

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter the writer discusses the relevant theories concerning with this research. It consist of Definition of Error, translation, error analysis, and writing.

A. Definition of Error

According to Brown, an error concerns noticable deviation from the adult grammar of native speaker, reflect the competence of the learner.¹² Furthermore, Tarigan states that error is a term which is caused by lack of competence factors. It means that the students do not understand the language system that is used.

It is impossible that learner never makes any error in language process. It is normal and unavoidable during the process of learning. In the other word, to achieve the English acquisition, the students always get some errors first. Then automatically they can learn from their own words.¹³

Actually, the learners' errors do not always have feedback for themselves only. The result of the test that they have produced is an evidence for the teacher or researcher in order to know how language is learned or acquired and what strategies the learner is employing in the discovery of the language.¹⁴

¹²H Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: Longman, 2000), 216.

¹³ H Douglas Brown, *Principle of Language Learning and Teaching*, 39.

¹⁴ *Ibid.*, 217.

B. Translation

Translation has many definitions. It also has some synonymies, such as changing, transmitting, etc. One of the translation meanings is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)¹⁵.

Actually, there are many definitions of translation. It can be proven in some ways which are defined by some writers:

1. Translation is a process of finding a TL equivalent for a SL utterance.¹⁶
2. Translation is rendering the meaning of a text into another language in the way that the author intended the text.¹⁷

The word 'equivalent' and 'replacement' are the important elements in translation. However, it is also should be harmony so that the readers of the the translation text do not realize that they are reading a translation. Finlay said:

Ideally, the translation should give the sense of the original in such a way that the reader is unaware that he is reading a translations.¹⁸

Word-to-word translation seems like simple translation, but it can be misleading sometimes. That's why it is important to know that most of English word have more than one meaning.¹⁹ Translation is more than just

¹⁵ JC Catford, *A Linguistic Theory of Translation*, (London: Oxford University Press, 1965), 20.

¹⁶ Sabrony Rachmadie, *Materi Pokok Translation.*, 2.

¹⁷ Peter Newmark, *A Textbook of Translation*, 5

¹⁸ Mauritis Simatupang, *Pengantar Teory Terjemahan* (Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen pendidikan Nasional, 2000), 1.

¹⁹ Sabrony Rachmadie, *Materi Pokok Translation.*, 2.2

translating source words into target words for the real meaning, but an English word definitely depend on the context in which it is used.

1. Methods of Translation

According to Newmark, there are 8 kinds of translation as follows²⁰:

a. Word- to- word translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context.

b. Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, it means that out of context.

c. Faithful translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the grammatical structure.

d. Semantic translation

Semantic translation differs from faithful translation only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on meaning

²⁰ Newmark, *A Textbook of Translation.*, 45- 47

where appropriate so that no assonance, word-play or repetition jars in the finished version.

e. Adaptation

This is the freest form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and text rewritten.

f. Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original.

g. Idiomatic translation

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

h. Communicative translation

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

2. Process of Translation

Process of translation is important to the translators in order to translate clearly and well. The process is a series of activities which are done regularly based on the purpose. The translator to be careful when

they do translation because errors in a phrase will causes another errors in the other parts.

There are three activities in process of translation: 1) analysis of the source language text, 2) the diversion of message, and 3) restructuring.

a. Analyzing of the Text

Every activity begins with analyzing the text of source language. It is because the translators have been facing the first source language text first. The analysis of the source language text is embodied by read the text. It is to understand the content of the text.

The analysis of the text touches many aspects within the text. Those are sentence, clause, phrase, and word. The analysis is needed because every text is forming by the aspects.

b. The Diversion of Message

After the translator understands the meaning and structure of the source language, the translator will get the message of the text. The next step is shift the content, meaning, and message which are consist in source language to the target language. This process takes place on mind of the translator. After the content, meaning and message already on the translator's mind, then the translator uncovers it into target language orally or in written.

c. Restructuring

In this restructuring or harmonization process, the translator need to pay attention for language variations. It is used to determine the language style which is appropriate with kind of source text.

C. Error Analysis

Error analysis is a systematic description and explanation of error which are made by the learners in their oral or written production on the target language. To analysis the error, the researcher may use many ways. But, the ways that used by the researcher to analyze the error here are surface strategy taxonomy and theory lexical.

1. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface are altered: "learners may omit necessary items or add unnecessary ones; they may misform items or misorder them".²¹ Surface strategy taxonomy is classified into four types. Those are omission error, addition error, misformation error and misordering error.²²

a. Omission

Omission errors are characterized by the absence of an item that must appears in a well-formed utterance.²³ We know that morphemes or words can be distinguished into two classes: content words and grammatical words.

²¹ Heidi Dulay; M. Burt, and S. Krashen, *Language Two* (New York: Oxford University Press, 1982), 150.

²² Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (England: Longman, 1998), 105.

²³ Dulay, *Language Two.*, 154.

1) Content Words

Content words are those that carry the bulk of referential meaning of a sentence such as nouns, verbs, adjectives, adverbs, etc.

Example :

- *She...him.* (in this sentence, the learners omit a needed verb)
- *He buy a bottle of juice.* (in this sentence, the learners omit the third singular marker *-s*. It should be *He buys a bottle of juice.*)

2) Grammatical Words

Grammatical or function words, on the other hand, are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verbs inflections (*-s, ed, ing*); the article (*a, the, an*); verb auxiliaries (*is, will, can, may, etc*); and preposition (*in, on, at, etc*).

b. Addition

Addition is the opposite of omission. It is characterized by the presence of an item which must not appear in a well- formed utterance. Dullay, Burt, and Krasen divide *addition* into three types. Those are double marking, regularization, and simple addition.

1) Double Marking

Double marking often occur due to the failure to delete certain items which are needed in some linguistic constructions, but not in others.

Example :

- *They did not ate the food yesterday.* (it should be *They did not eat the food yesterday*)

1) Regularization

Regularization is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.²⁴

Example :

	Incorrect	Correct
English plural form of <i>banyak lelaki</i>	Mans	Men
English plural form of <i>banyak kaki</i>	Foots	Feet

a. Misformation

Misformation errors are those characterized by use of the wrong form of the morpheme or structure.²⁵ There are three types of misformation which have been frequently reported in the literature: regularization, archi-forms, and alternating forms.

²⁴ Dulay, *Language Two.*, 157

²⁵ *Ibid.*, 158

1) Regularization

Regularization is the application of one rule used with the regular form to other irregular ones.

Example:

	Incorrect	Correct
Past of <i>send</i>	sended	Sent
Past of <i>bring</i>	Bringed	Brought

2) Archi-form

It is the selection of one member of a class of forms to represent others in class.

Example : This pen → This pens

That car → That cars

3) Alternating form

It is the alternation of various members of a class with each other.

Example : These table

b. Misordering

Misordering is characterized by the incorrect replacement of a group of morpheme in an utterance.

Example : Twenty one slain in accident road.

2. Lexical Theory

Lexis is sharply different from grammar. According to James, grammar is part of a language which can be described in term of

generalization of rules, while lexis appertain to all particular fact about language which cannot be generalized into rules²⁶. To know error of the lexis, we can use lexical theory. James classifies lexical error as follows:

a. Formal misselection

These are pair of triples of words that look and sound similar. These are resembles the target word in form but not necessary in meaning. There are for main type of misselection:

1) The suffix type.

Errors in suffix happen because the words have the same root but different suffixes.

Example: considerable and conciderate

2) The prefix type.

Errors in prefix happen because the words have the same root but different prefixes.

Example: reserve and preserve

3) The vowel-based type.

This is a kind of error which is caused by using of wrong vowel in word.

Example: seat and set

4) The consonant-based type.

This is a kind of error which is caused by using of wrong consonant in word.

Example: save and safe

²⁶ Carl James, *Errors in Language Learning*, 108.

b. Misformation

These are words that do not exist in the TL. The source of errors is from the learners' mother tongue. James classifies misformation into three types as follow:

1) Borrowing

Borrowing is an error of word usage because of the taking over of words from other language which have not standardized yet in certain language. In other words, source language words are used in target language without any change.

Example : The students read classical kitab every morning.

(it should be *The students read classical book every morning*).

2) Coinage

Coinage is characterized by giving rise to be adapted first language words so that they sound or look like English. Or we can say, this error occurs because the writer uses new finding from first language then it applies in the target language.

Example : They prefer to speak Maduranes language than

English. (it should be *They prefer to speak madurese language than English*).

3) Calque

Calque is an error of words usage result from literal translation of first language. The influence of the first language can

be identified from structure or the word choice of the learner in their writing.

Example : She will go to homesick. (it should be *She will go to hospital*).

c. Distortion

These words also do not exist in target language. However, the errors are the result of misapplication of the target language without SL interference or misspelling. James classifies distortions into four types:

a) Omission

Omission is produced by the absence of an item that should appear in a well-formed utterance with meaningful word.

Example: intresting → interesting

b) Overinclusion

Overinclusion is opposite of omission. This is known by the presence/addition of an item or element which should not be included or appeared in a well- formed utterance.

Example: dinning room → dining room

c) Misselection

Misselection is an error in choosing the correct word. This error occurs because the learner's lack of understanding of synonymous meaning of word.

Example: I went to Bandung last moon. → I went to Bali last month.

d) Misordering

Misordering is an error which is caused by incorrect placement of a sound, either it is vocal or consonant in a word and can changes its meaning.

Example: peopel → people