CHAPTER IV
RESULT AND DISCUSSION

A. Data Description

In this research, the writer uses the declarative sentences as the data which is categorized into seven categories. These sentences are representative from the patterns of declarative sentences of each category; exactly there are thirty five sentences, five sentences of each category, as described below:

Table 4.1

The List of Declarative Sentences

NO.	CATEGORY	PATTERN	SENTENCES
1	Transitive	SPO(A) SPOC	1. Angga makan *ketoprak* setiap hari. 2. Mereka menulis surat minggu lalu. 3. Rimba membaca buku cerita setiap malam. 4. Kami selalu

			belajar bahasa Inggris. 5. Kemarin dia membeli buku.
2	Bitransitive	SPOO	1. Pak Bayu mengajari kami bahasa Indonesia tahun lalu. 2. Ibu saya memberi saya kue setiap pagi. 3. Ayah mengirimi kami uang kemarin. 4. Dia selalu membelikan saya sebuah buku. 5. Minggu lalu, dia memberi saya

			pekerjaan.
3	Intransitive	SPA SPCA	1. Guru-guru pergi ke Bandung bulan lalu. 2. Bara berjalan ke perpustakaan kemarin. 3. Minggu lalu Danisa menyanyi di dalam kelas. 4. Liburan sekolah selesai kemarin. 5. Setiap hari dia pergi ke sekolah jam 6.
4	Nominal	SC	1. Dia seorang pelajar. 2. Ayahnya seorang dosen.

			3. Ibunya kepala sekolah.
			4. Kakakku guru bahasa.
			5. Dia adalah guru saya.
5	Adjectival	SC	1. Gadis itu cantik.
			2. Laki-laki itu pintar.
			3. Pertanyaan itu sulit sekali.
			4. Murid-murid itu pintar.
			5. Sekolah kami sangat bersih.
6	Prepositional	SC	1. Dia ada di perpustakaan.
			2. Temanku dari Bandung.
			3. Buku ini

			untukmu.
			4. Cerita ini tentang Malin Kundang.
			5. Ibunya ada dirumah.
7	Numeral	SC	1. Bukunya ada tiga.
			2. Rumahku satu.
			3. Lebarnya 40m.
			4. Harga buku itu lima ribu rupiah.
			5. Anaknya lima orang.

B. Data Analysis

In this part, the writer would like to give report concerning the data description according students' work in translating the sentences, or the answers from the respondents of this study. There are twenty six students as the sample of this research; they have translated the Indonesian declarative sentences provided as the Source Language (SL) into English as the Target Language (TL). She would like to observe and

explain their answers based on the categories, then to describe about the errors they made, as follow:

1. **Transitive**

   a. **SL: Angga makan *ketoprak* setiap hari.**

   TL: Angga eats *ketoprak* everyday.

   For this sentence, concerning the pattern, all of the students' answers are correct. There are twenty four students who translated the sentence as the pattern SPO (A), and two students who placed the adverbial of time (everyday) in front of the subject which is acceptable in both languages. However there are some errors made by the students in the usage of appropriate verb according to the tenses used –present tense, subject-verb agreement, spelling of words, and wrong word.

   b. **SL: Mereka menulis surat minggu lalu.**

   TL: They wrote letters last week.

   There are twenty two students who translate the sentence based on the pattern SPO(A) and three students placed the adverbial of time in front of the subject, which is acceptable. And one student translated the sentence by put copula verb between the subject and the verb. In other words, generally, based on the pattern the students answer are mostly correct, but there are some errors in the usage of appropriate verb for past tense, diction, spelling of words.

c. **SL: Rimba membaca buku cerita setiap malam.**

   TL: Rimba reads story book every night.

   For this sentence, there are twenty one students who translated the sentence as the pattern SPO(A), and two students who placed the adverbial of time (everyday) in front of the subject that is acceptable, two students had wrong meaning of the sentence. Then one student translated incompletely. Moreover the errors made by the students are in the usage of appropriate verb according to the tenses used –present tense, spelling of words, word order, diction, and article usage.

d. **SL: Kami selalu belajar bahasa Inggris.**

   TL: We always study English language.

   There are twenty two students who translated the sentence in correct order that is S(A)PO, the adverbial is placed between the subject and the predicate, which is acceptable in the two languages. And there are two students who made mistakes in choosing the words that do not have equivalence meaning for the original words; while two others students answered incompletely. Then the errors made by students are in word order, spelling, and diction.

e. **SL: Kemarin dia membeli buku.**

   TL: Yesterday he/she bought a book.

   In translating this sentence, there are twenty two students who translated the sentence in the correct pattern that is (A)SPO. But there are some students who

used wrong verb for the sentence, so the meanings are not equivalence. And there are two students who put copula verb between the subject and the verb. Then two others students used prepositional *about* to replace the verb needed. So the last four students translated the sentence incorrectly. Besides, there are errors made by students in using correct verb for the past tense, diction, using article of *a*, and wrong word choice.

For this category, generally, the students are correct in making the English declarative sentences in view of the category whose similar pattern of the two languages that shows the positive transfer of students. There are only twelve wrong sentences constructed from the total one hundred and thirty sentences in transitive category, resulted from the five representative sentences which are translated by twenty six students (one hundred and thirty sentences).

2. **Bitransitive**

   a. **SL: Pak Bayu mengajari kami bahasa Indonesia tahun lalu.**

      TL: Mr. Bayu taught us Indonesian language last year

      Concerning the pattern SPOO, there are eighteen students who applied that pattern in translating the sentence, although there are errors found in choosing verb for simple past tense, using of object pronouns, word order, and spelling. Then one student used pattern

SPO*to*O(A) for the sentence, three students put the direct object between the subject and predicate, which grammatically is wrong, and one student did not have verb in his sentence –S?OO(A). And others three students translated the sentence incompletely, they put only the subject.

b. **SL: Ibu saya memberi saya kue setiap pagi.**
    TL: My mother gives me a cake every morning.

There are twenty two students who translated the sentence grammatically referring to the pattern SPOO(A), and one student the adverb of time before the subject, which is acceptable. Then three students omitted the direct object from the sentence that made the sentence incomplete. However, the errors found in the subject-verb agreement; using of article *a*, diction, object pronouns, and spelling.

c. **SL: Ayah mengirimi kami uang kemarin.**
    TL: Father sent us money yesterday.

In translating this sentence, there are twenty two students used the same pattern of SPOO(A), and one student used pattern (A)SPOO. In contrast, two students had no direct object in their sentences, one student used pattern SPO*to*O(A). Hence the students made errors in using appropriate verb according to tenses used, object pronouns, using article, and wrong word.

d.   SL: Dia selalu membelikan saya sebuah buku.

TL: He/she always buys me a book.

There are nineteen students translated the sentence used the same pattern of S(A)POO, though they made errors in using verb for past tense used, wrong word, spelling, using article, and objective pronouns. And there are three students put *to* before the direct object (S(A)P*to*OO) and one student put it between the objects (S(A)PO*to*O). Then one student had no direct object in his sentence, also one student use copula verb instead main verb that needed. Even one student translated the sentence without any verb at all.

e. SL: Minggu lalu, dia memberi saya pekerjaan.

TL: Last week, he/she gave me a job.

In translating this sentence, there are twenty five students used the same pattern of (A)SPOO, but one student translated the sentence incompletely. The errors found in using the verb for tenses used (past tense), using article, diction, object pronouns, relative pronouns, and wrong word.

For the second category, Bitransitive category, generally, the students are correct in making the English declarative sentences in view of the category whose similar pattern of the two languages, there are only twtwoenty wrong sentences constructed from the total one hundred and thirty sentences provided, resulted from

the five representative sentences which are translated by twenty six students (one hundred and thirty sentences). It shows positive transfer that made by the students.

3. **Intransitive**
   a. **SL: Guru-guru pergi ke Bandung bulan lalu.**
      TL: The teachers went to Bandung last month.

      There are nineteen students who translated the sentence correctly; they used past verb (*went*) since the sentence used past tense. And the rest of students used infinitive verb (*go*). So, seen from the pattern SPC, all of the sentences are correct, but there are errors in choosing verb for the appropriate tenses used.

   b. **SL: Bara berjalan ke perpustakaan kemarin.**
      TL: Bara walked to the library yesterday.

      There are eighteen students used the same pattern SPCA, three students put the adverb of time before the subject - (A) SPC, which is acceptable. And two students translated the sentence without put the adverb of time, one student did not put preposition *to* before the complement that made the sentence meaningless. Then one student put copula verb after the main verb in his sentence. Even one student made incomplete sentence, only subject. However the errors made by students in translating the sentence are in using the correct verb for past tense, and wrong word.

c. **SL: Minggu lalu Danisa menyanyi di dalam kelas.**

   TL: Last week Danisa sang in the classroom.

   There are twenty five students used the pattern (A)SPC, and one student had no complement in his sentence. The errors found in using the verb for simple past tense, even the twenty second student use noun (*song*) instead the verb form, and using the proper preposition, diction, spelling,

d. **SL: Liburan sekolah selesai kemarin.**

   TL: School holiday finished yesterday.

   In translating this sentence twenty two students used the correct SPA pattern; while the others four students put copula verb *is* before the verb that made the sentence ungrammatical. The errors found in word order, and in using the verb for past tense.

e. **SL: Setiap hari di pergi ke sekolah jam 6.**

   TL: Everyday he/she goes to school at 6 am.

   There are eight students who translated the sentence correctly with the suitable verb that suitable with the subject also in the tenses used. And fifteen students who did not used the suitable verb, so the errors mostly in subject-verb agreement. In addition, one student translated the sentence incompletely, without the adverb. And other students did not make the translation at all. Then one student put copula verb *is* after the subject.

Generally, in the five sentences of intransitive category, the students are correct in making the English declarative sentences in view of the category has similar pattern in the two languages. There are only thirteen wrong sentences constructed from the total one hundred and thirty intransitive sentences provided, resulted from the five representative sentences which are translated by twenty six students (one hundred and thirty sentences). It seems positive transfer happened among the students.

4. **Nominal**

   a. **SL: Dia seorang pelajar.**

      TL: He/she is a student.

      There are twenty four students who correctly put copula *is* after the subject, though the eighteen students did not add article *a* before the noun phrase. And one student did not use the copula verb. Then one student made wrong spelling, he used *ist* instead *is*.

   b. **SL: Ayahnya seorang dosen.**

      TL: His/her father is a lecturer.

      Based on sentence structure, there are nineteen students who properly used copula *is* after the subject; while five students did not do it. And two students did not translate the sentence completely; they did not put the complement. Moreover, they made errors in diction, and spelling.

c. **SL: Ibunya kepala sekolah.**

   TL: His/her mother is a headmaster.

   There are nineteen students who placed copula verb *is* after the subject, and five students did not. Then two students translated the sentence incompletely, without the complement. The errors they made include spelling, and word choice.

d. **SL: Kakakku guru bahasa.**

   TL: My brother/sister is a language teacher.

   There are eighteen students translated correctly on sentence pattern, by adding copula verb after the subject. And eight others students did not add the copula verb; they put the complement after the subject. The errors appeared in using article, word order, and word choice.

e. **SL: Dia adalah guru saya.**

   TL: He/she is my teacher.

   There are twenty four students translated the sentence correctly by adding intensive verb *is* after the subject. While one student did not, and one other student used *ist* instead *is* after the subject.

   To summary this category, nominal category, the students made twenty six wrong pattern of the sentences from the total one hundred and thirty sentences, resulted from the five representative sentences which are translated by twenty six students (one hundred and thirty sentences). It seems negative transfer or interference

happened among the students since this category has different pattern between Indonesian and English declarative sentences.

5. **Adjectival**

   a. **SL: Gadis itu cantik.**

   TL: The girl is beautiful.

   For this sentence, there are twenty three students translating the sentence correctly concerning on sentence structure, they put intensive verb *is* after the subject. And three students made errors on the sentence pattern, without adding the intensive verb.

   b. **SL: Laki-laki itu pintar.**

   TL: The man is smart.

   There are eighteen students who translated the sentence in correct sentence pattern by using intensive verb *is* between the subject and the adjective. And five students made errors on subject and verb agreement, they used plural form for the subject and singular form of the copula. Then there are two students who translated the sentence by placing the adjective before the subject. And one student did put anything between the subject and the adjective.

   c. **SL: Pertanyaan itu sulit sekali.**

   TL: The question is very difficult.

   Concerning the sentence pattern, there are twenty one students who translated the sentence grammatically –used intensive verb between the subject and the

adjective, but there are errors in the dictions. Then others five students did not.

d. **SL: Murid-murid itu pintar.**

   TL: The students are smart.

   There are two students who translated the sentence correctly. While eighteen students made errors in using the proper copula, they used *is* instead *are* for subject-plural. And for students straight place the adjective after the subject. And two students are wrong in the diction and spelling.

e. **SL: Sekolah kami sangat bersih.**

   TL: Our school is very clean.

   There are tweenty students who translated the sentence without put copula verb between the subject and the adjective. And two students use copula *are* instead *is*. Then four students translated the sentence grammatically. Besides, the errors on sentence pattern, there are errors in using possessions, subject-verb agreement, and spelling.

   In the adjectival category, the students made thirty seven wrong patterns of the sentences from the total one hundred and thirty sentences, resulted from the five representative sentences which are translated by twenty six students (one hundred and thirty sentences). It seems negative transfer or interference happened among the students since this category has different pattern between Indonesian and English declarative sentences.

6. **Prepositional**

    a. **SL: Dia ada di perpustakaan.**

    TL: He/she is in the library.

    There are eleven students who translated the sentence in the right way by putting copula *is* between the subject and the complement (prepositional phrase). The subject is the third singular person, so copula *is* is the suitable one. And four students translated the sentence by putting the word *there* after the subject to represent the word *ada* in Indonesian. Even two students use words *there is.* In addition one student used the word *has*. Next one student put the word *there* before the subject. Then there are seven students who translated the sentence by placed the prepositional phrase after the subject straightly. However the errors appeared in sentence structure, using of article, spelling, using of preposition, relative pronouns. In short, there are fifteen students who made errors on sentence pattern in translating the sentence.

    b. **SL: Temanku dari Bandung.**

    TL: My friend is from Bandung.

    In translating this sentence, there are two students who put copula *is* between the subject and the prepositional phrase. And the rest of students did not use it. So there are twenty four students made errors on sentence pattern of this sentence.

c. **SL: Buku ini untukmu.**

   TL: This book is for you.

   There are three students who translated the sentence grammatically, they put copula *is* after the subject. And the others students did not.

d. **SL: Cerita ini tentang Malin Kundang.**

   TL: This story is about Malin Kundang.

   There are tweenty students translated the sentence ungrammatically, they placed the complement (prepositional phrase) after the subject. Two students made error in choosing the word *history* for *story,* and one student used possessive *my* for determiner *this*. And three students translated correctly by putting copula *is* between the subject and its complement.

e. **SL: Ibunya ada di rumah.**

   TL: His/her mother is at home.

   There are three students translating the sentence grammatically by putting copula or intensive verb after the subject. Some students put word *have*, *has*, *there*, *there is*, *any*, and article *a*, after the subject. And the fifteen students did not put anything between the subject and the prepositional phrase in the sentence.

   To conclude, in the sixth category, the prepositional category, the students made one hundred and eight wrong patterns of the sentences from the total one hundred and thirty sentences, resulted from the five representative sentences which are translated by twenty

six students (one hundred and thirty sentences). The number is very significance, this shows negative transfer or interference made by the students since this category has different pattern between Indonesian and English declarative sentences.

7. **Numeral**

   a. **SL: Bukunya ada tiga.**

   TL: His/her book are three.

   For this numeral sentence, there are eleven students who translated the sentence by putting copula *is* between the subject and the complement; while the others did not. There are seven students used *there* for WORD *ada* (Indonesian) , and three students used *have*, and one student used *any*, they placed the words between the subject and complement. And the rest students used article *a* between the subject and its complement. Besides, the errors made by the students in translating the sentence are in the possessions, using the correct copula, and spelling.

   b. **SL: Rumahku satu.**

   TL: My house is one.

   There are ten students who used correct pattern of the sentence, that is by putting intensive verb *is* between the subject and its complement. And some students put *this*, *any* and *there* to replace the copula *is*, and one student translated as *One my house*. Then other

twelve students did not put anything after the subject and straight to the complement.

c. **SL: Lebarnya 40m.**
TL: The width is 40m.

Concerning the pattern, there are twelve students who correctly put copula *is* after the subject in the sentence, and the rest students are not. And the errors that they made in making the sentence include diction, the use of article *the*, and spelling.

d. **SL: Harga buku itu lima ribu rupiah.**
TL: The book price is five thousand rupiah.

In this sentence, there are nineteen students who used copula *is* between the subject and its complement, and the rest students are not. Then beside about the pattern, the errors appeared in the word order, diction, spelling, and using of article *a*.

e. **SL: Anaknya lima orang.**
TL: His/her children are five.

There are five students who used copula *is* after the subject of the sentence, whereas the copula *are* is the correct one. And thirteen students who translated straight put the complement after the subject. And five students put *any* after the subject, one student used *have*, and one student used *there*. Also one student translated the sentence into sentence which does not have meaning at all.

For the last category, the numeral category, the students made seventy two wrong patterns of the sentences from the total one hundred and thirty sentences, resulted from the five representative sentences which are translated by twenty six students (one hundred and thirty sentences). This category has different pattern between Indonesian and English declarative sentences which caused negative transfer or interference happened among the students.

C. Data Interpretation

Next, the writer would like to give the data interpretation according students' work in translating the sentences based on the seven type declarative sentence in Indonesian and English language.

1. Transitive

Sentence patterns in Indonesian declarative sentence for transitive category are SPOA (subject-predicator-object-adverbial) and SPOC (subject-predicator-object-complement). The predicator in an S-P-O-A sentence may be a simple verb without any affixes. It may also take the following affixes *men-, -I, men-I, meper-I, -kan, men-kan*. Adverbial is an optional element. An S-P-O-A sentence is also known as a monotransitive sentence (kalimat ekatransitif), and the complement in an S-P-O-C sentence may be an adjective, a noun phrase or a verb. The

complement is called object complement, because it follows an object.

While in English declarative sentence the patterns are SVO (subject-verb-object), SVOC (subject-verb-object-complement), SVOA (subject-verb-object-adverbial). For this type, concerning the pattern, all of the students' answers are correct. Because all of the students' translated the sentence as the pattern SVO, but there are some errors made by the students in the usage of appropriate verb according to the tenses used like the word that should be "eats" but they wrote "eat",

2. **Bitransitive**

Sentence patterns in Indonesian declarative sentence for transitive category is SPOO (subject-predicator-object-object), An S-P-O-O sentence has two objects; the first is called indirect object and the second direct object. The indirect object is often the beneficiary of an action. Hence an S-P-O-O sentence, also known as a bitransitive sentence (kalimat dwitransitif), is a sentence with bitransitive verb (*verbal dwitransitif*).

While in English declarative sentence the patterns is SVOO (subject-verb-object-object). For this type, concerning the pattern, some students applied this pattern in translating the sentence and some students are not. Some errors made by students in using appropriate verb, had no direct object in their sentences, others students translated the sentence incompletely noting verb and object they just put

only the subject, and it's wrong because the pattern of bitransitive category is SVOO.

3. **Intransitive**

Sentence patterns in Indonesian declarative sentence for transitive category are SPA (subject-predicator-adverbial) and SPCA (subject-predicator-complement-adverbial), The predicator in an S-P-A sentence may be a simple intransitive verb without any affixes. It may also take the prefix *ber-, me-*, or *ter-*. Adverbial is an option element.

While in English declarative sentence the patterns is SV (subject-verb). Generally, in the five sentences of intransitive category, the students are correct in making the English declarative sentences in view of the category has similar pattern in the two languages. Seen from the pattern SPC, all of the sentences are correct, but there are the errors made by student in using appropriate verb.

4. **Nominal**

Sentence patterns in Indonesian declarative sentence for transitive category is SC (subject-complement), In this pattern, sentences can be built by adding a noun, an adjective, a prepositional phrase or a numeral to the subject.

While in English declarative sentence the patterns is not found (see no. 4 up to 7 in table 2.2). Seen from the pattern SC, all of the sentences are correct, the errors made by student just not in accordance with grammar.

5. **Adjectival**

Sentence patterns in Indonesian declarative sentence for transitive category is SC (subject-complement), In this pattern, sentences can be built by adding a noun, an adjective, a prepositional phrase or a numeral to the subject.

While in English declarative sentence the patterns is not found (see no. 4 up to 7 in table 2.2). Seen from the pattern SC, all of the sentences are correct, the errors made by student just not in accordance with grammar (on sentence pattern, there are errors in using possessions, in using intensive verb, subject-verb agreement, and also spelling).

6. **Prepositional**

Sentence patterns in Indonesian declarative sentence for transitive category is SC (subject-complement), In this pattern, sentences can be built by adding a noun, an adjective, a prepositional phrase or a numeral to the subject.

While in English declarative sentence the patterns is not found (see no. 4 up to 7 in table 2.2). Seen from the pattern SC, all of the sentences are correct, the errors made by student just not in accordance with grammar.

7. **Numeral**

Sentence patterns in Indonesian declarative sentence for transitive category is SC (subject-complement), In this pattern, sentences can be built by adding a noun, an adjective, a prepositional phrase or a numeral to the subject.

While in English declarative sentence the patterns is not found (see no. 4 up to 7 in table 2.2). Seen from the

pattern SC, all of the sentences are correct, the errors made by student just not in accordance with grammar. This category has different pattern between Indonesian and English declarative sentences which caused negative transfer or interference happened among the students.

To provide frequency relative distribution which known as percentage table from the error sum of each category as explained previously, to see the distribution of errors that made by the students. And to get the frequency relative (percentage number) the writer uses the formula by Anas Sudjiono which is called relative frequency distribution as follows:

$$\mathbf{P} = \frac{\boldsymbol{F}}{\boldsymbol{N}} \boldsymbol{X} \mathbf{100}\%$$

F = frequency of errors occurred/the wrong answer

N = number of sample observed

P = percentage

From the explanation above, it is obtained the percentage of errors that calculated using the formula. The result are presented in the following table:

Table 4.2

Percentage of Errors on Sentence Pattern

NO.	CATEGORY	FREQUENSI (f)	%
1	Transitive	12	4.14 %
2	Bitransitive	22	7.59 %
3	Intransitive	13	4.48 %
4	Nominal	26	8.97 %

5	Adjectival	37	12.76 %
6	Prepositional	108	37.24 %
7	Numeral	72	24.83 %
	Total	**290=N**	**100,00%=$\sum P$**

The calculations are as follows:

1. Transitive:

$$P = \frac{F}{N} X100\%$$

$P = \frac{12}{290} X100\% = 4.14\% \rightarrow$ percentage of errors on sentence

pattern in transitive category.

2. Bitransitive:

$$P = \frac{F}{N} X100\%$$

$P = \frac{22}{290} X100\% = 7.59\% \rightarrow$ percentage of errors on sentence

pattern in bitransitive category.

3. Intransitive:

$$P = \frac{F}{N} X100\%$$

$P = \frac{13}{290} X100\% = 4.48\% \rightarrow$ percentage of errors on sentence

pattern in intransitive category.

4. Nominal:

$$P = \frac{F}{N} X100\%$$

$P = \frac{26}{290} X100\% = 8.97\% \rightarrow$ percentage of errors on sentence

pattern in nominal category.

5. Adjectival:

$$P = \frac{F}{N}X100\%$$

$P = \frac{37}{290}X100\% = 12.76\% \rightarrow$ percentage of errors on sentence pattern in adjectival category.

6. Prepositional:

$$P = \frac{F}{N}X100\%$$

$P = \frac{108}{290}X100\% = 37.24\% \rightarrow$ percentage of errors on sentence pattern in prepositional category.

7. Numeral:

$$P = \frac{F}{N}X100\%$$

$P = \frac{72}{290}X100\% = 24.83\% \rightarrow$ percentage of errors on sentence pattern in tnumeral category.

From the data analysis about it found that the percentage of errors on sentence pattern of each category, as described on the Table 6. that shows us that the level of errors made most by students are in the prepositional sentence (37.24%), then Numeral sentence (24.83%), Adjectival sentence (12.76%), Nominal sentence (8.97%), next Bitransitive sentence (7.59%), followed by Intransitive sentence (4.48%) and Transitive sentence (4.14%)

Furthermore, based on the fact above, it is known that students mostly made errors in the sentence that have different pattern between the Indonesian and the English with

significance number. They are in the Nominal, Adjectival, Prepositional, and Numeral sentence whose SC (Subject-Complement) as the pattern in Indonesian language that considered in English language. Then the range of errors found in the bitransitive, intransitive, and transitive sentence, in that order, which have similar pattern in both languages contrasted.