not as easy as Indonesianlanguage learning because it has different structure, pronunciation, and others.Moreover, the primary aim of English learning is the window to govern of the world and in English learning has a four skills there are:Speaking,listening,reading,and writing while the components of language or subjects matters of language are a stock of words and expressions and the rules that govern the syntax of its patterns, that is vocabulary and grammar.

Grammar is the system of rules arrangement and relationship of words in a sentence. Learning grammar is very important because we know how the words is arranged, suitable with tenses and easy understood. In addition, learning English not only with four skills with learn of grammar we know how the language is formed.

Based on above explanation, it can be concluded that grammar is one of important aspects for the students to learn since it is one of the productive skills is frequently used to a sentences are formed.

In era globalization most indonesian like a modern technology and now in google there isan application to translate all types of language the name is google translate. Many students using google translate because they often findthedifficultto translate English - IndonesiaorIndonesia - English and they using google translate to translate words or text to make easier. Moreover, to university levels there are some students using google translate.

Nowadays, the students prefer using google translate. Actually, there are errors in translating particularly in grammatical. In this case, the writer tries to research and analyze about "Grammatical Errors Of Using Google Translate In Writing An Undergraduated Thesis Abstract Among The Students' Of English DepartmentThe Students' English Department of IAIN Metro".

The writer conducted a pre survey 25ᵗʰ of September, found the grammatical errors in abstract of the students' English Department related to use of google translate.Besides that, the writer analyze grammatical errors in abstract that using of google translate.

The table below is the result of the pre survey :

The result of the student's English department related to use of google

translate

No.	Name	Kinds of grammatical errors
1.	I K	- Misinformation (12%) - Misordering (10 %) - Error of Addition(22 %)
2.	F L	- Error of Omission (20 %) - Misinformation (32 %)
3.	M G	- Misinformation(30 %) - Error of Omission(21 %) - Error of Addition(23 %)
4.	I E	- Error of Addition(14,5 %) - Error of Omission(15,2 %) - Misinformation(11 %) - Misordering(20 %)

From the abstract above represents the students' grammatical errors related to using google translate. The writer found the grammatical errors such as misinformation, misordering, error of addition and error of omission. I would like to analyze of Grammatical Errors of Using Google Translate In Writing An Undergraduated Thesis Abstract Among The Students' of English Department The Students' English Department of IAIN Metro.

B. Problem Identification

Referring to the background above, the problems can be identified as follow:

1. Lack of the vocabulary and comprehending about grammar.

2. The students do not understand about grammatical structure.

3. The students are not interested in using dictionary.

C. Focus of the Study

The students are not interested use of dictionary. Therefore, they using google translate when translating. The students don't continously media like a google translate. So, the students will be getting many vocabulary and comprehend in grammatical structure.

In line with the explanation above, hence the writer focuses to research : An Analysis of Grammatical Errors of Using Google Translate In Writing An Undergraduated Thesis Abstract Among The Students' of English Department The Students' English Department of IAIN Metro.

D. Problem Formulation

Concerning the background of the study, the writer formulated the problem of the study, as followed:

1. What kinds of grammatical errors in google translateamong the students of English department IAIN Metro?

2. Why the students of English department IAIN Metro using google translate in translating words or sentences?

E. Objectives and Benefits of the Study

1. Objectives of the Study

a. To knowhow the grammatical errors in using google translate among the students of English Department IAIN Metro in the Academic Year 2016/2017.

b. To know the factors of students' in using google translate among the studentsof English Department IAIN Metro in the Academic Year 2016/2017.

2. Benefits of the Study

The result of this research is expected to be useful to students and that is the result of this research have the benefits as follows:

- For the Students

  This research is hoped for giving feed back to the students of English Department of IAIN Metro in increasing their comprehend about translation, structure and grammar.

- For the lecturer

  This research may be inspiration to the lecturers of English Department of IAIN Metro to teach translation subject.

- For further research

  This research is expected as a contribution for other researcher to conduct further studies.

F. Prior Research

The previous this research under tittle is "grammatical errors on Indonesian – English translation by google translate". The research was

written by Suprih Ambawani, from the Institute of Science and Technology Yogyakarta. The problems of translate by google translate are omission 70 errors=45,7%,misordering 34 errors=22.2%,misformation 27 errors=17.6%, addition 22 errors=14.3%.

The source of data is Indonesian sentences taken from 15 abstracts of Jurnal Nasional Teknik Elektro dan Teknologi Informasi (JNTETI) published by Electrical Engineering, Faculty of Engineering, Gadjah Mada University.[1] The abstracts were collected and then translated into English by using Google Translator.

And analysis of google translate also was researched by Sri Rahmawati from Department of English, Faculty of Letter and CultureState University of Gorontalo about "Error Analysis On Google Translation Output InTranslating Narrative Text From Indonesian Into English". This research study describes errors that found on GoogleTranslation output in translating Narrative Text from Indonesian into English that isfollowed by the description of the cause errors effect towards the different structuresof Indonesian and English.

The results of the study are based on research question"What are the errors that Google Translation produced in translating Narrative Textfrom Indonesian into English?" which is focused on local Folklore (GorontaloFolklores) with the title "Asal Usul Danau Limboto" and "Asal mula Batu Lahilote".[2]

[1],Suprih Ambawani *Grammatical Errors On Indonesian – English Translation By Google Translate,*(Yogyakarta:AKPRIND Institute of Science & Technology,2014).ISSN: 1979-911X

[2]Sri Rahmawati,*Error Analysis On Google Translation Output In Translating Narrative Text From Indonesian Into English*, eJournal_ung.ac.id: Universitas Negeri Gorontalo 2013.

This study is important to give information and knowledge in the form of data for thereader about how much accuracy of Google Translator Machine in translating Indonesian into English in order to minimize in using Google Translator in some ofacademic task that need to translate the language also to be more observant in translating the language in order not to repeat the same mistake in the future.

Based on two kinds of the research above with the tittle "grammatical errors on Indonesian – English translation by google translate" and "Error Analysis On Google Translation Output InTranslating Narrative Text From Indonesian Into English".

The writer will research "An Analysis of Grammatical Errors in Using Google TranslateAmong The Students' of English Department STAIN Jurai Siwo Metro in the Academic Year 2016/2017.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Grammatical Errors

1. The Definition of Grammar

Grammar is the central of the teaching and the basic knowledge to learning language effectively. According to Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[1] Penny Ur said that grammar is sometimes defined as the way words are put together to make correct sentences. This is, as we shall see presently, an over-simplification, but it is good starting point.[2]

Grammar is regarded as a whole system and structure of a language. It consists of syntax, morphology, and sometimes also phonology and semantics. Larsen-Freeman indicates that grammar is not unidimensional and not meaningless; it embodies the three dimensions of morphosyntax (form), semantics (meaning), and pragmatics (use).[3]

According to Nunan in Anas thesis Grammar is the technical knowledge of the language, Generally employedpoets and writers. It has six parts, such as: 1) connect pronunciation, 2)explanation of the principal poetic tropes,3) preservation and explanation ofglosses and theologies examples, 4) the

[1]H.Douglas Brown,*Teaching by Priciples An Interactive Approach to Language Pedagogy,*(San Francisco : San Francisco State University, 2000),p.368

[2]Penny Ur, *A Course in Language Teaching*, (Melbourne: Cambridge University Press, 1996), p. 75

[3]Diane Larsen-Freeman,*Grammar and Its Teaching: Challenging the Myths,*http://www.kidsource.com/kidsource/content4/grammer.morph.html,August 29th 2016

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discovery of etymologies, 5) thediscovery of analogies and, 6) critical consideration of the composition of poets,which is the most noble part of this science.[4]

Students understand that learning English needs to be aware of the rules ofgrammar. The grammar is an integral part of learner knowledge. This issystematized information and theory of sentence structure.

2. The Definition of Error

In learning any language, students usually find out some difficulties in the language. Those difficulties are caused by the emergence of error. The making of errors is a sign that students have not yet mastered the rules of the language being learned.

Norrish says in article "error analysis in the teaching of English"error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong'.[5]It seems that the phrase 'systematic deviation' in these definitions is a key word which can be interpreted as the deviation which happens repeatedly.

Another definition of error from Kleppin cited from Ermira Kthupi Hoxha that error is a deviation from the languagesystem.[6]Error is a linguistic form or combination of forms which, in the same context and under the same context

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[4]Anas Muhammad Wibowo,*Grammatical Error Analysis Speaking Subject Used By English Department Students Of Stain Salatiga In The Academic Year Of 2009/2010,* Thesis, (STAIN: Salatiga),P.23

[5]Sunardi Hasyim,"*Error analysis in the teaching of English*",(Universitas Kristen Petra:Surabaya),No.1/June 2002,P.45

[6]Ermira Kthupi Hoxha,*Errors In The Foreign Language Learning Process*,(Aleksander Moisiu University: Albania,2015).Vol.II

and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts.[7]

From the definitions above it can be conclude that error is adeviation which is made bythe learner because he does not know the rule and he or she will make it repetitively.

3. **The Definition of Grammatical Error**

Grammatical errors thus mean inaccurate forms, semantics meanings, and use. Second language learners will use second language accurately, meaningfully, and appropriately after mastering these three dimensions.As a learner, producing second language is not easy. There will be errors may occur because the learners often over-generalize them.

An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner. Grammatical error is an error or pertaining to grammar finding second language learners' errors is anevidence of a process of learning because error has played an important role in the study of language acquisition.[8]

Burt and Kiparsky cited from Chih Hsin Hsu that grammatical errors belong to local errors which are linguistically morphological, lexical, syntactic, and orthographic   errors,   while   global   errors   means

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[7]Naimi Amara,*Errors Correction in Foreign Language Teaching,*(Hassiba Benbouali University,2015),Vol.5

[8]Evlin Yunanda Salim,*An Analysis Of Grammatical Errors In Students' Essay OfPast Narration Comic,*Thesis(Salatiga:Satya Wacana Christian University,2013).P.2

communicative errors which show second language learners misinterpret conversational messages.[9]

Based on the quotations above, it can be inferred that grammatical errors is inaccurate forms, semantics meanings, and use. Moreover, pertaining to grammar finding second language learners' errors is an evidence of a process of learning because error has played an important role in the study of language acquisition.

4. The Kinds of Grammatical Error

Corder writes that in order to describe an error one has to specify how the English learners error differs from the native speakers Ellis & Barkhuizen. Therefore a categorization of the grammatical errors needs to be developed, as these four following principles below show.

All examples are taken from Ellis & Barkhuizen cited from Amani Taher:[10]

a. Errors of omission: when the learner has left out a word e.g. "My sister happy"→ "My sister is happy".

b. Errors of addition: when the learner has added a word or an ending to another word which is grammatically incorrect e.g. "I have eated"→ "I have eaten".

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[9]Chih Hsin Hsu,*Revisiting causes of grammatical errors for ESL teachers,*(USA:Texas A&M University,2013),ISSN: 2141-5161 Vol.4(6)

[10]Amani Taher,*Error analysis A study of Swedish junior high school students' texts and grammar knowledge,*(UPPSALA Universitet,2011),P.8

c. Misinformation/Substitution: when the learner uses the wrong form of a morpheme or structure e.g. when they use the wrong preposition in a sentence such as "It was the hardest time in my life"→"At the most difficult times in my life".

d. Misordering: e.g. when the learner places a morpheme incorrectly in a grammatical construction such as "She fights all the time her brother"→ "She fights all the time with her brother".

5. The Causes of Error

James et.al classifies sources of errors into six points cited from Aqsa Jabeen article's that is:[11]

a. Language transfer

Language transfer refers to the position in which one language is learned in the presence of other language. Sometimes on the basis of similarities in two languages, this has a positive effect on language learning and in the form of language differences, it interferes the second and foreign language learning.[12]

b. Overgeneralization

Overgeneralizationrefers to the situation in which one form or rule of the language is overgeneralized over the other forms. The extending use of certain forms refers to the overgeneralization and becomes the cause of

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[11]Aqsa Jabeen,et.al,*The Role of Error Analysis in Teaching and Learning of Second and Foreign Language,*(Pakistan:University of Gujrat),No.2/September 2015,P.56
[12]*Ibid*

errors in language learning. This phenomenon is also observed in children while learning their first language.[13]

c. Simplification

Simplification refers to the situation when learners avoids the use of the complex structure and prefers to use the very simple forms. Sometimes, this also results in the form of errors.[14]

d. Fossilization

Fossilization refers to the situation when linguistic or grammatical development in certain areas is stopped while as, in other linguistic areas, the learner is developing his/her knowledge. This can also be the cause of learner's errors.[15]

e. Lack of the knowledge

Lack of the knowledge of the rules is also one of the major reasons of learners' errors. Sometimes, learners do not have sufficient knowledge about the rules of the language, and this phenomenon results into the errors and mistakes in language and hinders the language learning.[16]

6. The Differences Between Error and Mistake

Sometimes we confuse to differentiate between error and mistake. If the learner is inclined and able to correct a fault in his or her output, it is assumed

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[13]*Ibid*
[14]*Ibid*
[15]*Ibid*
[16]*Ibid*

that the form he or she selected was not the one intended, and we shall say that the fault is a mistake.

Mistakes can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance, then we have a second-order mistake.

Further, it is necessary to differentiate between error and mistake. Error is a deviation from the languagesystem, reflecting the inter language competence of the learner. A mistake is a performance error which is either a random guess or a 'slip', i.e. a failureto utilize a known system correctly.[17]

From those definitions above, the writer concludes that a mistake is just a slipthat the learner forgets the right form. While an error is adeviation from the languagesystem, reflecting the inter language competence of the learner.

B.   Translation

1. The Definition of Translation

Generally, translation is the process of rendering meaning, ideas, or messages of a text from one language to other language. There are some considerations which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation. These considerations are clarified in some definition of translation stated by some experts.

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[17]H.Douglas Brown,*Principle of Language Learning and Teaching,*(San Fransisco:San Fransisco State University,2000),ISBN 0130178160,P.217

One of the most prominent definitions of translation is stated by Newmark who defines translation as "rendering the meaning of a text into another language in the way that the author intended the text".[18] This definitionstresses on rendering meaning of the source language text into the target language text as what is intended by the author.

According to Catford translation is an operation performed on languages: a process of substituting a text in one language for a text inanother. Clearly, then, any theory of translation must draw upon a theory of language a general linguistic theory.[19]

Munday says that translation is the process of transferring a written text from source language (SL) to target language (TL).[20] In this definition they do not explicitly express that the object being transferred is meaning or message. They emphasis on translation as a process.

Based on the concept above the writer conclude that translation is a process which is intended to find meaning equivalence in the target text. In translate there are three types of translation that is:

1) Intralingual translation, or rewording (an interpretation of

    verbal signs by means of other signs in the same language).

2) Interlingual translation or translation proper (an interpretation of verbal

    signs by means of some other language).

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[18]Peter Newmark,*A Textbook of Translation,*(Hertfordshire: Prentice Hall International,1988).P.5

[19]J.C.Catford,*A Linguistic Theory of Translation,*(London:Oxford University Press,1965),P.1

[20]Jeremy Munday,*Introducing Translation Studies:Theories and applications*, (London:Routlege,2001).P.5

3) Intersemiotic translation or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems).[21]

As a conclusion, the writer can say that in translate English to Indonesia must be observe concepts of tenses,singular-plural, and formation of English. And using google translation is not good especially for the students' because later they not to comprehend about structure in the text.

2. Process of Translation

As stated in the definitions of translation above, a translation is a process. So, in translation, there are procedures or steps. The process of translation needs to be understood by the translator because by that process they can take good ways in the translation.

The process of translation can be understood as an activity that is done by the translator when they transfer a meaning from the source language to the target language. The process of translation consists of three steps Suryawinata in thesis of Bena as follows:[22]

a. Analysis of Source Language Text

Every translation activity starts by analyzing the source language text, because the translator always meets the source language at the first time. To know the message of the source language, the translator must read it, and then the translator will understand the text content.

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[21]Susan Bassnett,*Translation Studies*,(USA : Routledge,2002).P.23
[22]Bena Florita Krisetyawati,*An Error Analysis on the Translation of English NounPhrases into Indonesian of the Fifth Semester Students of the English Department*, Thesis, (Surakarta:Sebelas Maret University,2010),P.20

The analysis of source language covers many aspects like sentences, clauses, phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.

b. The Transference of Message

After the translator can understand the meaning and the structure of the source language text, they can catch the content message. The next step is to transfer the content, the meaning, and the message of the source language into the target language. In this step, the translator must find the meaning of the source language words.

c. Restructurisation

Restructurisation is the process of transforming the source language message into a proper stylist form in the target language (Kridalaksana in Nababan,so in this step, the translator must pay attention to the language style in order to fix the language style that is appropriate with the text type,and they also must consider to whom the translation is made.

3. Procedures of Translation

The translating procedures, as depicted by Nida cited from Mahmoud Ordudari are as follow:

1) Technical procedures:

a) Analysis of the source and target languages;

b) A through study of the source language text before making attempts translate it;

c) Making judgments of the semantic and syntactic approximations.

2) Organizational procedures:

Constant reevaluation of the attempt made; contrasting it with the existing available translations of the same text done by other translators, and checking the text's communicative effectiveness by asking the target language readers to evaluate its accuracy and effectiveness and studying their reactions.[23]

Newmark mentions the difference between translation methods and translation procedures. He writes that, "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language". He goes on to refer to the following methods of translation:[24]

a. Word-for-word translation: in which the source language word order is preserved and the words translated singly by their most common meanings, out of context.

b. Literal translation: in which the source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are again translated singly, out of context.

c. Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the target language grammatical structures.

d. Semantic translation: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the source language text.

e. Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are

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[23]Mahmoud Ordurari,*Translation procedures, strategies and methods*,http://www.bokorlang.com/journal/41culture.htm,July10th 2016,P.2

[24]Ibid,P.3

usually preserved, the source language culture is converted to the target language culture and the text is rewritten.

f. Free translation: it produces the target language text without the style, form, or content of the original.

g. Idiomatic translation: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

h. Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

C. Google Translate

1. The Definition of Google Translate

Trans Tool or Machine Translation has become commonly used nowadays. Philosophically, machine translation is interesting, because it represents an attempt to automate an activity that can require the full range of human knowledge that is, for any piece of human knowledge, it is possible to think of a context where the knowledge is required.[25]

This program provides a fast translation from one language into another language. Google translate is a free statistical machine translation service provided by google inc. to translate a section of text,documents,or webpage into another language. Prior to October 2007, for languages other than Arabic, Chinese and Russian, Google used a SYSTRAN based translator which is used by other translation services such as Babel Fish, AOL, and Yahoo.[26]

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[25] D.J. Arnold, et.al,*Machine Translation An Introductory Guide,*(USA : NCC Blackwell Ltd,1994).P.5

[26]http://dictionary.sensagent.com/Google%20Translate/en-en/May16th,2016

That is was in the mid eighties when software giant IBM developed translations software tools. Google then went to a great Google Translate, an app which was far different from what other professional translation apps could then do. it wasn't based on algorithms and certainly not based on manual translation efforts, to bring around the essence of the translated words into real meanings .[27]

Moreover,google translate is a free domain area. It means the internet users do not have a to become a member or pay the charge to obtain a full services of google translate. It is also possible to enter searches in a source language that are first translated into a destination language allowing the user to browse and interpret results from the selected destination language in the source language.

Most Indonesian people using google translate include the students, they having a reason why the students' using it because using google translate easy and faster to translate than using dictionary. Though it is very convenient to use, google translator is not flawless.

Google Translator tends to produce grammatical errors because it only translate based on word by word. The existence of differences between grammar rules in English and those in Indonesian language often makes grammatical errors when some sentences are translated word by word. For example: English has concept of tenses, singular-plural formation, semantic, pragmatic, and morphosyntax.

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[27] http://www.independent.co.uk/life-style/gadgets-and-tech/features/how-google-translate-works-2353594.html,May 17th,2016

2. The Characteristics of Google Translate

As stated in the explanation above its easy to use of google English translation because the user only inputs the URL of desired web page on available box,chooses the available target language,the clicks enter command, and the web page has been successfully translated.

The writer classify some of the characteristics of google English translation as follows:

1) Easy to use if you have internet connection because the user inputs the URL of web page.

2) Quick in translating than using dictionary.

3) Can translate any web page into 51 languages from arround the world only in a second.

4) Not only translate of the text but we know how the words to say because in the box of google translate there is key to listen.

3. Advantages And Disadvantages Using Google Translate

Using machine translation or google translate certainly has a advantages and disadvantages. Because most people assume that google translate is very helpful and easy. But google translate has a disadvantages.

The writer classify of advantages and disadvantages of google English translation as follows:

Advantages:

1) Quick language translations

2) Free for all users

3) Able to use on all internet browsers

4) Global Communications

5) Provides links for real person translations if needed

Disadvantages:

1) Not 100% accurate

2) When using real life translations provided, comes with a fee

3) No way to tell what is accurate or not

4) Is easy to use for cheating in foreign language classes

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

There are many researches method that can be applied in researching into motivation. Actually, all of the variety of methods is descriptive, either quantitative or qualitative. It depends on the purpose of the research. The design of this study was a qualitative research in the form of field qualitative. According to Creswell describe a research problem that can best be understood by exploring a concept or phenomenon.[1]

It means that qualitative research explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them. In this research, the writer considered the phenomenons of affective domain in language learning. The writer has been used qualitative approach to investigate and to analyse abstract of the students' English Department translate using google translate. The research has been conducted in IAIN Metro.

Furthermore, the writer used purposive sampling as the object researched. The writer has chosen the abstract of the students' English Department of IAIN Metro as the researched. And was detected that only five abstracts related to use of google translate.

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[1] John W.Creswell,*Research Design:Qualitative,Quantitative and Mixed Methods Approaches,*(New Delhi:Sage,2014,4th edition).P.152

B. Data Source

For gathering information, it is a must to discover important and accurate data from qualified source. As it is explained by Sutanto Leo *et.al* in Yeni Suprihatin's thesis that "there are basically two kinds of sources, namely primary sources and secondary sources is firsthand information.[2]

Then secondary sources provide secondhand information. In this research, the primary source is the google translate application. Then, the secondary source is the abstract of the student's of English Department IAIN Metro.

C. Data Collection Technique

According to Wikipedia in Robert K.Yin data refers to a collection of organized information, usually the result of experience, observation, experiment. This may consist of numbers, words, or images, particularly as measurements or observations of a set of variables.[3] Creswell Indicate the type or types of data to be collected. In many qualitative studies, inquirers collect multiple forms of data and spend a considerable time in the natural setting gathering information.

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[2] Yeni Suprihatin, *An Analysis Of Self–Concept Writing Performance Found In The Students' Journal Of English Department OfStain Jurai Siwo Metro*,Skripsi(Metro:STAIN Jurai Siwo,2011).P.36

[3] Robert K.Yin,*Qualitative From Start to Finish,*(New York: The Guilford Press,2011).P.129

The collection procedures in qualitative research involve four basic types and their strengths and limitations, as follow:

1. Observation

Observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know),activities at the research site.

Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant. Typically these observations are open-ended in that the researchers ask general questions of the participants allowing the participants to freely provide their views. The writer will observe the participants directly, and then notes what they do, say, and act.

2. Interview

The researcher conducts face-to-face interview with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.

The writer used the depth interview, by the reason that the participants are not equally as the interviewee. Hence, they will be enjoy to answer the questions**.** The writer will use open-ended questions. In the open ended-questions, the writer will vary some questions in the form of 5WH/1H

questions that allow the participants answer in free thought, suggestions, and detailed answer.

3. Documentation

Documentation is a tool to collect some information in the form of written source or documentation such as books, magazines, daily notes, etc.[4] so, it's the clear that documentation is note of information in the form of documentation. The writer used this method to get data about the students' English Department of IAIN Metro.

D. Data Analysis Technique

In the qualitative research, the process of data analysis can make sense out text and image data. The writer will apply Miles and Huberman model to analyze his data. The steps can be explained as follow:
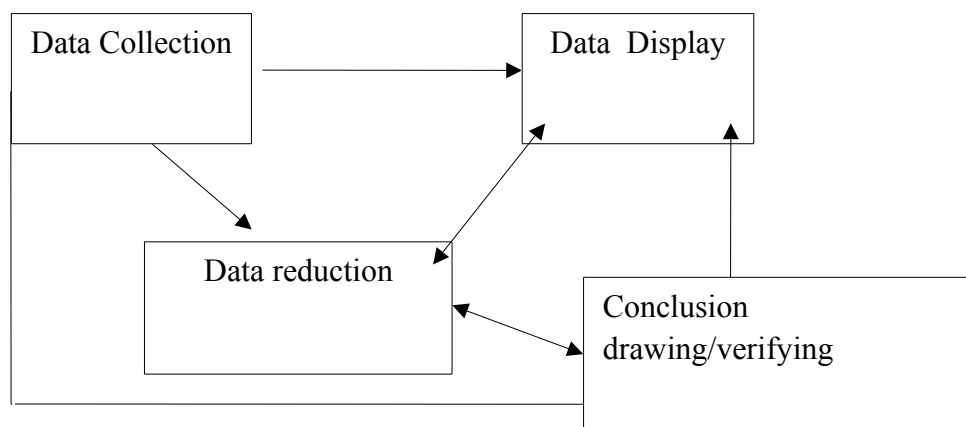

Figure I. *Analysis Components of Miles and Huberman Model[5]*

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[4] Jhon W.Creswell, *Research Design,*.P.239

[5] Miles B.Matthew and A.Michael Huberman,*Qualitative Data Analysis,*(London:Sage Publications,1994),Second Edition,P.429

Data analysis by Miles and Huberman model conducts the following steps:

1. Data collection is the step when the writer gather all data which are used to complete the research.

2. The writer reduces the data he had gotten by summarizing and choosing specific things.

3. To display the data, the researcher usually uses graphic,figures,or charts. The display should be able to describe the content entire the data.

4. Lastly, the researcher verifies his research by making conclusion of data.

E. Research Approach

In this research, the writer applyed in this research because the writer's aims are exploring the students translate with comprehension of grammatical errors in google translate. Errors are commonly found and the usage of methods of translate with comprehension of grammatical errors in google translate. Through this research, the writer gives more information to the students what kinds of grammatical errors in translating using google translate. And the writer collects detail information using a variety of data collection procedures over a sustained period of time.[6]

Moreover, Tellins indicated that field qualitative research the data is collected by various approaches based on some sources. This research is

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[6] John W.Creswell,*Research Design*,California:Sage Publication.Inc.2003,The Second Edition.P.15

considered as research methodology to describe a phenomenon totally.[7] It can be known that using various data to gain the data based on different sources, can make the aspect of validity and reliability of the research more describing the reality of daily activities.

Because the writer used field qualitative research, the writer applied step by step procedures in gaining the result of the research. Then, the writer adopted the procedures generally as follows:

1. Determining focus of the research and formulating the questions.

   The writer focuses to collect the data taken from test in translating using google translate.

2. Determining the data resources, collecting and analyzing the data.

   After finishing gaining data, the writer determines the data that would be analyzed.

3. Supplying collecting data instrument

   The writer plans to determine instrument to collect the data,format and document the data.

4. Evaluating and analyzing the data

   The writer evaluates the data, before he analyzed and interpreted the data. It was to ensure that data was complete.

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[7] *Ibid*

5. Making report

      The writer creates the report to simply the data. The report can be summary and formal.

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Setting

1. The Historical Background of IAIN Metro

STAIN Jurai Siwo Metro or IAIN Metro is only one of the State Islamic College in Metro. STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on the explanation letter of President RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find two faculties, Tarbiyah and Syari'ah faculty, which were domiciles in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Tarbiyah Faculty was changed from private to state.

Referring to the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of IAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time.

Finally, it realized the dream of Lampung society to found IAIN Al'jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung, IAIN Raden Intan Tanjung Karang was also changed to IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah department were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society. It was not far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No.E.III/OT.00/AZ/1804/1996on August21,1996 about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro. And now in February 2017 STAIN to open officially become IAIN Metro.

IAIN Metro has three departments, namely (1) Tarbiyah, (2) Syariah (3) Islamic Announcement and Communication. Tarbiyah Department has four study programs, they are: Islamic Education Study Program (PAI), Arabic Education Study Program (PBA), English Education Study Program (TBI), Islamic Elementary School Education Study Program (PGMI. Afterwards, Syari'ah Department

has five study programs, they are; Syari'ah Economic (ESy), Ahwalusy Syakhsiyyah (AHS), Syari'ah Economic Law (HESy), Islamic Banking (D3 PBS), Islamic Banking (S1 PBS). Then, Islamic Announcement and Communication Department has two study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA).

2. The Profile of English Department

English Education study program (TBI) strata 1 (S1) in IAIN Metro was established in 2007. It included Tarbiyah faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Study Program came from Diploma 3 (D3) English Education that was opened in 2002 based on the Decree No:DJ.1/220.C/2007 on May 28, 2007.

In implementing education, English Education Study Program stands on its vision, as follows: the establishment of professional students in the English education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining. Furthermore, the vision than is enlarged in some missions, as follows:

1) Developingthe students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in the Islamic culture values.

2) Building and developing an atmosphere of the academic which is humanist, democratic and modern.

3) Growing the professionalism ethic through theoretical knowledge basic.

4) Providing qualified education service to produce the candidate of educator which is smart and skillful who have good attitude;

5) Applying integrated educational system which is able to give a significant input to development of education.

Those are the vision and missions which include all of the students in English Education Study Program in IAIN Metro. Furthermore, based on the vision andmissions above, it is formulated be three purposes of English Education Study Program, as follows:

1) To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology, and art but also be able to be agents of change in the society.

2) To prepare the students be professional English teachers which can imply, develop and enlarge English education with spirit of English-Islamic.

In line with the above statement, English study program always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

3. The Location Sketch of IAIN Metro
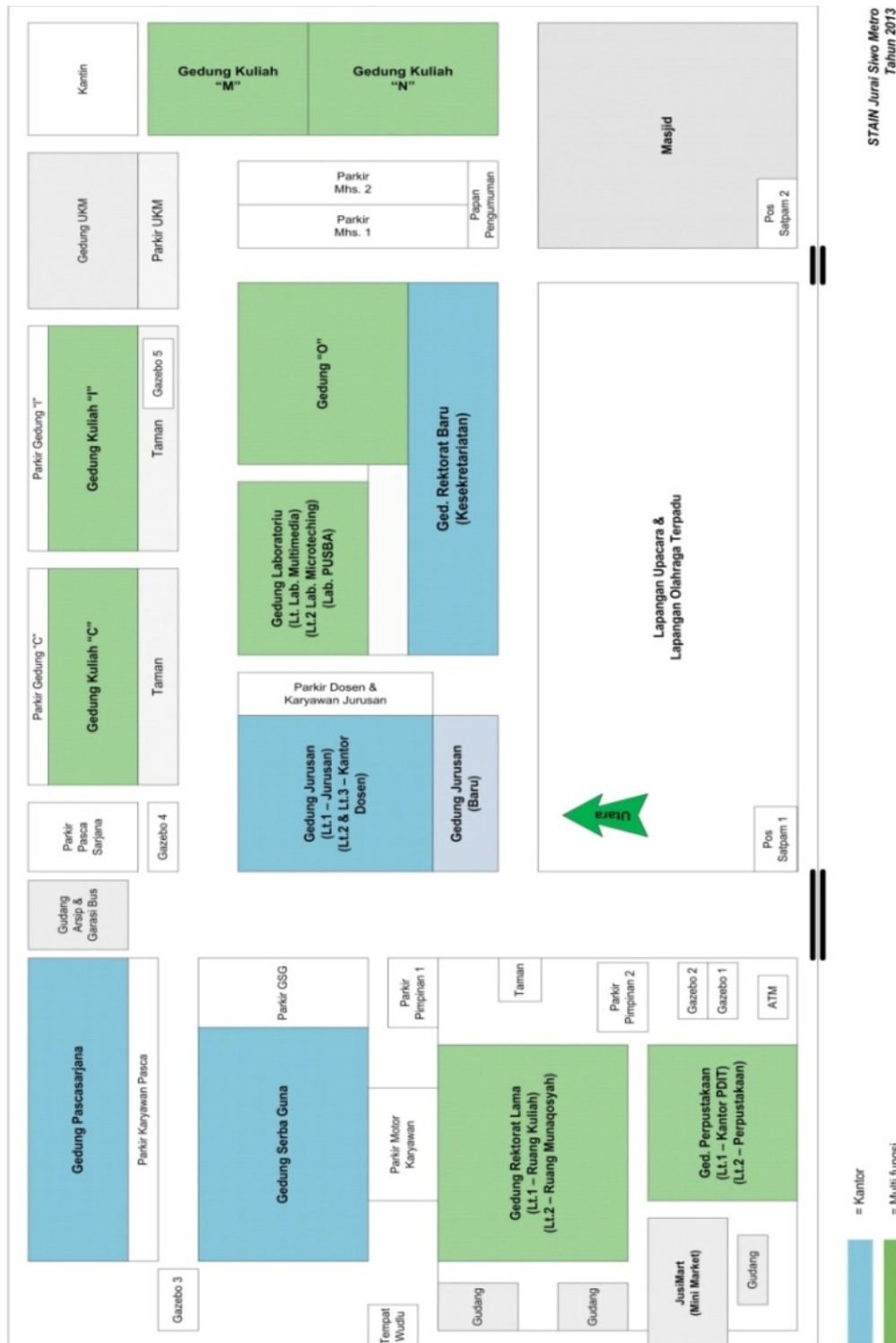
Figure1. *The Location Sketch of IAIN Metro*

4. Facilities at IAIN Metro

In supporting the lecturers and students in conducting the learning process, there are several facilities in IAIN Metro namely: lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 1

Facilities at IAIN Metro

No	Facilities	Total of unit	Large (m^2)
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Source: Observation of IAIN Metro in academic year 2014/2015.

5. The Condition of Lecturer and Official Employees in IAIN Metro

The number of lecturer and official employee atIAIN Metro in academic year 2015/2016 are 152. Otherwise, there are 32 lecturers non PNS and 19 honorary workers. Therefore, the whole staff of IAIN Metro in academic year 2015/2016 is 203.

6. Organization Structure of IAIN Metro

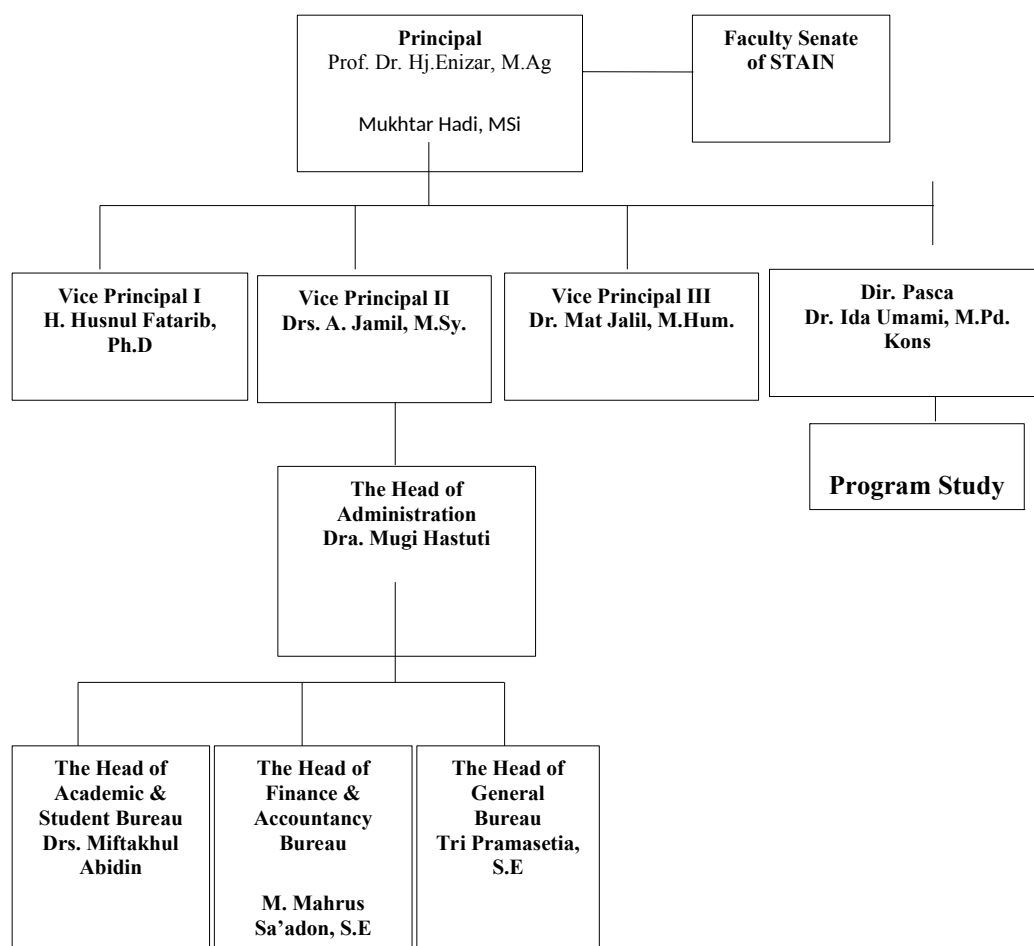The organization structure of IAIN Metro in academic year 2015/2016 as follows:

Figure2. *The Organization Structure of IAIN Metro*

B. Translation Result of Abstract from the Student's of English Department

In this research, an analysis of grammatical errors in using google translatesamong the students of English Department of IAIN Metro. They use google translate to make easy to do assignment or translate what they want such a poetry, speech, text or et.c. Although, there are errors in grammatically. But, they still using google translate. Google translate is a free multilingual machine translation service developed by Google, to translate text, speech, images, sites, or real-time video from one language into another.Using google translate continously is not good because there are an errors in grammatical and make the students lazy to use dictionary.

Grammatical error is an error or pertaining to grammar finding second language learners' errors is an evidence of a process of learning because error has played an important role in the study of language acquisition. Generally, the types of grammatical errors there are: errors in addition, errors in omission, misinformation/subtitution, and misordering. Those kinds briefly will be analyzed in this chapter.Based on the result of the research there are five abstractsrelated to use google translate from some the student's of English Department.

Table 1. Translation Result of the Abstract from AK the Student of English Department

No.	Source Of Language	Google Translate Output	Reconstructed Translation	Note
1.	Peningkatan Penguasaan Kosakata Melalui Media Gambar Di Kelas Iv B Sdn 4 Mataram Udik Lampung Tengah Tahun Pembelajaran 2009/2010.	<u>Improved Vocabulary Mastery</u> Through <u>Media Image</u> In Class B Sdn 4 Mataram Udik <u>Central</u> Lampung Education Year 2009/2010.	<u>The Increasing Vocabulary</u> Mastery Through<u>Picture</u> At The B Fourth Year Of Sdn 4 Mataram Udik Of The <u>Middle</u> Lampung In The Academic Year 2009/2010.	Error of Omission in article "The". Misinformation/subtitution: Media Image → picture.
2.	Permasalahan dalam penelitian ini adalah untuk mengetahui apakah media gambar ini dapat meningkatkan penguasaan kosakata siswa dalam proses pembelajaran. Objek dalam penelitian ini adalah 40 siswa kelas IV B di SDN 4 Mataram Udik Lampung Tengah tahun pelajaran 2009/2010. Penelitian ini dilakukan dalam 2 tingkatan (siklus).	<u>The problem in this research</u> is to <u>determine</u> whether the <u>media</u> can <u>improve</u> the <u>picture vocabulary</u> students <u>in the learning process</u>. <u>Objectsin</u> this study were 40 fourth grade students in SDN 4 Mataram Udik <u>Central</u> Lampung academic year 2009/2010. This research <u>was</u> conducted in two levels (cycles).	<u>The problem of this research</u> is to <u>know</u> whether the <u>picture</u> can <u>increase</u> the <u>vocabulary mastery</u> in <u>teaching learning process</u>. <u>The objectof</u> this <u>research was</u> 40 students of fourth grade B SDN 4 <u>Mataram</u> Udik of the <u>Middle</u> Lampung <u>in the</u> academic year 2009/2010. This research <u>was done</u> in two cycles.	Misinformation different structure

3.	Masing-masing siklus terdiri dari empat tahapan, yaitu perencanaan, pengamatan, dan penerimaan.	Each cycle consists of four stages, namely planning, observation, and <u>acceptance</u>.	Each cycle consists of four stages namely planning, action, observation, and <u>reflection</u>.	Misinformation different structure
4.	Dalam pengumpulan data, penulis menggunakan tes, yaitu tes awal dan tes akhir, dokumentasi, observasi, dan interview. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui penguasaan kosakata siswa sebelum dan sesudah dilaksanakan penelitian tindakan kelas.	In collecting the data, <u>the authorsuse the test, the initial test and final test,</u> documentation, observation, and interviews. The <u>purpose of the initial test and final test was to determine the vocabulary of students before and after the classroom action research conducted.</u>	In collecting data, <u>the writer uses test, which are pre-test and post-test,</u> documentation, observation, and interview. The <u>purposes of pre-test and post-test are to know the students vocabulary mastery before and being given the treatment.</u>	Misinformation different structure
5.	Hasil dari siklus 1 menunjukkan bahwa presentasi keaktifan siswa 60% dan pada siklus 2 adalah 70%. Sedangkan nilai rata-rata dari tes awal dan tes akhir menunjukkan bahwa ada peningkatan dari tes awal dan tes akhir.	<u>Results</u> of cycle 1 <u>indicates that the presentation of student's activity to 60% and in cycle 2 was 70%. While the average value of the initial test and final test showed</u> that there is an increase <u>of the initial test and final test.</u>	<u>The result</u> in cycle <u>I showed that the average percentage of active students 60% and in the cycle 2 is 70%. While the average of pre-test and post-test show</u> that there is an increase <u>from pre-test and post-test.</u>	Error of Omission article "The" Misinformation different structure

6.	Nilai rata-rata tes awal adalah 53.2 dan tes akhir adalah 69.6. Jadi disana ada peningkatan 16.4 poin.	The average value of <u>the initial test and the final test</u> is 53.2 is 69.6. So there is no increase of 16.4 points.	The average <u>pre-test is 53.2 and the post-test</u> is 69.6. So there is progress 16.4 points.	Misinformation different structure
7.	Hal ini jelas bahwaberdasarkan tes awal dan tes ahir dapat dikatakan bahwa media gambar memiliki peningkatan yang positif dalam pemebelajaran kosakata. Dengan menggunakan media gambar siswa lebih tertarik dan termotivasi dalam mengikuti proses pembelajaran di kelas. Sehingga mereka lebih mudah dalam menerima pelajaran.	It is clear that based on <u>initial tests and final tests</u> can be said that <u>media imageshave</u> a positive <u>improvement</u> in learning vocabulary. By using media images of students <u>more</u> interested and motivated <u>in the learning process in the classroom. So they are easier to absorb the lessons</u>.	It is clear that based on the result <u>pre-test and post-test,</u> it can be said that <u>picture has</u> positive <u>increase</u> in learning vocabulary. By using picture as media, the students <u>are</u> interested and motivated in <u>following the class. So they enjoy doing the task. It also makes them easier in studying the material</u>.	Misinformation different structure

| 8. | Berdasarkan hasil nilai siswa di atas dapat disimpulkan bahwa media gambar memiliki peningkatan yang positif terhadap penguasaan kosakata siswa. | Based on the <u>results</u> of <u>student scores</u> above, it can be concluded that <u>media imageshave a positive</u> improvement of <u>the students'</u> vocabulary mastery. | Based on the <u>result</u> of the <u>students score</u> above, it can be concluded that <u>picture has positive</u> increase towards <u>the student's</u> vocabulary mastery. | Misinformation different structure: results→result

student→students, media image→picture, have→has

Misordering: the student's →the students' |

Source: Abstract An Undergraduated Thesis from AKthe students of English Department

From the table above based on the result of translation from abstractis use the google translate, the quantity of grammatical errors that output by google translate that is misinformation different structure, error of omission and error of addition. In misinformation different structure the writer analyze that the translation result has a differences between reconstructed translation.

In the first table improved change with increasing, error of omission in article "the" should use "the" to complete of vocabulary, media image change with picture and the students' change with the student's because the sentence show that the possesing. It can be conclude that translate using goole translate it must edited and observe because there are of words is not suitable.

Table 2. Translation Result of the Abstract From AS The Students' of English Department

No.	Source Of Language	Google Translate Output	Reconstructed Translation	Note
1.	Meningkatkan Kemampuan Siswa Dalam Pembelajaran Kalimat Simple Past Tense Dengan Menggunakan Metode *Contextual Teaching And Learning* (Ctl) Pada Siswa Kelas Viii Mts. Al-Muhsin Metro Tahun Ajaran 2010/2011.	Increasing Students in Learning Sentences Simple Past Tense Method Using Contextual Teaching And Learning (CTL) Students of Class Viii Mts. Al-Muhsin Metro Academic Year 2010/2011	The Increasing Student's Simple Past Tense Mastery Through Contextual Teaching And Learning Approach At The Eight Graders Of Mts. Al-Muhsin Metro In The Academic Year 2010/2011.	Misinformation different structure
2.	Setiap guru memiliki kemampuan beragam dalam mengajar siswanya. Apa yang guru lakukan dalam mengajar akan mempengaruhi prestasi belajar mereka. Proses pembelajaran simple past tense yang di laksanakan guru kelas VIII semester genap di MTs. Al-Muhsin Metro tidak menggunakan metode pembelajaran yang tepat. Sehingga siswa sering merasa kesulitan untuk memahami	Each teacher has in teaching students of varying abilities. What teachers do in teaching will affect their learning achievement. The learning process simple past tense which is carried on the second semester eighth grade teacher at MTs. Al-Muhsin Metro does not use appropriate learning methods. So students often find it difficult to understand the sentence simple past tense and they often make	Each teacher has various ability in teaching their students. It depends on the goal of the teacher, to gain material reward, to enrich knowledge and experience or charity. What the teacher did in teaching their students would influence the student's achievement. The process of learning at the eighth graders of Mts.Al-Muhsin Metro, the teacher did not use the	Misinformation different structure

	kalimat simple past tense dan mereka sering melakukan kesalahan dalam penggunaan kalimatsimple past tense dalam berbicara dan menulis.	mistakes in the use of the phrase simple past tense in speaking and writing.	interesting method; the student's often find difficulties to learn structure, especially simple past tense. The students often made some structure mistakes in their speaking and writing.	
3.	Sehingga mereka merasa bosan belajar simple past tense karena mereka tidak dapat memahami dengan benar. Metode yang sesuai akan menjadikan proses pembelajaran menjadi menarik, menyenangkan dan paling penting adalah prestasi siswa meningkat. Tujuan penelitian ini untuk mengetahui kemampuan siswa MTs Al Muhsin dalam pembelajaran kalimat simple past tense dengan menggunakan metode contextual teaching and learning (CTL) dan untuk mengetahui proses belajar	So that they feel bored learn simple past tense because they can not understand it correctly. A suitable method will make the learning process to be interesting, fun and most importantly increased student achievement. The purpose of this study to determine the ability of students of MTs Al Muhsin learning simple past tense sentences by using Contextual Teaching and Learning (CTL) and to determine the learning process using CTL. Researchers found CTL	So that they feel bored learn simple past tense because they can not understand it correctly. The appropriate method would make process of learning was interest and the most important that the students' achievement increased. The approach would use to increase the student's simple past tense mastery was contextual teaching and learning approach. It was hoped by the teacher could give the solution in learning	Misinformation different structure

	mengajar menggunakan metode CTL. Peneliti berpendapat bahwa metode CTL merupakan salah satu metode pembelajaran yang tepat untuk belajar simple past tense. Metode ini diharapkan dapat memberika solusi dalam proses pembelajaran dan prestasi belajar di MTs. Al-Muhsin Metro.	method is one method of learning the right to learn the simple past tense. This method is expected to be about providing solutions in the learning process and learning achievement in MTs. Al-Muhsin Metro.	process and the student achievement at Mts. Al-Muhsin Metro.	
4.	Penelitian ini dilaksanakan di MTs. Al-Muhsin Metro kelas VIII semester Genap, dengan jumlah 38 siswa. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Metode pengumpulan data dalam penelitian ini menggunakan tes, observasi, dan wawancara. Target dalam penelitian ini adalah 80% siswa memperoleh nilai > 60 yang kemudiandibanding kan antara siklus I dan siklus II untuk mengetahui peningkatannya.	The research was conducted in MTs. Al-Muhsin Metro VIII class even semester, with the number of 38 students. The method used in this research is a class act. Methods of data collection in this study using the test, observation, and interviews. The target in this study was 80% of students scored> 60 were then compared between the first cycle and the second cycle to determine improvement	The research was conducted at the eighth graders of Mts. Al-Muhsin Metro. The method of this research was Classroom Action Research (CAR). The data collection methods in this research were test, observation and interview. The target of this research was 80% students got score > 60, and then it was compared between Cycle I and Cycle II.	Misinformation conjunction in→at. Misinformation different structure

| 5. | Setelah penelitian tindakan kelas dilaksanakan prestasi siswa dalam siklus I adalah 42,11% dari 38 siswa. Sedangkan dalam siklus II meningkat menjadi 94, 74% dari jumlah keseluruhan siswa. Hal tersebut menunjukan bahwa terdapat peningkatan. Kemudian data tersebut bearti bahwa target dari penelitian ini tercapai. | After a classroom action research conducted achievement of students in the first cycle was 42.11% of 38 students. While in the second cycle increased to 94, 74% of the total number of students. It shows that there is an increase. Then the data shall mean that the target of this study is reached. | After the research was conducted, the students' simple past tense mastery in the Cycle I was 42, 11% from 38 students while in the Cycle II increased to be 94, 74% from whole students. It showed that there was increased there. It means that the target had been achieved. | Misinformation different structure |

Source: Abstract from AS the students of English Department

From the table above based on the result of translation from abstractis use the google translate, the quantity of grammatical errors that output by google translate that is misinformation different structure many sentences is different between output by google translate than reconstructed translation. This show that the sentences that output by google translate is not suitable with grammatical.

Table 3. Translation result from abstract of AP the student's English Department.

No	Source Of Language	Google Translate Output	Reconstructed Translation	Note
1.	Pengaruh Penggunaan Grammar Translation Method Terhadap Kemampuan Membaca Pada Siswa Kelas 10Di Ma Al-Hidayah Raman UtaraTahun Ajaran 2010/2011.	Influence of Grammar Translation Method Against Reading Ability In Grade 10 Di Ma Al-Hidayah North Raman Academic Year 2010/2011.	The Influence On Using Grammar Translation Method Toward Students Reading Ability Of The Tenth Grade At Ma Al-Hidayah Raman Utara In Academic Year 2010/2011	Error of Omission article "the"
2.	Grammar Translation Method sejak dulu sudah digunakan oleh Amerika (USA) pada 1890's. Grammar translation method juga dikenal dengan metode klasik sejak pertama kali digunakan untuk mengajarkan bahasa klasik latin dan greek. Pemilihan metode yang baik dan effektif merupakan sebuah keharusan bagi seorang guru mata pelajaran, karena siswa akan tertarik untuk belajar apabila metode yang digunakan bias membuat mereka menjadi senang dalam proses	Grammar Translation Method has always been used by America (USA) in the 1890's. Grammar translation method is also known by the classical method since it was first used to teach classical languages Latin and Greek. Selection of a good and effective method is a must for a subject teachers, because students would be interested to learn if the methods used bias makes them happy in the learning process.	The Grammar Translation Method was widely used in the USA in 1980's. It was also called the classical method since it was first used in the teaching of classical languages Latin and Greek. This method was used for the purpose of helping students read and appreciate foreign language literature. Choosing a good and effective method is duty of teacher, because the students will interest to study if the method can make them enjoyed in learning process.	Misinformation different structure

	belajar.			
3.	Tujuan penelitian ini adalah untuk mengetahui apakah garammar translation method dapat mempengaruhi kemapuan membaca siswa. Tetapi banyak siswa yang mengalami kesulitan untuk menguasai membaca karna siswa harus mengerti dalam membaca text.	The purpose of this study was to determine whether garammar Traffic translation methods can affect students' reading. But many students who experience difficulty mastering reading because students must understand in reading the text.	The objectives of this research are found whether Grammar Translation Method can influence the students reading ability. But there are many students difficult to master of reading because the students must understanding texts of reading.	Misinformation different structure
4.	Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian ekperimen yang bersifat hubungan antara variable pada murid kelas 10 MA Al-Hidayah Raman Utara. Populasi dalam penelitian ini berjumlah 47 siswa. Dan sampel yang diambil dalam penelitian ini adalah seluruh siswa kelas 10. teknik pengambilan data sampel menggunakan teknik sampel	This research is quantitative, in the form of experimental research that is the relationship between the variables in grade 10 MA Al-Hidayah North Raman. The population in this research were 47 students. And samples taken in this study were all students in grade 10. The sample data capture technique using the technique of the overall sample. Research instrument used that test, documentation, and observation. The test is a method of	In this research conducted a quantitative, in form of experiment research; the characteristic of this research is correlated at tenth grade of MA Al-Hidayah Raman Utara. The population of this research consist of 47 students. And the sample is all of the tenth grade students. Is the established through the total sampling technique. The instruments used test, observation, and document. Before writer give test, writer has been teaching about 6 times at the class to get	Misinformation different structure

	secara keseluruhan. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi. Tes merupakan metode pengumpulan data yang terutama. Sebelum melakukan tes penulis mengajar terlebih dahulu sekitar 6 kali pemberian materi untuk mendapatkan informasi dari siswa. Tes digunakan untuk mengukur hasil belajar bahasa inggris siswa dan dilaksanakan dua kali yakni pre-test dan post-test. Sedangkan observasi dan dokumentasi adalah metode penunjang dalam penelitian ini.	data collection primarily. Before conducting the test author teaches advanced about 6 times the provision of material to obtain information from students. The test is used to measure the results of English learning students and is twice the pre-test and post-test. While the observation and documentation are supporting method in this study.	information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.	
5.	Akhirnya, setelahdata diteliti dapat disimpulkan bahwa hasil pre-test hanya 10,63% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 49,53. hgal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan.	Finally, after the data study can be concluded that the pre-test only 10.63% of students who can meet the completeness criteria Minimum (KKM) with an average of 49.53. hgal can be argued that the pre-test results are not satisfactory. While the results of the post-test No 68.08% of students who can meet the completeness criteria	Finally, after the data confirmed that pre-test just 10. 63% students that can fulfill minimum mastery criteria (KKM) and mean of the pre-test is 49,53. it can say that the result of pre-test was unsatisfactory. Then, in post-test there are 68,08%	Misinformation different structure

Sedangkan hasil post-test ada 68,08% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 60,76. hal ini dapat disimpulkan bahwa ada pengaruh yang nyata antara penggunaan Grammar Translation Method terhadap kemampuan membaca siswa pada kelas 10 diMA Al-Hidayah Raman Utara tahun ajaran 2010/2011.	Minimum (KKM) with an average of 60.76. it can be concluded that there is a real effect between use of Grammar Translation Method to the reading ability of students in grade 10 Dima Al-Hidayah North Raman 2010/2011.	students that can fulfill minimum mastery criteria (KKM) and mean of the post-test is 60,76. It means that there is a significant influence on using grammar translation method toward the students reading ability of the tenth grade at MA Al-Hidayah Raman Utara in academic year 2010/2011.	

Source: Abstract from AP the student's of English Department

From the table above based on the result of translation from abstractis use the google translate, the quantity of grammatical errors that output by google translate in the third table that is misinformation different structure. The causes of errors each the sentences of the google translate is nothing to check in grammatical so that the result it must edited.

Table 4. Translation Result of DF the stusdents of English Department.

No	Source of language	Google Translate Output	Reconstructed Translation	Note

1.	Pengaruh Penggunaan Diagram Venn Terhadap Kemampuan Menulis Descriptif Pada Siswa Kelas Delapan Di TMI (*Tarbiyatul Mu'alimin Islamiyah*) Roudlatul Qur'an Metro Barat Tahun Ajaran 2010/2011.	<u>Influence</u> Of Using Venn Diagram Toward The Students' Writing Ability Descriptive At The Eighth Grade Of Junior High School Of Islamic Education Center (Iec) Roudlatul Qur'an West Of Metro In Academic Year 2010/2011.	<u>The </u>Influence Of Using Venn Diagram Toward The Students' Descriptive Writing Ability At The Eighth Grade Of Junior High School Of Islamic Education Center (Iec) Roudlatul Qur'an West MetroIn The Academic Year 2010/2011.	Error of Omission article "The"
2.	Tujuan utama dari penelitian ini adalah mencari pengaruh penggunaan venn diagram (X)terhadap kemampuan menulis descriptif siswa (Y) pada kelas VIII SMP TMI (*Tarbiyatul Mu'alimin Islamiyah*) Roudlatul Qur'an Metro Barat tahun ajaran 2010/2011. Populasi penelitian ini adalah siswa kelas VIII dan sampel panelitian ini berjumlah 46 siswa.	The main objective of this research is to find the effect of the use of Venn diagram (X) on the ability to write descriptif students (Y) class VIII SMP TMI (Tarbiyatul Mu'alimin Islamiyah) Roudlatul Qur'an West Metro 2010/2011 school year. The study population was a class VIII student and panelitian sample totaled 46 students.	This research was aimed at detecting the influence of using Venn diagram (X) toward the students' descriptive writing ability (Y) at the eighth grade of Junior High School of Islamic Education Center (IEC) Roudlatul Quran West metro in academic of year 2010/2011. The population of the research was the eighth grade students and the sample of the research was 46 students.	Misinformation different structure

| 3. | Berdasarkan data pra survey, permasalah yang ditemukan dapat di simpulkan bahwa para siswa mengalami kesulitan dalam penulisan descriptif karena tidak mempunyai ide. Melalui diagram Venn siswa dapat menemukan ide dalam penulisan descriptif. Karena dengan diagram Venn siswa mendapatkan informasi, inforamsi dan ilustrasi melalui tulisan-tulisan yang ada di diagram tersebut. Dalam hal ini, penulis mencoba meneliti apakah ada pengaruh dari penggunaan diagram Venn terhadap kemampuan menulis descriptif siswa. | Based on data from pre-survey, the problems found can be concluded that the students have difficulty in writing descriptif because they do not have any idea. Through a Venn diagram students can find ideas in writing descriptif. Because with the Venn diagram students get information, inforamsi and illustrations through the writings in the diagram. In this case, the author tried to examine the influence of the use of the Venn diagram descriptif students' writing ability. | Based on the data pre survey, the problems which had been identified was the students found difficulties in descriptive writing because of not having ideas. Venn diagram was helped the students in finding the ideas. Which are from Venn diagram the students found many information, information and illustration. In this case, the writer tried to investigate whether there was influence of using Venn diagram toward the students' descriptive writing ability. | Misinformation different structure |
| 4. | Penulis melaksanakan *True Experimental Design* (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Sesuai dengan metode penelitian ini, maka data di analisis dengan menggunakan *t-test* | Author implement True Experimental Design (Pure Research) by applying a pre-test and post-test as an instrument. In accordance with the method of this study, the data was analyzed using t- | Furthermore, the writer conducted the true experimental design, by applying pre-test and post-test as the instrument. In accordance with the method in present research, | Misinformation different structure |

	yang memungkinkan untuk mengetahui perbedaan antara kelompok eksperimen yaitu kelas yang menggunakan diagram Venn dan kelompok control yang tidak menggunakan diagram Venn.	<u>test that allows to know the difference between the experimental group that is a class that uses a Venn diagram and a control group that did not use a Venn diagram.</u>	<u>experimental design, the data was analyzed by using *t-test* that enable to investigate the differences between the experimental group which used Venn diagram and the control group which without used Venn diagram.</u>	
5.	Akhirnya, data hasil penelitian menunjukakn bahwa $t_{observasi}$ = 3.590 dan ini masuk dalam kategori pengaruh yang tinggi. Selanjutnya, $t_{observasi}$ konsultasikan dengan t_{table} dengan taraf signifikan 5% = 2.010 dan 1% = 2.682, data tersebut menyatakan bahwa $t_{observasi}$ lebih besar dari pada t_{table}, ini dapat di artikan bahwa Hi diterima. Dan dapat di artikan bahwa ada pengaruh yang positif dan signifikan antara kelas experiment dan kelas control antara siswa-siswi SMP TMI (*Tarbiyatul Mu'alimin Islamiyah*) Roudlatul Qur'an Metro Barat tahun ajaran 2010/2011.	Finally, <u>the research data showed that tobservasi = 3,590 and is included in the category of high impact. Furthermore, tobservasi TTable consult with significance level of 5% = 2.010 and 1% = 2,682, the data states that tobservasi greater than the TTable, this could mean that Hi is received. And could mean that there is a positive and significant influence between the experimental class and a control class among the students of SMP TMI (Tarbiyatul Mu'alimin Islamiyah)</u>	Finally, the result of data <u>analysis illustrates that t $_{observed}$ = 3.590 and is categorized into high influence. Next, t $_{observed}$ is consulted to t $_{table}$ of the significant level of 5% = 2.010 and 1% = 2.682. Finally, the data confirms t $_{observed}$ is higher that t $_{table}$. Thus, it can be inferred that the Alternative Hypothesis (Ha) is accepted. There is positive and significant influence between experimental class and control class at the eighth grade Junior High School of Islamic Education Center (IEC) Roudlatul</u>	Misinformation different structure

		Roudlatul Qur'an West Metro 2010/2011 school year.	Qur'an West Metro in academic of year 2010/2011.	

Source: Abstract from DF the student's of English Department

From the table above based on the result of translation from abstractis use the google translate, the quantity of grammatical errors that output by google translate that is error of omission and misinformation different structure it same like the third table in the fourth table kind of grammatical error that found the translation result is misinformation different structure but for the title is true from the source language to translated of google translate and reconstructed translation.

The differences between them is clear, from the words and the form of sentences. In tenses google translate is not suitable with the happened now and past. So, using machine translation or google translate is not good when translate.

Table 5. Translation Result of Abstract from DK the student's of English Department

No	Source of	Google Translate	Reconstructed	Note

	language	Output	Translation	
1.	Penerapan Teknik Scanning Untuk Meningkatkan Pemahaman Membaca Siswa Kelas 10 Sma Wiratama Kotagajah Lampung Tengah Tahun Akademik 2010/2011	<u>Implementation</u> of Scanning Techniques To Improve Reading Comprehension Grade 10 Exp wiratama Kotagajah Central Lampung, Academic Year 2010/2011	<u>The Implementation Of Scanning Technique To Increase The Students' Reading Comprehension At The Tenth Graders Of Sma Wiratama Kotagajah In The Academic Year Of 2010/2011</u>	Error of Omission : "the" Misinformati on different structure
2.	Teknik merupakan salah satu cara yang digunakan guru dalam menerapkan sebuah metode didalam proses belajar mengajar agar siswa memahami setiap materi. Guru harus mampu membantu siswa dalam pemahaman materi, yaitu dengan penyediaan teknik yang tepat. Untuk meningkatkan pemahaman membaca siswa, peneliti menyediakan sebuah teknik yang efektif dan efisien, teknik tersebut adalah scanning. Scanning digunakan untuk mendapatkan	Technique is one way that <u>teachers use in applying a method in the learning process so that students understand each material. Teachers should be able to assist students in understanding the material, namely the provision of proper technique. To improve students' reading comprehension, researchers provide a technique that is effective and efficient, these techniques are scanning. Scanning is used to obtain specific information from a text. This technique is expected to improve students' reading comprehension. In fact, teachers do not use techniques that are effective in reading, it also results in lower students' reading comprehension. This is the condition that researchers have found</u>	Technique is one way that <u>is used by the teacher to apply a method in teaching and learning process in order to make the students understand about the materials. So, as a teacher should be able to help the students to comprehend the material by providing the appropriate technique in teaching and learning process. Therefore, to increase the students reading comprehension, the researcher provided an efficient and effective technique, that is scanning technique. Scanning is use to get specific information of the text. This technique is expected be able to increase the students reading</u>	Misinformati on different structure

	informasi khusus dari sebuah teks. Teknik ini diharapkan mampu meningkatkan pemahaman membaca siswa. Faktanya, guru belum menggunakan teknik yang efektif dalam kegiatan membaca, hal tersebut menyebabkan pemahaman membaca siswa rendah. Kondisi inilah yang peneliti temukan pada siswa kelas sepuluh SMA Wiratama Kotagajah Lampung Tengah.	in the tenth grade high school students wiratama Kotagajah Central Lampung.	comprehension. In fact, the teacher has not used yet the effective technique in reading lesson, it caused the students' reading comprehension is low. This condition which is the researcher found at the tenth graders students of SMA Wiratama Kotagajah in the academic year of 2010/2011.	
3.	Adapun bentuk penelitian ini adalah penelitian tindakan kelas (PTK). Peneliti mengadakan dua siklus. Antara satu siklus dengan yang lainnya terdapat hubungan yang terkait. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek penelitian ini	The shape of this research is classroom action research (PTK). Researchers conducted two cycles. Between one cycle to another there is a connection therewith. Each cycle consists of planning, action, observation, and reflection. The subjects were 37 students in grade 10 high school Wiratma Kotagajah. In collecting the data, researchers used a test and documentation. The test consisted of tests	In this case, the researcher conducted classroom action research (CAR). In this research, the researcher conducted the research in two cycles. Between one cycle with the other has relationship. They are including planning, action, observation, and reflection. The subject of this research was thirty-seven tenth graders students of SMA	Misinformation different structure

	adalah 37 siswa kelas 10 SMA Wiratma Kotagajah. Dalam pengumpulan data, peneliti menggunakan tes dan dokumentasi. Tes terdiri dari tes sebelum diberikan perlakuan (pre-test) dan tes sesudah diberi perlakuan (post-test). Tujuan dari kedua tes tersebut adalah untuk mengetahui sejauh mana pemahaman siswa sebelum dan sesudah diberikan perlakuan.	before being given treatment (pre-test) and tests after being treated (post-test). The purpose of the test is to determine the extent of students' understanding before and after treatment.	Wiratama Kotagajah. In collecting data, the researcher used the test and documentation. The tests consist of pre-test and post-test. The purpose of pre-test and post-test are to know how far the students' reading comprehension before and after being given the treatment.	
4.	Hasil tes menunjukkan bahwa ada peningkatan hasil dari pre-test dan post-test. Nilai rata-rata post-test lebih besar dari nilai pre-test. Nilai rata-rata pre-test sebesar 50.94, kemudian nilai rata-rata post-test pertama sebesar 56.48, dan nilai rata-rata post-test kedua sebesar 65.27.	The test results indicate that there is an increase in the results of pre-test and post-test. The average value of the post-test is greater than the pre-test. The average value of a pre-test of 50.94, then the average value of the first post-test of 56.48, and the average value of the second post-test of 65.27.	The result of pre-test and post-test show that there is increase from the pre-test and post-test. The average score of the post-test is higher than pre-test. The average score of pre-test is 50.94, then the average score of post-test I is 56.48, and the average score of post-test II is 65.27.	Misinformation different structure
5.	Sehinggaada peningkatan nilai	So that, there is an increase in the average	So,there is progress from 50.94 to 56.48	Misinformation different

			structure
rata-rata dari tes tersebut. Peningkatan yang terjadi dari pre-test ke post-test pertama sebesar 5.54 poin, kemudian dari post-test pertama dengan kedua sebesar 8.79 poin. Hal ini jelas bahwa teknik scanning dapat meningkatkan pemahaman membaca siswa.	value of the test. An increase that occurred from pre-test to post-test first at 5:54 points, then from the first post-test with the second at 8.79 points. It is obvious that the scanning technique can improve students' reading comprehension.	to 65.27. From pre-test to the post-test cycle I, there is increase for about 5.54 points, and from the post-test cycle I to the pot-test cycle II, there is increase for about 8.79 points. It is clear that by using scanning technique as the technique of teaching, the students will be able to increase their reading comprehension.	

Source: from DK the student's of English Department

From the table above based on the result of translation from abstractis use the google translate, the quantity of grammatical errors that output by google translate that is error of omission,subtitution,and misinformation different structure.

In omission using the in the first sentence. And the other found misinformation different structure. As for the sentence there is the word is not completed and not yet translating.

C. Discussion

It is particularly believed that translation uses the google translate is not always accurate. This research has clearly shown thatthe translation result that

from google translates is different from the reconstructed translation. The sentences from google translate are often not suitable with the grammatical rules, such as the use of article,tenses, and subtitution. It can be viewed from abstract of the student's of English Department.The data described that the students set in writing of abstract using google translate.

To the specific extent, this research is supported by the view of Corder in his writing that common error is a categorization of the grammatical errors needs to be developed, as these four following principles namely: error of addition, error of omission, misinformation/subtitution and misordering. In this context, using the google translate is a habit of the student's of English Department. Although, the students understood the grammatical errors that output by google translate. In this respect, James et.al explained that there are the causes of errors that is: language transfer,overgeneralization, lack of knowledge, simplification and fossilization. Both forms are explained by in the chapter of literature review.

Finally, since the translation using google translate is not always in accurate so that it must be edited.In order that, the translation is easy to be understood.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the Qualitative Research and interpretation, it could be taken the conclusion as follows:

1. There are grammatical errors of the translation produced by google translate in abstracts of the student's of English Department, They consist of : error of addition, error of omission, misinformation/substitution, and misordering.

2. This research has clearly shown that translation result of abstracts based on google translate it must be edited.

3. Using machine translation or google translate continously make the students of the university level not think critically. Especially, in English Department.

B. Suggestion

This research is pointed out to give the suggestion for:

1. The researcher suggests that the students should construct motivation in themselves, So that not always using google translate in each translate both of the assignment or in other translating.

2. The researcher suggests that it is better if the students to translate by using a dictionary this can increase vocabulary mastery and comprehending translation and how the words are arranged to become a perfect sentences.

3. The researcher suggests that the teacher should consider the students' base use the google translate in translating process. In response to the base, the teacher can use the different media to teach comprehending about translation.

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CURRICULUM VITAE

Indah Kurniasih was born at Adipuro, October 30th, 1994.She is the second daughter of Tarmizi and Ponirah. Enrolling in SDN.6 Adipuro since 2000-2006. She decided to extend her study in SMP.Muhammadiyah 1 Trimurjo 2006-2009, this is the time that the researcher was falling in love with English. After graduating from SMP.Muhammadiyah 1 Trimurjo 2006-2009, she continued her study in SMK.KP Gajah Mada 2 Metro for three years (2009-2012). Nevertheless, IAIN Metro has become her next direction to go on her study in the academic year of 2012. She has been in English Education Study Program since the academic year of 2012 up to now.

GLOSSARY

1. Ellipsis : The commission of clauses,phrases or words which can be

recovered from other parts of discourse.

2. Google translate : A free multilingual machine translation service developed

by Google, to translate text, speech, images, sites, or real-time

video from one language into another

3. Grammar : The set of language rules that you use, most of the time

unconsciously, to create phrases and sentences that

convey meaning.

4. Idiom : A group of words whose meaning considered as a unit is

different from the meanings of each word considered separately.

5. Punctuation : The set of marks used to regulate texts and clarify their meanings,

principally by separating or linking words, phrases, and clauses.

6. Translation : The communication of the meaning of a source-language text by

means of an equivalent target-language text.