

**AN ANALYSIS OF ERRORS COMMITTED BY BUGINESE
ENGLISH LEARNERS AT ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF IAIN PALOPO**

A thesis

*Submitted to the English Language of SI Tarbiyah and Teacher Training Faculty
of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of
English Education*



IAIN PALOPO

Submitted by :

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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STATE ISLAMIC INSTITUTE OF PALOPO
2021**

THESIS APPROVAL

This thesis, entitled "An Analysis of Errors Committed by Buginese English Learners at English Language Education Study Program of IAIN Palopo" written by Yesmi Syamsu, Reg. Number 16 0202 0132, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Thursday February 18th 2021 M, coincided with Robi'ul-akhir 6th 1442 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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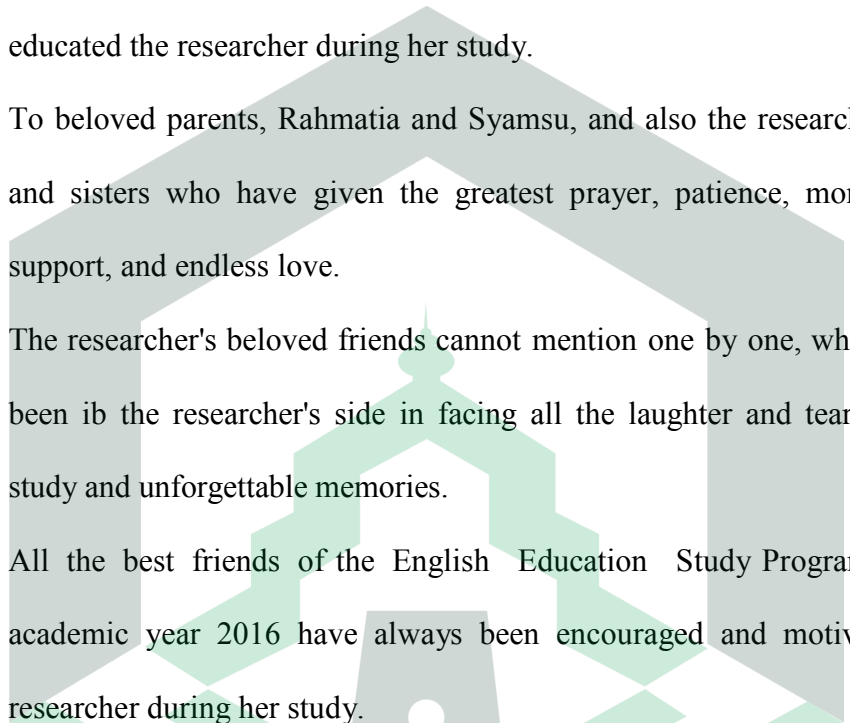
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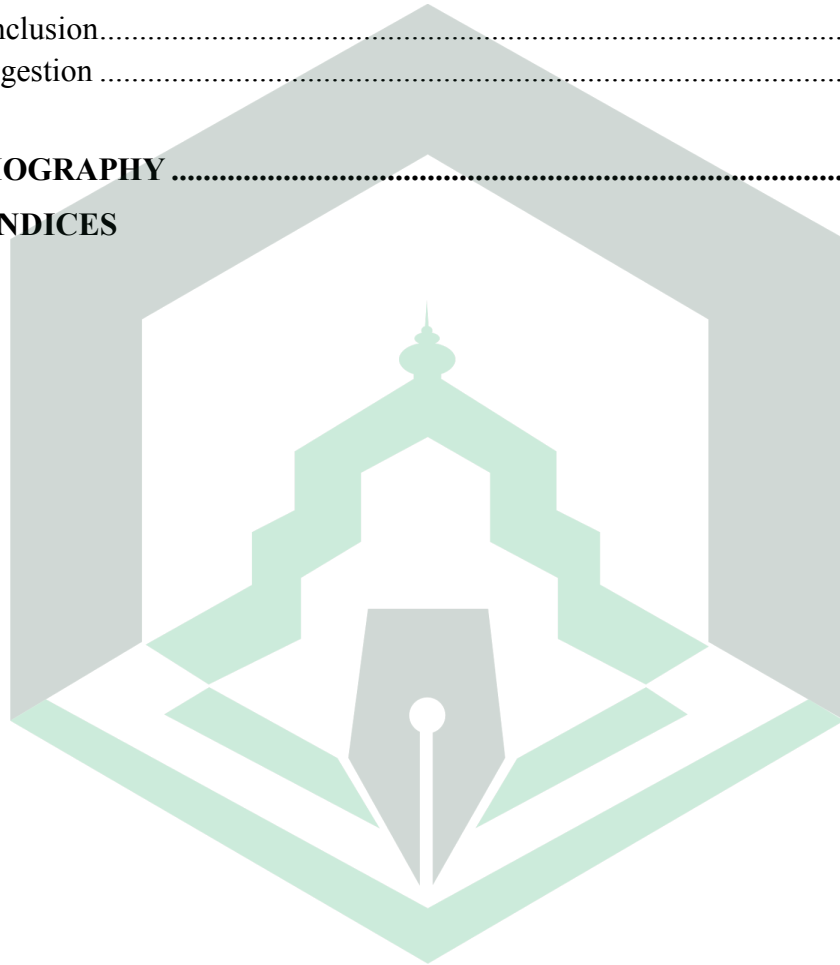
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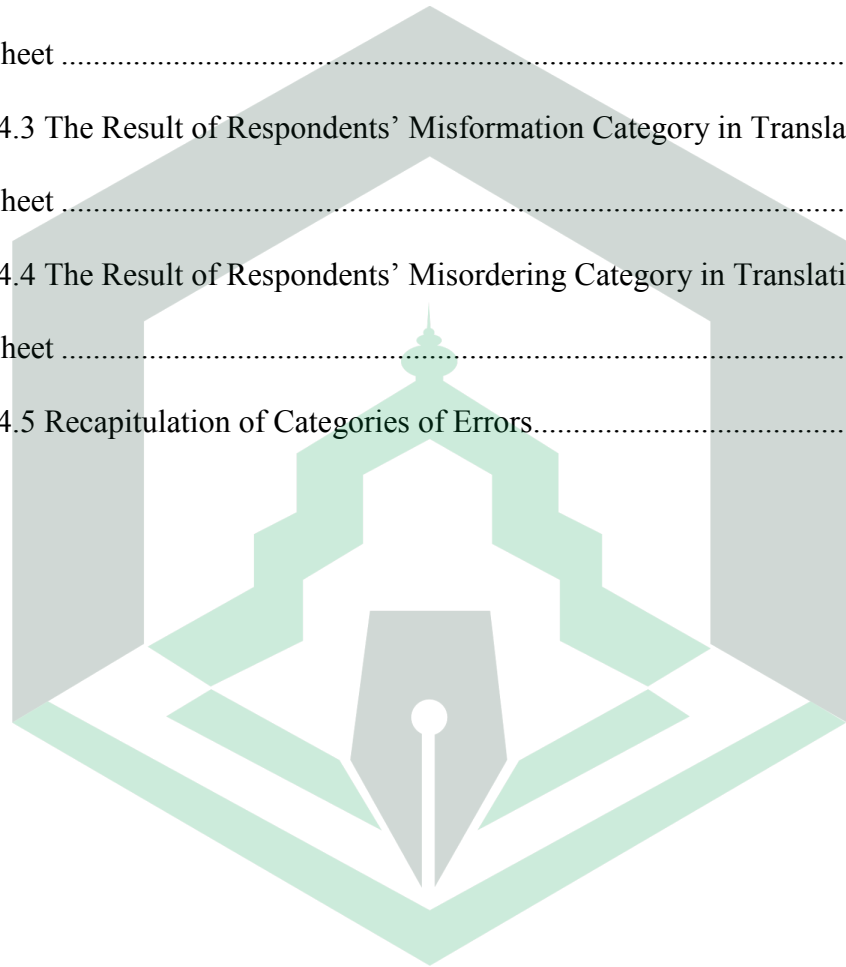
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ABSTRACT

Yesmi Syamsu, 2020. “*An Analysis of Errors Committed by Buginese English Learners at English Language Education Study Program of IAIN Palopo*”. A thesis of The English Departement Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: Wahibah, Muhammad Iksan.

This thesis attempted to identify the types of errors that are committed by Buginese english learners at english language education study program of IAIN Palopo. This thesis applied the qualitative method. The researcher used error categories (omission, addition, misformation, misordering) conducted by Dulay, Burt, and Krushen (1982) to analyze errors from the respondent's translation worksheet. The population of this research was the students' in the fifth semester and seventh semester in English Study Program of IAIN Palopo. The sample was taken by purposive sampling. The number of the sample was 10 students. The result of the data analysis showed that there are four categories of errors committed by Buginese English learners. The four categories are; the omission errors are committed 71 times or 41,3% out of the total number of errors and omission had the second-highest frequency was found in the respondents' translation worksheet, the addition errors are committed 6 times or 3,1% out of the total number of errors and addition had the lowest frequency were found in the respondents' translation worksheet, the misformation errors are committed 85 times or 49,4% out of the total number of errors and misformation had the highest frequency were found in the respondents' translation worksheet, and the last is misordering errors are committed 10 times or 5,19% out of total number errors and misordering had the third-highest frequency was found in the respondents' translation worksheet.

Keyword: Error analysis, Buginese language, grammar.

CHAPTER I

INTRODUCTION

A. Background

At present, the process of learning English among educational institutions is growing due to the development of the globalization era. One of the most important aspects of learning English is grammar. Grammar must be learned to master all English language skills such as speaking, writing, reading, and listening correctly. Without learning and understanding grammar, it will be difficult for learners to master English in all aspects. Grammar is the difficult part to learn according to most learners in several lessons in learning English.

Especially in Indonesia, many learners are difficult to understand grammar is caused by the influence of the mother tongue or first language. Learning a second language is not as easy as learning the first language or mother tongue. In learning a second language, learners deal with other learner's language which is socially or culturally different from their language. Knowing how learners acquire a second language is an interesting matter. Brown (1980) gives a contribution to this matter by saying that human learning is a process including learning a language either a mother tongue or a second language, which may not avoid making mistakes. Ellis(1997) states that second language acquisition can be defined as a way in which people learn a language other than their mother tongue inside or outside of

a classroom¹. Moreover, Brown (1980) states that to understand the process of second language acquisition, we needed to analyze the mistakes a learner makes in the process of constructing a new system of language². Ellis (1997), in line with Brown, states that the main way to investigate second language acquisition is by collecting and describing samples of learners' language such as by focusing on kinds of errors learners make which most often is in the grammar of the second language. Thus, either Brown or Ellis believes that the process of acquiring a second language can be traced from the errors or mistakes they produced.

There are so many language errors because of the influence of the mother tongue or first language including language function problems, code-switching, code-mixing, interference, and integration. Where in general learners using English still contain elements of the mother tongue both in terms of phonology, syntax, and semantics. This is caused by many innate language and environmental factors. And in fact, there are still many language errors found by learners who are usually called language interference.

Interference is the change of language system used in other elements of language which is regarded as a mistake because it deviates from the rules of the language used. Weinreich (1994), asserts interference is the deviation of language norm in usage as the effect of bilingual toward another language³. The term

¹ 'Rod-Ellis-*The-Study-of-Second-Language-A*.Pdf'.

² '[H._Douglas_Brown]_Principles_of_Language_Learning(z-Lib.Org).Pdf'.

³ Samingan Ahmad, 'First Language Interference in Efl Students' Composition of Iain Salatiga Publication Article', 2016.

interference is firstly used by Weinreich to name the existence of a different language system spoken by bilingual learners in using a language. Interference happens when the learner uses the second language and the ones which are interfered with the second language are the first language or mother tongue. While syntax refers to form phrases, clauses, and sentences.

Various empirical studies show that interference will always exist as one of the causes of language learners' mistakes even with varying percentages. Even more extreme, the supporters of contrastive analysis say that interference is the only source of the emergence of errors in a foreign language.

Based on observations by the researcher at IAIN Palopo especially in English Study Program, the researcher has found that most of the learners make a mistake when the learners try to produce pronunciation, words, sentences in English. It is caused by the mother tongue. The mother tongue in this study is the local language. From the demonstration above, the researcher is interested to research with the title "An Analysis of Errors Committed by Buginese English Learners at English Language Education Study Program of IAIN Palopo "

B. Problem Statement

Based on the explanation in the background, the problem statement can be formulated in the form of a question: What are the types of errors committed by Buginese English learners at English Language Education Study Program of IAIN Palopo?

C. Objective of the Research

Based on the problem statement, the objective of the research is to identify the types of errors that are committed by Buginese English learners at English Language Education Study Program of IAIN Palopo.

D. Significance of the Research

1. Theoretically, this research is expected to increase knowledge in the field of English grammar teaching.
2. Practically, this research can be one of problem-solving in overcoming the problem of the foreign language learner in learning grammar.

E. Scope of the Research

This thesis focuses on the study of error analysis and to analyze the data, the researcher used error categories (omission, addition, misformation, misordering) conducted by Dulay, Burt, and Krashen (1982). This study focuses on the descriptive method to identify what types of errors committed by Buginese English learners in English Language Education Study Program of IAIN Palopo.

F. Definition of Terms

1. Error is a deviation from the adult grammar of native speakers which signifies the inter-language capability of the language learners.
2. Grammar is the whole system and structure of a language.
3. Buginese language is one of the languages used by ethnic Buginese and is spoken by most people mainly in the southern part of Sulawesi.

CHAPTER II

REVIEW AND RELATED LITERATURE

A. Previous of Related Study

In writing this thesis, the researcher found some researchers who were closely related to this research, those researchers :

Hamjah (2012) “Error analysis in mother tongue (Bima language) interference in writing skill ”. This thesis used a qualitative method. The results of this thesis show three types of error made by the students’ of STKIP Taman Siswa Bima in the third semester in the academic year 2011-2012, it contains morphological level, lexical level, and syntax level⁴.

Hilda Mutia Sari (2013) “Grammatical Interference from Indonesian into English Translation ”. This thesis used a descriptive qualitative method. The results of the analysis answer the problem of this research which indicates that the Semester 5 students of Tanjungpura University Pontianak in Academic Year 2012/2013 still interfere with their foreign language (English). The interference dominantly is misinformation by 80 out of 157 interference occurred. They tend to make English sentences like the Indonesian structure. the research concludes that the grammatical interference which is dominantly made by the students in their translations is interference in misinformation⁵.

⁴ Hamjah, ‘*Error Analysis in Mother Tongue (Bima Language) Interference in Writing Skill*’, 2012.

⁵ Mutia Sari Hilda, ‘*Grammatical Interference from Indonesian Into English Translation*’, 2013.

Ahmad Samingan (2015) with the title “first Language Interference in EFL Students composition of IAIN Salatiga”. In this thesis, the researcher used a descriptive qualitative method. And the researcher concluded that first language interference always plays a role in second language acquisition. Based on data analysis, it can be concluded that there are two types of interference made by EFL students; those are lexical interference and syntactical interference⁶.

Baiatun Nisa (2016) “Error analysis: Mother tongue influence on grammatical errors in Indonesian EFL students’ papers. The method this thesis used the descriptive qualitative method. The result of this thesis showed that mother tongue influence on grammar errors was the most common type of errors. The most common and salient mother tongue influence which were found in the students’ paper are subject-verb agreement, verb tense and form, word order, plurality, and passive voice⁷.

Dian Puspita (2019) “Error analysis on learners’ interlanguage and intralanguage: A case study of two adolescent students”. This thesis used the descriptive qualitative method. The result showed that interlanguage affects the errors more than does intralanguage, it proved that the L1 affects the L2

⁶ Saminagn Ahmad, *‘First Language Interference in EFL Students Composition of IAIN Salatiga’*, 2015.

⁷ Nisa Baiatun, *‘Error Analysis : Mother Tongue Influence on Grammatical Errors in Indonesian EFL Students’ Papers’*, 2016.

acquisition. The errors occurred in terms of subject-verb agreement, tenses, and relative cause⁸.

Based on the previous related study above, there are some differences with the research that will be conducted by the researcher. Where the first from Hamjah has differenced error analysis in language, that is the Bima language into English. The second and the third from Hilda Mutia Sari and Ahmad Samingan have different error analyses in language, that is from Indonesian into English. The fourth research from Baiatun Nisa has a different error type in results, such as are subject-verb agreement, verb tense and form, word order, plurality, and passive voice. The last research from Dian Puspita also has differences that error types in results, such as subject-verb agreement, tenses, and relative cause. From the first until the fifth research has some method that is a descriptive qualitative method.

B. Error Analysis

1. Definition of Error

To get a clear understanding of the error, the writer should consider several opinions given by some linguists. According to Harmer as quoted by Brown, "Errors are part of the students" interlingua that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery.

⁸ Puspita Dian, 'Error Analysis on Learners' Interlanguage and Intralanguage : A Case Study of Two Adolescent Students', 2019.

While, according to Dullay, error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance. Brown has a different opinion. He gives more attention to the Interlingual competence of the speaker. He defines an error as a noticeable deviation from the adult grammar of a native speaker reflecting the Interlingual competence of the learner.

From all definitions above, the researcher can summarize that error is a flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of the linguistic system of the target language; it will lead the students to make errors consistently.

2. Categories of Error

According to Dulay, Burt, and Krashen (1982), errors are classified into four categories :

a. Omission. It is errors are characterized by the absence of an item that must appear in a well-formed utterance. For example :

1. He a cat. It should be: He is a cat.
2. He very cute and sweet. It should be: He is very cute and sweet.

Sentence (1) is grammatically incorrect because the students omitted “to be (is)” before the article “a”. Sentence (2) is grammatically incorrect because there is an item omitted. There is no to be in that sentence. So the complete the gap on that sentence above, it should be filled with “is”.

b. Addition. Errors are characterized by the presence of an item that must not appear in a well-formed utterance. For example :

1. The world this day had depends . It should be: The world this day depends.
2. I am playing with my pet. It should be: I play with my pet.

Sentence (1) is grammatically incorrect because in this sentence should not add third person singular “had”. Sentence (2) is grammatically incorrect because in this sentence “ I am “ should be replaced with “I” as “am” is not needed in such conditions.

c. Misformation. Errors are characterized by the use of the wrong form of the morpheme or structure. For example:

1. She always accompany me when I study. It should be: She always accompanies me when I am studying.
2. He always play with her tail. It should be: He always plays with her tail.

Sentence (1) is grammatically incorrect because the verb “accompany” should be “accompanies” because the subject third-person singular female should be added e or es. Sentence (2) is grammatically correct because the verb “play” should be “plays” because subject third-person singular male should be added e or es.

d. Misordering. Errors are a wrong placement of a morpheme or a group of morphemes in the utterance. For example :

1. Colour’s bibi is gray. It should be: Bibi’s color is gray.
2. The body’s bibi is big. It should be: Bibi’s body is big.

Sentence (1) is grammatically incorrect because the student just translates Bahasa Indonesia into English. The word “color”’s bibi” is misplaced each other so it makes the reader confused. So, the correct grammatically order of those words should be “bibi”’s color”. Sentence (2) the word ”Body”’s bibi” is also misplaced. The right grammatically order of those words should be “Bibi”’s body”⁹.

3. Causes of Error

Norrish in Hasyim (2006) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below :

- a. Carelessness. It is often closely related to a lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest, perhaps the materials and or style of presentation do not suit him.
- b. the First language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere with the new ones. This cause of the error is called first language interference.
- c. Translation. It is one of the causes of errors. This happens because a student translates their first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of the error.

⁹ Hidayati Wahyu, ‘English Grammatical Errors in The Abstract Section of Civil Engineering Students’.2016

4. Sources of Error

Selinker in Nzama (2010) stated that there are five sources of errors. They are as follows:

- a. Language transfer. There is a positive transfer that helps the learning of the second language. There is also negative transfer, which hinders the learning of the second language. Language transfer involves pronunciation, word order, and grammar, semantic transfer, transfer in writing, pragmatic transfer, and culture transfer.
- b. Transfer of training. Transfer of training occurs whenever the effects of prior learning influence the performance of the later activity. Transfer of training is the influence of prior learning on performance in a new situation.
- c. Strategies of second language learning. This is an attempt to develop linguistic and sociolinguistic competence in the target language.
- d. Strategies of second language communication. This consists of attempts to deal with problems of communication that have arisen in interaction.
- e. Overgeneralization of the target language. This happens when a second language learner applies a grammatical rule across all members of a grammatical class without making the appropriate exception¹⁰.

C. Grammar

All language has its grammar. People who speak the same language can communicate because they know the grammar system of that language. Because

¹⁰ Robert Wetzorke, *An Introduction to the Concept of Error Analysis*, 2010.

the use of the language to communicate presuppose grammar. It followed that all speakers and writers of a language must know grammar. Thornbury (2004) stated that grammar is partly the study of what forms (or structures) are possible in a language¹¹. Grammar is concerned with the analysis of the sentence which describes the rules of how language sentences are formed.

Hermer (2002) stated that the grammar of a language is the description of how words can change their forms and can be combined into sentences in that language¹². It is the structure and meaning system of language. Also, Ur (1993) defined grammar as the way a language manipulated and combined words to form longer units of meaning¹³. He writes that grammar tells how the rules of language work, they arrange and shape words.

From the statement above, it can be concluded that grammar is explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language creatively so that they can communicate easily. It helps us to write new kinds of sentences that are more effective and more persuasive.

¹¹ Magfirah Fadliah 'The Teaching Of Grammar In Context Through Writing Activities At Madrasah Tsanawiyah Negeri Model Makassar', 2015.

¹² Alfayed Affied, 'An Analysis of Students Grammatcal Errors in Writing Recount Texts', 2017.

¹³ Ur, 'A Course in Language Teaching. Practice and Theory.', 1991.

D. Buginese Language

Buginese language belongs to the great family of Austronesian people. Their language is one of the four major language groups in South Sulawesi, the other three being Mandar, Toraja, and Makassar, which are all western Austronesian languages. Most 'districts' in South Sulawesi are dominated by Bugis speakers, such as Bone, Soppeng, Wajo, Sidrap, Pinrang, Barru, Sinjai, and Parepare. People in some districts such as Bulukumba, Pangkep, and Maros speak both Bugis and Makassar. Although there are some differences in dialects and expressions, most Bugis speakers can understand each other. Pelras (1996) notes that the Bugis still distinguish themselves according to their former major states (Bone, Wajo, Soppeng, Sidenreng) or a group of petty states (those around Parepare and Suppa' on the west coast and those around Sinjai in the South)¹⁴.

The Bugis people also typically use a mixed language, either Bugis with Indonesian, in which Bugis is the main language with some additional Indonesian, or Indonesian with Bugis in which speakers mostly use Indonesian but add some Bugis expressions. In other words, the Indonesian used here is influenced by the local Bugis dialect and is specifically used in South Sulawesi. This can be easily recognized by the use of Bugis affixes such as *-ki'*, *-ko*, *na-*, *-ji*, *-mi*, etc. This Bugis-Indonesian is not only found in Bugis communities in

¹⁴ Pelras Christian, *The Bugis* (Cambridge: Blackwell publishers, 1996).

South Sulawesi, but also in other parts of Indonesia which have Bugis residents. Other ethnic groups in South Sulawesi, such as the Makassar, Mandar, or Toraja also use this mixed-Indonesian¹⁵.

Buginese is a language that is based on South Sulawesi. In reality, there are a lot of different types of Buginese. Therefore, They represent a syntax in the Buginese that is often used in Bugis environments. Syntax in the Buginese has differences in subject, object, and predicate. In Buginese, the position in the sentence determines the shape of the subject or object. Meaning the shape of the subject or object will change according to it is the position in the sentence. Likewise, the future, present, and past forms also have differences.

The subject in Buginese :

- I am iyya'
- You : idi'
- Dia : iyyeroe' (applies to all subjects, objects, animals, human, things)
- Mereka : iyyemaneng roe (applies to all subjects, objects, animals, human, things)

Example of sentences :

a. Future tenses

- (+) Melo'ka' minung kopi matu'.
- (-) De' umelo' mancaji pa'boko.

¹⁵ Mahmud Murni, *Speaking Bugis and Speaking Indonesian in Bugis Society*, 2008.

- (?) Melokoga' melli sapeda baru minggu paimeng ?

b. Present tense

- (+) Susan lokka ko palopo yae ossoE.
- (-) De'na lokka Susan ko Palopo yae ossoE.
- (?) lokkaga Susan ko Palopo yae ossE ?

c. Past tense

- (+) mapeddi ulunna ambo'ku wenni'.
- (-) De'na mapeddi ulunna ambo'ku wenni'.
- (?) Mapeddiga uluna ambe'ku wenni' ?



CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

In this research, the researcher used the descriptive qualitative method. It aimed to identify the types of errors committed by Buginese English learners at English Language Education Study Program of IAIN Palopo. Denzin and Lincoln (2012) define qualitative research as follow: “Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter¹⁶. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives.”

B. Population and Sample

1. Population

The population of this research consisted of students' in the fifth semester and seventh semester in English Study Program of IAIN Palopo.

¹⁶ Denzin N.K. and Lincoln Y.S., *Handbook of Qualitative Research*, 2000.

2. Sample

A sample is part of the population. In taking the sample of the research, the researcher used the purposive sampling technique. Where the researcher took 10 students'. The requirement for choosing the sample are :

1. Male or female students' in English study program of IAIN Palopo.
2. The mother tongue is the Buginese language.
3. Actively use the Buginese language in their daily communication.

C. Instrument of the Research

The researcher used questionnaires. The researcher used multiple choice questionnaire consist of 14 numbers. Respondent are offered a set of answers they have to choose form. Fill on the questionnaire about personal data. Where, the researcher used questionnaire to ensure that respondents were really Buginese people. And then, translation worksheets. Consist 15 sentences in Buginese language. Respondets translate translation worksheet into English. Questionnaire and translation worksheet accessed by respondents from google form.

D. Procedure of Collecting Data

1. Questionnaire

Before conducting the research, the researcher provides a set of questions related to the research to respondents.

2. Translation Worksheet

In this research, the researcher provides a translation worksheet about translating sentences from the Buginese language into English contain 15 numbers at the beginning of the research.

E. Technique of Data Analysis

The analysis of data collected in this research was done by using four steps :

1. Collecting the data from students' works

After the students' finished their translation worksheets, the researcher collected their works.

2. Identifying students' errors

The researcher identified the students' errors from their translation worksheet.

3. Classifying students' errors

After identified students' errors from their translation worksheets, the researcher classified the errors based on categories of errors. There are omission, addition, misformation, and misordering.

4. Calculating the percentage of students' errors

In this step, the researcher calculated the errors to know how frequently these errors have been made by students' in the English study program of IAIN Palopo. Calculated the frequency of each error, the researcher employed the following formula :

$$P = \frac{f}{n} \times 100\%$$

Notes :

P = Percentage of error N = Total number of error

F = Frequency of class error



BAB IV

FINDINGS AND DISCUSSIONS

A. Findings

In this section, the researcher identified the errors from the translation worksheet by respondents. The researcher presented the identification of errors in the form of the table below.

Table 4.1

The result of respondents' omission error category in translation worksheet

Respondent	Error form	Correct form	Types of Error
R01	Headache	a headache	omitted of article
	you english	you speak english	omitted of verb
R02	Teach	to teach	omitted of preposition
	to office	to the office	omitted of article
	Headache	a headache	omitted of article
	to office	to the office	omitted of article
	to aunt's	to our aunt's	omitted of possessive Pronoun
	to market	to the market	omitted of article
	Book	a book	omitted of article
	come teach	come to teach	omitted of preposition
R03	to office	to the office	omitted of article
	going on	going to go on	omitted of to infinitive
	to aunt's	to our aunt's	omitted of possessive Pronoun
	read this	read a book this	omitted of noun phrase
	is she going	is she going to go	omitted of to infinitive
	to office	to the office	omitted of article
going on	going to go on	omitted of to	

	my mom cook	my mom is going to cook	infinitive omitted of phrase modal Verb
R04	Headache Aunt to office the table not go does watch read book to office bicycle Toraja are going	a headache aunt's to the office on the table do not go does not watch read a book to the office by bicycle to Toraja are not going	omitted of article omitted of plural omitted of article omitted of preposition omitted of to be omitted of to be omitted of article omitted of article omitted of preposition omitted of preposition
R05	I headache Headache to market	I got headache a headache to the market	omitted of to be omitted of verb omitted of article omitted of article
R06	Headache Aunt to aunt to office to market Book Teach to office my sister and I not go on	a headache aunt's to our aunt's to the office to the market a book to teach to the office my sister and I are not going to go on	omitted of plural omitted of possessive Pronoun omitted of article omitted of article omitted of article omitted of preposition omitted of article omitted of to be omitted of phrase modal Verb
R07	Headache Aunt to office Holiday	a headache aunt's to the office on holiday	omitted of article omitted of plural omitted of article omitted of preposition
R08	Headache aunt house to market	a headache aunt's house to the market	omitted of article omitted of plural omitted of article

	teacher not to office to Toraja	teacher will not to the office to go to Toraja	omitted of to be omitted of article omitted of to infinitive omitted of to infinitive
	going to Toraja	going to go to Toraja	omitted of to infinitive
	Holiday	on holiday	omitted of preposition
	my mother going to	my mother is going to	omitted of to be
R09	I a headache	I got a headache	omitted of verb
	to office	to the office	omitted of article
	on table	on the table	omitted of article
	Fish	the fish	omitted of article
	to market	to the market	omitted of article
	Book	a book	omitted of article
	is cook	is going to cook	omitted of phrase modal Verb
	Teach	to teach	omitted of preposition
	Office	the office	omitted of article
	to Toraja	to go to Toraja	omitted of to infinitive
	my sister and I not	my sister and I are not	omitted of to be
	Holiday	on holiday	omitted of preposition
R10	my mother going to	my mother is going to	omitted of to be
	Office	the office	omitted of article
	to Toraja	to go to Toraja	omitted of to infinitive
	not	did not	omitted of to be

Total of respondents' omission error category in translation worksheet are 71,

such as ; 31 of omission in article, 10 of omission in preposition, 9 of omission in in to be, 7 of omission in to infinitive, 4 of omission in plural, 3 of omission in verb, 3 of omission in possessive pronoun, 3 of omission in phrase modal verb, and 1 of omission in noun phrase.

Table 4.2

The result of respondents' addition error category in translation worksheet

Respondent	Error form	Correct Form	Types of Error
R01	-	-	-
R02	-	-	-
R03	Cooks	cook	addition of suffix
	Meatballs	meatball	addition of suffix
R04	Comes	come	addition of suffix
R05	-	-	-
R06	Headaches	headache	addition of suffix
	every days	everyday	addition of suffix
R07	Fishes	fish	addition of suffix
R08	-	-	-
R09	-	-	-
R10	-	-	-

Total of respondents' addition error category in translation worksheet are 6, such as; 6 of addition in suffix.

Table 4.3

The result of respondents' misformation error category in translation worksheet

Respondent	Error form	Correct form	Types of Error
R01	I have	I got	misform of auxiliary verb
	go to	went to	misform of verb
	are you	did you	misform of auxiliary
	did Adi	does Adi	misform of auxiliary
	his book	a book	misform of verb
	wants to	going to	misform of verb

	is not	will not	misform of auxiliary
	go to	going to	misform of verb
	want to	going to	misform of verb
	Slept	Sleeping	misform of verb
	saw	See	misform of verb
	Your	You	misform of personal pronoun
	Fluent	Fluently	made an error in used adjective"fluent",the form must be adverb"fluently"
R02	Caught	Catches	misform of verb
	Coming	Come	misform of verb
	Teaching	Teach	misform of verb
	go	Come	misform of verb
	are not	do not	misform of auxiliary
	did Adi	does Adi	misform of auxiliary
	wants to	going to	misform of verb
	does not	will not	misform of auxiliary
	want to	going to	misform of verb
	Fluent	Fluently	made an error in used adjective"fluent",the form must be adverb"fluently"
	Your	You	misform of personal pronoun
	Caught	Catches	misform of verb
	Me	I	misform of personal pronoun
	Me	I	misform of personal pronoun
R03	I am	I got	misform of auxiliary
	did Adi	does Adi	misform of auxiliary
	does not	will not	misform of auxiliary
	want to go	going to go	misform of verb
	Slept	Sleeping	misform of verb
	Came	Come	misform of verb
	Fluent	Fluently	made an error in used

			adjective "fluent", the form must be
	Caught	catches	adverb "fluently"
	Your	You	misform of verb
			misform of personal pronoun
	Me		misform of personal pronoun
R04	Headached	headache	misform of verb
	Sleep	sleeping	misform of verb
	Fluent	Fluently	made an error in used adjective "fluent", the form
			must be
			adverb "fluently"
R05	Catch	Catches	misform of verb
	going to	went to	misform of verb
	do you	did you	misform of auxiliary
	Sleep	Sleeping	misform of verb
	My	Our	misform of personal Pronoun
			Pronoun
	Me	I	misform of personal Pronoun
			Pronoun
R06	Watching	Watch	misform of verb
	go to	went to	misform of verb
	does not	did not	misform of auxiliary
	do you	did you	misform of auxiliary
	did Adi	does Adi	misform of auxiliary
	do not	does not	misform of auxiliary
	Get	Got	misform of verb
	home	House	misform of wrong form of Noun
			Noun
	Fluent	Fluently	made an error in used adjective "fluent", the form must be
			adverb "fluently"

	Catch	Catches	misform of verb
	Reading	Read	misform of verb
	coming	Come	misform of verb
R07	go to	went to	misform of verb
	do not	did not	misform of auxiliary
	does not	do not	misform of auxiliary
	Went	Go	misform of verb
	Get	Got	misform of verb
R08	Came	Come	misform of verb
	go to	went to	misform of verb
	no to	did not	misform of auxiliary
	Do	Did	misform of auxiliary
	did not	does not	misform of auxiliary
	did not	do not	misform of auxiliary
	Sleep	Sleeping	misform of verb
	Catch	Catches	misform of verb
	Came	Come	misform of verb
R09	go to	went to	misform of verb
	do not	did not	misform of auxiliary
	do not	does not	misform of auxiliary
	Do	Does	misform of auxiliary
	Fluent	fluently	made an error in used adjective "fluent", the form must be adverb "fluently"
	Catch	Catches	misform of verb
	this night	to night	misform of preposition
R10	Do	Did	misform of auxiliary
	does	Did	misform of auxiliary
	Did	Does	misform of auxiliary
	Cleaning	Clean	misform of verb
	Fluency	Fluently	made an error in used noun "fluency", the form must be adverb "fluently"
	Cooking	Cook	misform of verb

Total of respondents' misformation error category in translation worksheet are 85, such as; 41 misformation in using of verb, 27 misformation in using of auxiliary, 8 misformation in using of personal pronoun, 6 misformation in using of adjective whose the form must be adverb, 1 misformation in using of form of noun, 1 misformation in using of noun whose the form should be adverb, and 1 misformation in using of preposition.

Table 4.4

The result of respondents' misordering error category in translation worksheet

Respondent	Error form	Correct form	Types of Error
R01	by bicycle go to the office	go to the office by bicycle	has the wrong of sequence
R02	fluent in your English every day no every week go to market he is	you speak English fluently every day not go to the market every week is she	has the wrong of sequence has the wrong of sequence error of misplaced
	go by bicycle going to the office tomorrow morning	going to go to office by bicycle tomorrow morning	has the wrong of sequence
R03	fluent your speak english by bicycle to the office	you speak English Fluently to the office by bicycle	has the wrong of sequence has the wrong of sequence
R04	Adi did Adi does	did Adi does Adi	error of misplaced error of misplaced
R05	-	-	-
R06	-	-	-
R07	-	-	-
R08	-	-	-
R09	-	-	-
R10	he is	is she	misordered the

 word

Total of respondents' misordering error category in translation worksheet are 10, such as; 6 of the wrong of sequence, and 4 error in misplaced or misordered the word.

From all the explanations above, the researcher concluded the recapitulation of categories of errors in the form of the table below.

Table 4.5
Recapitulation of Categories of Errors

Respondents	Omission	Addition	Misformation	Misordering
R01	4	-	16	1
R02	8	-	11	4
R03	6	2	10	2
R04	11	1	4	2
R05	3	-	6	-
R06	10	2	11	-
R07	4	1	6	-
R08	9	-	8	-
R09	12	-	7	-
R10	4	-	6	1
Total	71	6	85	10
Total (N)	172			

$$\text{Omission} = P = \frac{71}{172} \times 100\% = 41,2\%$$

$$\text{Misformation} = P = \frac{85}{172} \times 100\% = 49,4\%$$

$$\text{Addition} = P = \frac{6}{172} \times 100\% = 3,1\%$$

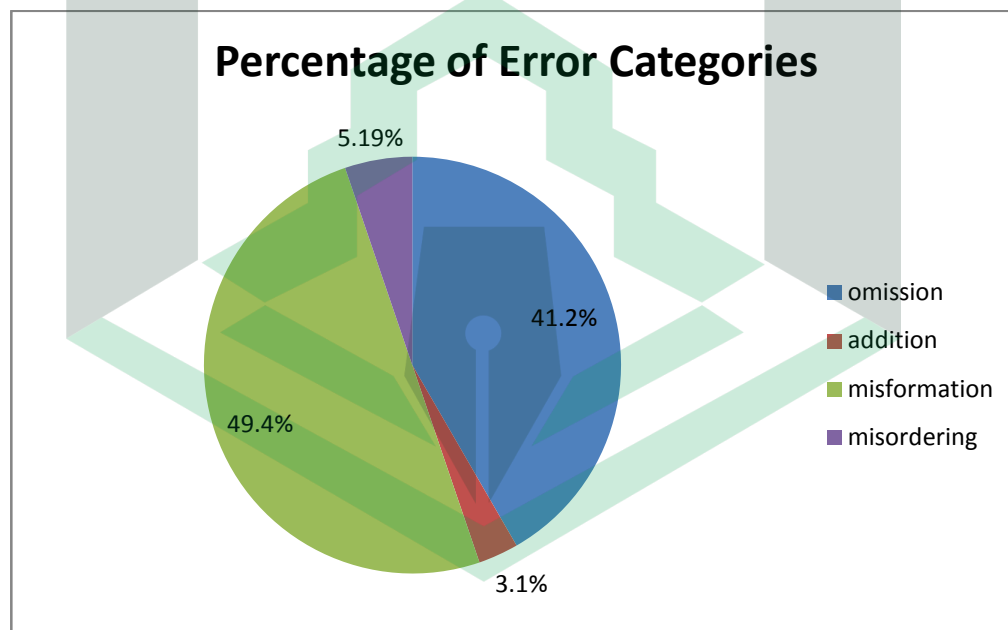
$$\text{Misordering} = P = \frac{10}{193} \times 100\% = 5,19\%$$

From the finding data shows in the table, it was found that the students' translation worksheet totally commit 172 errors in grammar category on

individual text, consisted of 71 omission, 6 from addition, 85 from misformation, and 10 from misordering.

The table shows that the most of respondents' translation worksheet errors in omission in the grammar category. After counting it into a percentage, it was found that the translation worksheet committed 41,2% of the omission category, 3,1% of the addition category, 49,4% of the misformation error category, and 5,19% of the misordering error category.

The percentage of the translation worksheet grammatical error on the individual text above can be shown in the graph below :



B. Discussion

In this part, the researcher discussed the result of data analysis. Therefore the discussion was intended to identify what types of errors committed by Buginese English learners in English Language Education Study Program of IAIN Palopo.

This research, based on the theory of Dulay about a category of error, that is omission, addition, misformation, misordering. The finding data are described the most error made by respondents in their translation worksheet, that are ; omission in the suffix, addition in the article, misformation in a verb, and misordering in the wrong sequence. And the most frequent category of error in students' translation worksheet is misformation in the use of the wrong form of a verb.

Related to the findings of earlier research, the findings of this research were systemically has related to earlier research about error analysis. Hamjah (2012) concludes that, three types of error levels such as morphological level, lexical level, and syntax level. Hilda Mutia Sari (2013) concludes that the error type which is dominantly made by the students in their translations is an error in misinformation, and she focused on the university in her subject¹⁷. Moreover, Ahmad Samingan (2015) found that there were two types of errors, such as lexical, and syntactical¹⁸. Baiatun Nisa (2016) found that types of grammar errors in the students' paper, it contains subject-verb agreement, verb tense, and form, word order, plurality, passive voice. Dian Puspita (2019) concludes that the errors occurred in terms of subject-verb agreement, tenses, and relative cause.

From this research, the researcher found the highest error is in misformation error especially in the use of the wrong form of a verb. This occurs by which

¹⁷ Mutia Sari Hilda, 'Grammatical Interference from Indonesian into English Translation', 2013.

¹⁸ Samingan Ahmad, 'First Language Interference in EFL Students Composition of IAIN Salatiga', 2015.

respondents are incorrect in selecting the elements of language. Where respondents are using one grammatical form in place of another grammatical form. According to Jack C. Richards Grammar is a description of the structure of a language and how linguistic units such as words and phrases are combined to produce sentence in the language and generative transformational theory, grammar means a set of rules and lexicon which describes the knowledge (competence) which a speaker has of his or her language¹⁹.

Finally, based on the research findings, it can be concluded that respondents got difficulties in selecting the elements of language in grammatical form, from their translation worksheets.

¹⁹ Richards Jack C, *Error Analysis Perspectives on Second Language Acquisition*, 1974.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis in the previous chapter, the researcher concluded that the types of errors committed by Buginese English learners at English Language Education Study Program of IAIN Palopo were found in four categories, such as; the omission errors are committed 71 times or 41,3% out of the total number of errors and omission had the second-highest frequency was found in the respondents' translation worksheet, the addition errors are committed 6 times or 3,1% out of the total number of errors and addition had the lowest frequency was found in the respondents' translation worksheet, the misformation errors are committed 85 times or 49,4% out of the total number of errors and misformation had the highest frequency was found in the respondents' translation worksheet, and the last is misordering errors are committed 10 times or 5,19% out of total number errors and misordering had the third-highest frequency.

B. Suggestion

Considering the conclusion above, the researcher gave some suggestion as follows :

1. The respondents must learn about structure and grammar, and more do grammar exercises to encourage them to familiarize and master English grammar.

2. The respondents should enrich their vocabulary and should read a lot, to improve their knowledge and to get more ideas.
3. The researcher is hopefully can give a useful contribution as a reference for another researcher who wants to conduct research that relates to this research.

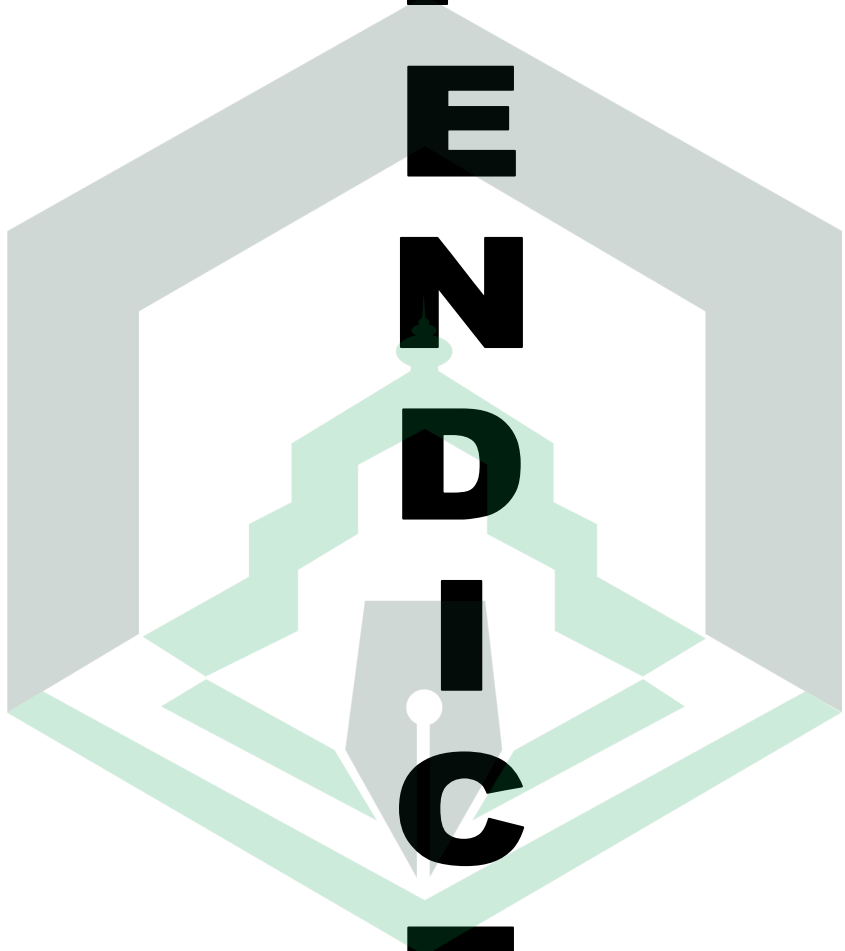


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A P E N D I C E S



QUESTIONNAIRE

A. IDENTITAS RESPONDEN

Nama :

Nim :

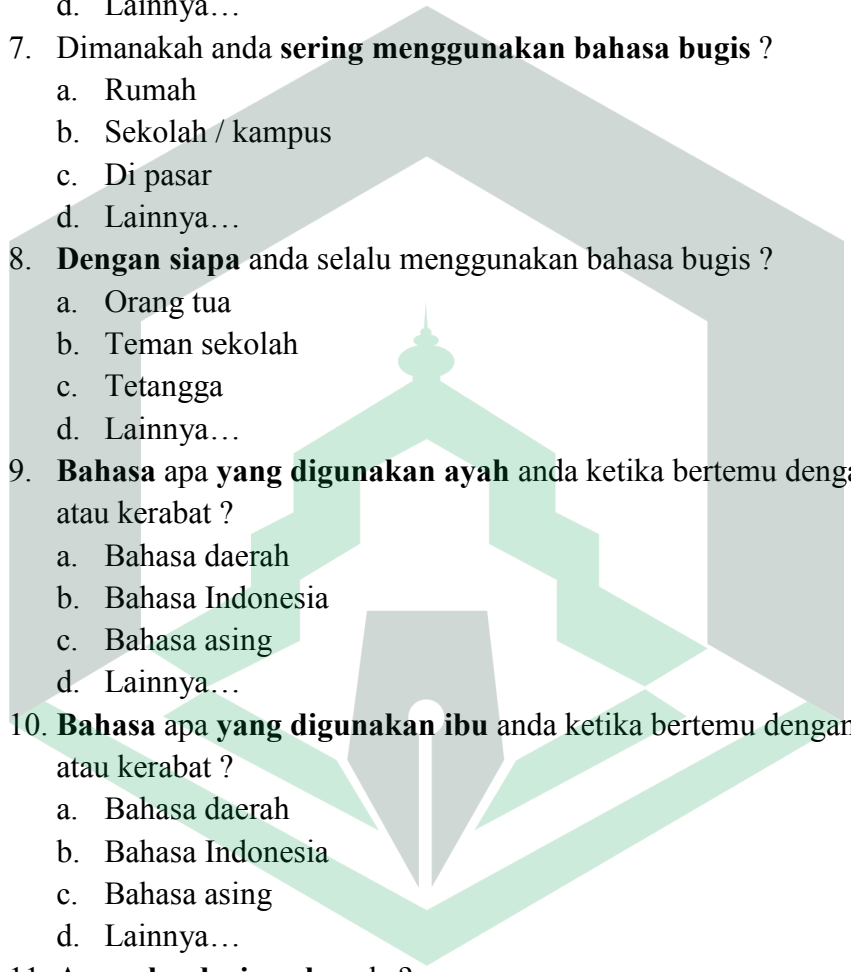
Kelas :

B. PETUNJUK PENGISIAN

Jawablah pernyataan dan pilihlah jawaban sesuai dengan keadaan anda dengan jujur tanpa ada paksaan dari siapapun, serta bubuhkan tanda silang (x) pada pilihan anda.

C. PERNYATAAN

1. Di mana anda **lahir** dan tumbuh besar ? (kabupaten/kota)
 - a. Luwu
 - b. Bone
 - c. Wajo
 - d. Lainnya...
2. Di mana **tempat tinggal** anda saat ini ? (kabupaten/ kota)
 - a. Luwu
 - b. Bone
 - c. Wajo
 - d. Lainnya...
3. Sudah berapa **lama anda tinggal** di tempat tinggal sekarang ?
 - a. 1 tahun
 - b. 2 tahun
 - c. 3 tahun
 - d. Lainnya...
4. Ketika anda tumbuh dan besar, **dengan siapa anda tinggal?**
 - a. Kedua orang tua
 - b. Kakek dan nenek
 - c. Paman dan bibi
 - d. Lainnya...
5. Ketika anda tumbuh dan besar, apakah **bahasa pertama** yang anda kuasai ?
 - a. Bahasa bugis
 - b. Bahasa jawa

- 
- c. Bahasa Indonesia
 - d. Lainnya...
 6. Bagaimana **tingkat penguasaan bahasa bugis** anda saat ini ?
 - a. Mengerti, lancar berbicara, mampu membaca dan menulis
 - b. Mengerti, tidak lancar berbicara, tidak mampu membaca dan menulis
 - c. Tidak mengerti, tidak lancar berbicara, mampu membaca dan menulis
 - d. Lainnya...
 7. Dimanakah anda **sering menggunakan bahasa bugis** ?
 - a. Rumah
 - b. Sekolah / kampus
 - c. Di pasar
 - d. Lainnya...
 8. **Dengan siapa** anda selalu menggunakan bahasa bugis ?
 - a. Orang tua
 - b. Teman sekolah
 - c. Tetangga
 - d. Lainnya...
 9. **Bahasa apa yang digunakan ayah** anda ketika bertemu dengan saudara atau kerabat ?
 - a. Bahasa daerah
 - b. Bahasa Indonesia
 - c. Bahasa asing
 - d. Lainnya...
 10. **Bahasa apa yang digunakan ibu** anda ketika bertemu dengan saudara atau kerabat ?
 - a. Bahasa daerah
 - b. Bahasa Indonesia
 - c. Bahasa asing
 - d. Lainnya...
 11. Apa **suku dari ayah** anda ?
 - a. Bugis
 - b. Jawa
 - c. Luwu
 - d. Lainnya...
 12. Apa **suku dari ibu** anda ?
 - A. Bugis
 - B. Jawa

C. Luwu

D. Lainnya...

13. Apakah **bahasa pertama** yang **ayah** anda ketahui ?

a. Bahasa bugis

b. Bahasa jawa

c. Bahasa Indonesia

d. Lainnya...

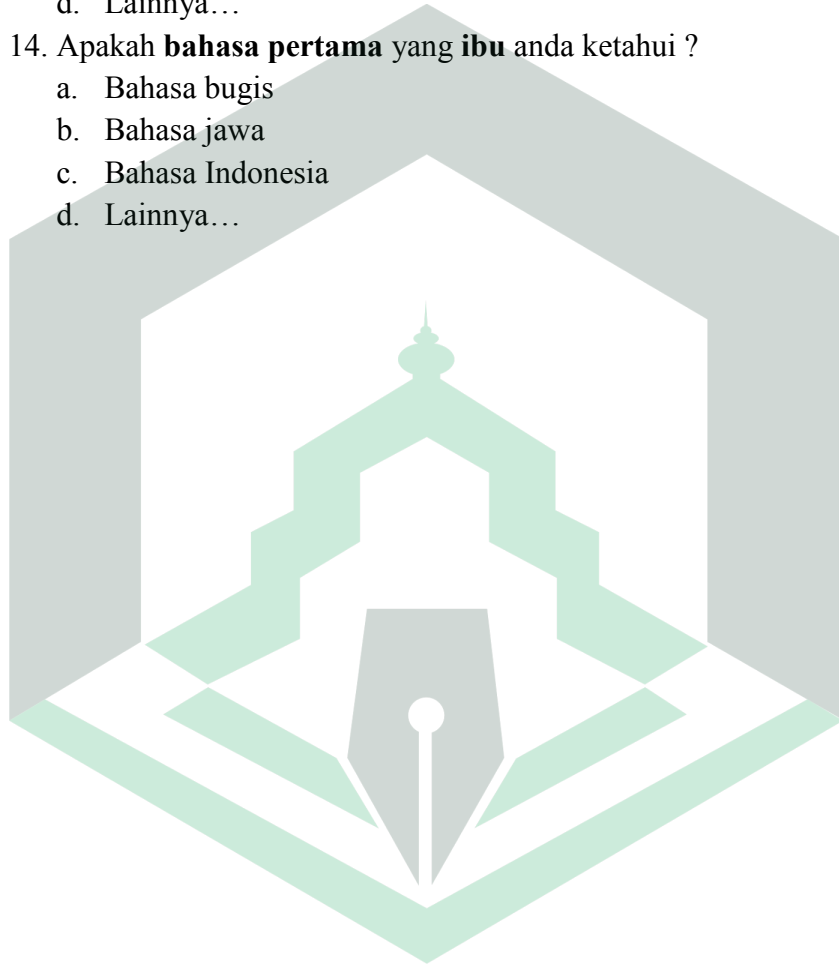
14. Apakah **bahasa pertama** yang **ibu** anda ketahui ?

a. Bahasa bugis

b. Bahasa jawa

c. Bahasa Indonesia

d. Lainnya...



TRANSLATION WORKSHEET

Nama :

Kelas :

Nim :

Translate the sentences below translate into English !

1. Mapeddi ulukku nasaba' maega ladde' tinrokku wenni'.

Answer :

2. Sempulolo uraneku na iyya' lokka bolana uwa'ku minggu wenni'.

Answer :

3. de'na polE Rani ko kantoro'E wenni'.

Answer :

4. Muwitaga tase'ku ko ase'na mejang E onna ele'E ?

Answer :

5. Napaccingiga Adi kamara' cemmemu siosso labe'E ?

Answer :

6. Malongngo bicara inggrismu osso-osso.

Answer :

7. mattikkeng balE baddoa Ambe'ku yaE ele'E.

Answer :

8. Iyya' sibawa indo'ku dE u minggu-minggu lokka pasa'E.

Answer :

9. de'na osso-osso La Ranti manontong tipi.

Answer :

10. Na baca muaga bo'na Adi yaE ossoE ?

Answer :

11. Melo' Indo'ku mannasu basso' matu' wenniE.

Answer :

12. de'na pole Gurukku baja mappaguru.

Answer :

13. Mappake sapeda muagah lokkako kokantoro'E baja eE' ?

Answer :

14. Melo' manengngigah lokka Toraja minggu paimeng ?

Answer :

15. Iyya sibawa sampulolo makkunrai'ku de'na lokka liburang taung paimeng.

Answer :

QUESTIONNAIRE

PETUNJUK PENGISIAN : jawablah pertanyaan dan pilihlah jawaban sesuai dengan keadaan anda dengan jujur tanpa paksaan dari siapapun, serta bubuhkan tanda silang (X) pada pilihan anda

Nama/ Nim/ Kelas

Syuhraeni/18 0202 0165/BIG C5

1. Di mana anda lahir dan tumbuh besar ? (kabupaten/ kota) ? *

- a. Lurua
- b. Bose
- c. Wajo
- Yang lain: _____

2. Di mana tempat tinggal anda saat ini ? (Kabupaten/ kota) *

- a. Lurua
- b. Bose
- c. Wajo
- Yang lain: _____

3. Sudah berapa lama anda tinggal di tempat tinggal sekarang ? *

- a. 1 tahun
- b. 2 tahun
- c. 3 tahun
- Yang lain: 20 tahun

4. ketika anda tumbuh dan besar, dengan siapa anda tinggal ? *

- a. Keluarga tua
- b. Kakek dan nenek
- c. Paman dan bibi
- Yang lain: Ibu dan saudara

5. ketika anda tumbuh dan besar, apakah bahasa pertama yang anda kuasai ? *

- a. Bahasa bugis
- b. Bahasa jawa
- c. Bahasa indonesia
- Yang lain: _____

6. Bagaimana tingkat penguasaan bahasa bugis anda saat ini ? *

- a. Mengerti, lancar berbicara, mampu membaca dan menulis
- b. Mengerti, tidak lancar berbicara, tidak mampu membaca dan menulis
- c. Tidak mengerti, tidak lancar berbicara, mampu membaca dan menulis
- Yang lain: _____

7. Di manakah anda sering menggunakan bahasa bugis ? *

- a. Rumah
- b. Sekolah/ kampus
- c. Di pasar
- Yang lain: _____

8. Dengan siapa anda selalu menggunakan bahasa bugis ? *

- a. Orang tua
- b. Teman sekolah
- c. tetangga
- Yang lain: Keluarga, tetangga Dan teman

9. Bahasa apa yang digunakan ayah anda ketika bertemu dengan saudara atau kerabat ? *

- a. Bahasa daerah
- b. Bahasa Indonesia
- c. Bahasa asing
- Yang lain: _____

10. Bahasa apa yang digunakan ibu anda ketika bertemu dengan saudara atau kerabat ? *

- a. Bahasa daerah
- b. Bahasa Indonesia
- c. Bahasa asing
- Yang lain: _____

11. Apa suku dari ayah anda ? *

- a. Begis
- b. Jawa
- c. Lawu
- Yang lain: _____

12. Apa suku dari ibu anda ? *

- a. Bugis
- b. Jawa
- c. Luvu
- Yang lain: _____

13. Apakah bahasa pertama yang ayah anda ketahui ? *

- a. Bahasa bugis
- b. Bahasa jawa
- c. Bahasa indonesia
- Yang lain: _____

14. Apakah bahasa pertama yang ibu anda ketahui ? *

- a. Bahasa bugis
- b. bahasa jawa
- c. Bahasa indonesia
- Yang lain: _____

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QUESTIONNAIRE

PETUNJUK PENGISIAN : jawablah pertanyaan dan pilihlah jawaban sesuai dengan keadaan anda dengan jujur tanpa paksaan dari siapapun, serta bubuhkan tanda silang (X) pada pilihan anda

Nama/ Nim/ Kelas:

Muna Asyifa/17 0202 0184/BIG B VII

1. Di mana anda lahir dan tumbuh besar ? (kabupaten/ kota) ? *

- a. Luwu
- b. Bone
- c. Wajo
- Yang lain:
-

2. Di mana tempat tinggal anda saat ini ? (Kabupaten/ kota) *

- a. Luwu
- b. Bone
- c. Wajo
- Yang lain:
-

3. Sudah berapa lama anda tinggal di tempat tinggal sekarang ? *

- a. 1 tahun
- b. 2 tahun
- c. 3 tahun
- Yang lain: 21 Tahun

4. ketika anda tumbuh dan besar, dengan siapa anda tinggal ? *

- a. Kedua orang tua
- b. Kakek dan nenek
- c. Paman dan bibi
- Yang lain: _____

5. ketika anda tumbuh dan besar, apakah bahasa pertama yang anda kuasai ? *

- a. Bahasa bogis
- b. Bahasa jawa
- c. Bahasa indonesia
- Yang lain: _____

6. Bagaimana tingkat penguasaan bahasa bugis anda saat ini ? *

- a. Mengerti, lancar berbicara, mampu membaca dan menulis
- b. Mengerti, tidak lancar berbicara, tidak mampu membaca dan menulis
- c. Tidak mengerti, tidak lancar berbicara, mampu membaca dan menulis
- d. Yang lain: Mengerti, Lumayan Lancar Berbicara, Mampu Membaca dan Menulis

7. Dimanakah anda sering menggunakan bahasa bugis ? *

- a. Rumah
- b. Sekolah/ kampus
- c. Di pasar
- d. Yang lain: _____

8. Dengan siapa anda selalu menggunakan bahasa bugis ? *

- a. Orang tua
- b. Teman sekolah
- c. tetangga
- d. Yang lain: _____

9. Bahasa apa yang digunakan ayah anda ketika bertemu dengan saudara atau kerabat ? *

- a. Bahasa daerah
- b. Bahasa Indonesia
- c. Bahasa asing
- Yang lain: _____

10. Bahasa apa yang digunakan ibu anda ketika bertemu dengan saudara atau kerabat ? *

- a. Bahasa daerah
- b. Bahasa Indonesia
- c. Bahasa asing
- Yang lain: _____

11. Apa suku dari ayah anda ? *

- a. Begis
- b. Jawa
- c. Lawu
- Yang lain: _____

12. Apa suku dari ibu anda ? *

- a. Bugis
- b. Jawa
- c. Luvu
- Yang lain: _____

13. Apakah bahasa pertama yang ayah anda ketahui ? *

- a. Bahasa bugis
- b. Bahasa jawa
- c. Bahasa indonesia
- Yang lain: _____

14. Apakah bahasa pertama yang ibu anda ketahui ? *

- a. Bahasa bugis
- b. bahasa jawa
- c. Bahasa indonesia
- Yang lain: Luvu

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TRANSLATION WORKSHEET

Translate the sentences below into Indonesian then translate into English!

Nama/ Kelas/ Nim

Muna asisyifa/big b 7/ 17 0202 0181

1. Mapeddi ulukku nasaba' maega ladde' tinrokku wenni' *

Aku sakit kepala karena telah banyak tidur kemarin/ I get headaches from sleeping too much yesterday

2. Sempuloo uraneku na iyya' kokka bolana uwa'ku minggu wenni' *

Saudara laki laki ku dan aku pergi ke rumah bibi minggu kemarin/ my brother and I go to aunt home last sunday

3. Rani de'na polE ku kantoro'E wenni' *

Rani tidak datang ke kantor kemarin/ Rani doesn't come to office yesterday

4. Mawitaga tase'ku ko ase'na mejang E omna ele'E? *

Apakah kamu melihat tasaku ditas meja nini pagi? / do you see my bag on the table last morning?

5. Napaecingiga Adi kamara' cemmemu siosso labe'E ? *

Apakah adi membersihkan kamar mandimu satu hari yang lalu? / doesadi clean your bathroom one day ago?

6. Malonggo bicara inggrisimu osso-osso *

Kami berbicara bahasa Inggris dengan lancar setiap hari/you speak English fluent everyday

7. Ambe'ku mattikkeng balE baddoa yaE ele'E

Ayahku menangkap ikan besar pagi ini/my dad catch big fish this morning

8. Iyya' sibawa indo'ku de u minggu-minggu lokka pasa'E *

Ibuku dan saya tidak pergi ke pasar setiap minggu/my mom and I dont go to market every sunday

9. La Ranti de'na osso-osso manontong *

Ranti tidak menonton televisi setiap hari/Ranti dont watch television every days

10. Na baca muaga bo'na Adi yaE ossoE ? *

Apakah adi membaca buku siang ini? / doesadi reading book this day?

11. indo'ku melo' mannasu basso' matu' wennE *

Ibuku akan memasak bakso malam ini/my mom will cook meatball tonight

12. Gurukku de'na poiE baja mappaguru ?

Guruku tidak akan datang mengajar besok/my teacher will not coming teach tomorrow.

13. Mappake sapeda muagah kokako kokantoro'E baja eE ? *

Apakah dia (laki2) akan pergi ke kantor menggunakan sepeda besok pagi?/is he go to office use bicycle tomorrow morning?

14. Melo' manengigah kokka Toraja minggu paimeng ? *

Apakah mereka akan pergi ke toraja minggu depan?/ are they go to toraja next week?

15. Iyya sibawa sampulolo makkunra'ku de'na kokka liburang taung paimeng ?

Saudara perempuanku dan aku tidak akan pergi liburan tahun depan/my sister and I not go on holiday next year

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TRANSLATION WORKSHEET

Translate the sentences below into Indonesian then translate into English !

Nama/ Kelas/ Nim

Salwiyanti/1702020041

1. Mapeddi ulukku nasaba' maega ladde' tinrokku wenni' *

Aku sakit kepala karena banyak tidur kemarin.
I get headache from sleep too much yesterday

2. Sempulolo uraneku na iyya' kikka bolana uwa'ku minggu wenni' *

Saudara laki-laki ku dan saya pergi kerumah bibi minggu kemarin My brother and I go to our aunt's house last Sunday

3. Rani de'na polE ku kantoro'E wenni' *

Rani tidak datang ke kantor kemarin. rani do not come to the office yesterday.

4. Mauwita'gase'ku ko ase'na mejang E onna' efe'E' ? *

Apakah kamu melihat tasaku diatas meja tadi pagi? did you see my bag on the table last morning

5. Napaec'ingiga Adi kamara' cemmemu siosso labe'E ? *

Apakah adi membersihkan kamar mandimu satu hari yang lalu?/did adi clean your bedroom one day ago

6. Malonggo bicara inggrisimu osso-osso *

Kamu berbicara bahasa inggris dengan lancar setiap hari,you speak english fluently every day

7. Ambe'ku mattikkeng balE baddoa yaE eke'E

Ayahku menangkap ikan besar pagi ini./my father catches the big fishes this morning

8. Iyya' sibawa indo'ku dE u minggu-minggu lokka pasa'E *

Ibuku dan aku tidak pergi ke pasar setiap minggu./my mother and i doesnt go to the market every week

9. La Ranti de'na osso-osso manontong *

Ranti tidak menonton televisi setiap hari./ranti does not watch television everyday

10. Na baca mitaga bo'na Adi yaE ossoE ? *

Apakah adi membaca buku siang ini?./does adi read a book this afternoon?

11. indo'ku melo' mannasu basso' mati' wennE *

Ibuku akan memasak bakso malam ini./my mother is going to cook meatball tonight

12. Gurukku de'na poiE baja mappaguru *

Guru tidak akan datang mengajar besok. my teacher will not come to teach tomorrow

13. Mappake sapeda muagah kokako kokantoroE baja eE ? *

Apakah dia akan pergi ke kantor menggunakan sepeda besok pagi. is he going to go to office by bicycle tomorrow morning

14. Melo' manengigah kokka Toraja minggu paimeng ? *

Apakah mereka akan pergi ke toraja minggu depan?. Are they will go to toraja next week

15. Iyya sibawa sampulolo makkunra'ku de'na kokka liburang taung paimeng *

Saudara perempuan tidak akan pergi liburan tahun depan. my sister and i are not going to went to holiday next year

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TRANSLATION WORKSHEET

Translate the sentences below into Indonesian then translate into English!

Nama/ Kelas/ Nim

Tita Afrillah /VIIB/17 0202 0134

1. Mapeddi ulukku nasaba' maega ladde' tinrokku wenni' ?

Aku sakit kepala karena terlalu banyak tidur kemarin
I am headache from sleep too much yesterday

2. Sempuloko uraneku na iyya' kikka bolana uwa'ku minggu wenni' ?

Saudara laki-laki saya dan saya pergi ke rumah bibi minggu kemarin, me and my brother go to our aunt house last sunday

3. Rani de'na pol'E ko kantoro'E wenni' ?

Rani tidak datang ke kantor kemarin
rani not to came to the office yesterday

4. Mawitaga tase'ku ko ase'na mejang E onna eie'E ? *

apakah kamu melihat tasaku diatas meja pagi tadi ?
did you see my bag on the table last morning ?

5. Napaecingiga Adi kamara' cemmemu siosso labe'E ? *

apakah adi membersihkan kamar mandimu satu hari yang lalu ?
do you adi clean you bathroom one day ago ?

6. Malonggo bicara inggrisimu osso-osso *

kamu bicara bahasa inggris dengan lancar setiap hari.
you speak english fluently everyday

7. Ambe'ku mattikkeng balE baddoa yaE ele'E

ayah saya menangkap ikan yang besar pagi ini
my father catch the big fish this morning

8. Iyya' sibawa indo'ku dE u minggu-minggu lokka pasa'E *

ibu dan saya tidak pergi kepasar setiap minggu.
i and my mother did not go to market every week

9. La Ranti de'na osso-osso manontong *

ranti tidak menonton televisi setiap hari.
ranti did not watch television everyday

10. Na baca muaga bo'na Adi yaE ossoE ? *

apakah adi membaca buku siang ini ?
does adi read a book this afternoon ?

11. indo'ku melo' mannasu basso' matu' wenniE *

ibu saya akan memasak bakso malam ini
my mother going to cook meatball tonight

12. Gurukku de'na polE baja mappaguru *

guruku tidak akan datang mengajar besok
my teacher not came teach tomorrow.

13. Mappake sapeda muagah lokako kokantoro'E baja eE ? *

apakah dia akan pergi ke kantor menggunakan sepeda besok pagi
is he go to go office bicycle tomorrow morning

14. Melo' manengigah lokka Toraja minggu paimeng ? *

apakah mereka semua akan pergi ke toraja minggu depan
are they going to toraja next week

15. Iyya sibawa sampulo'o makkunra'ku de'na lokka liburang taung paimeng *

saudara perempuanku dan aku tidak akan pergi liburan tahun depan
my sister and i are not going to holiday next year

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN

Jl. Agans Kai Balandi Kec. Bare 91914 Kota Palopo
Email: ftk@iainpalopo.ac.id Web: www.fk-iainpalopo.ac.id

SURAT KETERANGAN

Nomor: 1003 /In.19/FTIK/PP.00.9/10/2020

Yang bertanda tangan di bawah ini:

Nama : Dr. Nurdin K, M.Pd.
NIP : 19681231 199903 1 014
Pangkat/Gol.Ruang : Pembina, IV/a
Jabatan : Dekan Fakultas Tarbiyah Dan Ilmu Keguruan

menerangkan dengan sebenarnya bahwa, yang tersebut namanya di bawah ini:

Nama : Yesmi Syamsu
NIM : 16 0202 0132
Fakultas/Prodi : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Tahun Akademik : 2020/2021

benar telah mengadakan penelitian di Institut Agama Islam Negeri (IAIN) Palopo pada tanggal 03 September 2020 s.d 12 Desember 2020 dalam rangka penyelesaian skripsi yang berjudul "An Analysis of Errors Committed By Buginese English Learners at English Language Education Study Program of IAIN Palopo".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 23 Desember 2020



Dekan,
Dr. Nurdin K, M.Pd.
NIP. 19681231 199903 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgasKel Balandi Kec. Bira 81914 Kota Palopo


SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan


Nama : Yesmi Syamsu
Nim : 16 0202 0132
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Dusun Cerekeng Desa Manurung Kab Luwu Timur

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n' Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan


Dr. Munir Yusuf, M.Pd
NIP. 19740602 198503 1 003

Palopo, 28 Desember 2020
Ketua Prodi
Pendidikan Bahasa Inggris


Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id E-mail: pbi@iainpalopo.ac.id

SURAT KETERANGAN

No. 084 / (n.19/FTIK/PBI/PP.00.9/02/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Yesmi Syamsu
NIM : 16 0202 0132
Semester : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 20%. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 15 Februari 2021

Mengetahui,
Ketua Prodi,

Amalla Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Yesmi Syamsu

Nim : 16 0202 0132

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 22 Desember 2020

Ketua Prodi
Pendidikan Bahasa Inggris


Amalia Fahya, S.E., M.Hum
NIP. 19771013 200501 2 006



CURRICULUM VITAE

YESMI SYAMSU she was born on 9th march 1998 in Malili. Her father's name is Syamsu and her mother's name is Rahmatia. She has one brother and two sisters. She is the third child in her family. She started her study Elementary School (SDN 220 Cerekang) in 2006 and she graduated in 2012. After that, she continued her study at SMPN 2 Malili, she graduated in 2014 and continued her study at SMAN 1 Malili, she graduated in 2016. After that in 2016 she continued her study at state institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2021. In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is "***An Analysis of Errors Committed by Buginese English Learners at English Language Education Study Program of IAIN Palopo***".