# CHAPTER I
# INTRODUCTION

## A. Background of The Study

Language is something important in someone's life. People communicate each other using language. English is one of languages that should be learned by students in school. English has its own system or rules. It is not surprising that many Indonesian students find many difficulties in learning English. It is due to the fact that English and Indonesia are quite different. It is understandable that it is difficult for Indonesian students to learn it. Learning English that is done by students is part of human learning. Students will make such error when they learn language firstly. This also happen to students who learn English as foreign language. It is not an awkward because learning process involves error. The error made by students is an important aspect in learning process, especially in achieving language skill mastery and valuable information. Learning and error actually are inseparable. Or it can be concluded that error is learning characteristic. But Students' error must be minimized or deleted at all. This can be solved if the errors are studied accurately and deeply.

The study of language errors is formal and systematic action to identify, obstruction in language learning process for them who have different language background.

Besides, English written text has various genres. One of them which be taught in Junior High School is recount text. Recount text is used to tell the activity done in the past. It uses simple past tense or simple past continuous tense. It is easier for students to translate from English to Indonesian. But they will find some difficulties to translate from Indonesian into English, especially in the use of verb, to be, and adverb of time. Naturally, students will do error if they have not understood the material. As stated by Norrish, error is

systematic deviation, when learners has not learned something and consistently get it wrong it is because he has not learned the correct form.[1]

In fact, students of 8th grade in MTs. NU Nahdlatul Athfal have low ability in translating Indonesian text into English. The teacher rarely applies cooperative learning method in class. Most of the teachers did not want to use this method because of many reasons, one of them is, it needs much time both to prepare and act.[2]

If students' creativity and activity are always developed and grower up, the problem above can be avoided. Creative teaching will make knowledge transformation process, more outgoing and dynamic. The students will also fell that creative teaching is more open and expand their thinking firmament. They are more appreciated their existence as a potential person, powerful and talented. They fell that the process will be more free and an outgoing to express their opinion also the development of their logical reasoning widely.[3]

There must be a change to improve students' ability in translating and to minimize students' error in translating. As stated in the Qur'an sura Ar Ra'du 11:[4]

*"Allah does not change a people's lot unless they change what is in their hearts."*

Even though translation is not main subject but it has a big role in culture, social, and technology and science development. Remembering the

---

[1] John Norrish, *Learner and Their Error,* (London: Macmillan Publisher, 1983), p. 217

[2] Anita Lie, *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas,* (Jakarta: Gramedia, 2007), 5th Ed., p.28

[3] Yant Mujiyanto, "Guru Mesti Kreatif, Tidak Asal Reproduktif", *Derap Guru*, IX, 103, Agustus, 2008, p. 35

[4] Depag RI, *Al-Qur'an dan Terjemahnya,* (Semarang:CV. Asy-Syifa', 1999), p.370.

importance of translation, it is a must for teachers to make some innovation in their teaching technique. There are some factors which influence the teaching-learning process, such as quality of teacher, books, teaching technique and classroom interaction. The teaching technique is one of the important things in teaching-learning process. Teacher should use some methods that will make students enjoy and easy to translate the text. Change-pair technique is one of cooperative learning technique that can be used by teacher to teach translation. In change-pair technique, students work in pair to discuss the material and solve the problems that come out.

Reflecting that fact, the researcher wants to apply change-pair technique to minimize students' error in Indonesian-English translation. Besides that, this thesis will try to find out whether change-pair technique is effective in minimizing students' error in Indonesian-English translation.

## B. Research Questions

The problems that are investigated through this study are:

1) How does the implementation of change-pair technique minimize students' common errors in Indonesian-English translation?
2) How effective is the use of change-pair technique in minimize students' most common errors in Indonesian-English translation?

## C. Objective of The Study

The objectives of this study are as follow:

1) To describe the implementation of change-pair technique to minimize students' common errors in Indonesian-English translation.
2) To minimize students' verb error in Indonesian-English translation on the use of change-pair technique.

## D. Significance of The Study

The result of this study is hoped can give the following contributions:

1) This study is expected to give positive input in the using and the applying of change-pair technique in minimizing students' error in Indonesian-English translation.

2) Practically, students' error in Indonesian-English translation can be minimized or even deleted at all.

## E. Scope of the Study

This study only focuses on the implementation of change-pair technique to minimize students' most common errors in Indonesia-English recount text translation at MTs. NU Nahdlatul Athfal, and the scoring will be stressed on the verb.

## F. Definition of the Term

Because of the title of this research is "Minimizing Students' Common Errors In Indonesian-English Translation Through Change-Pair Technique". Researcher want to describe and give specific key term which specifies meaning are in this study. To avoid misunderstanding, they are defined in the following:

### 1) Error

Error and mistake basically are different. Mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. Someone who makes a mistake is able to recognize it as a mistake and correct it if necessary.[5] Julian Edge (1989) suggests that mistakes can be dividing into three broad categories: "slips" (mistakes which students can correct themselves once the mistake has been pointed out to them), "errors" (mistakes which they can not correct themselves and which therefore need explanation), "attempts" (that is when a student tries to say something but does not yet know the correct way of saying it).[6] Mistake is inappropriate

---

[5] Susan M. Gass, *Second Language Acquisition: an Introductory Course*, (London: Lawrance Erlbaum Associates, 2001), 2nd Ed., Inc. p. 78.

[6] Jeremy Harmer, *The Practice of Language Teaching Learning*, (New York: Longman, 2002), p. 99.

to be used as data source analysis because it is not systematic and periodical.

According to Corder (1967), an error is a deviation in learner language, which results from luck of knowledge of the correct rule.[7] On the other hand, an error is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error.[8] Generally, error persisted for a long time if it is not improved and its improvement done by teacher via remedial work, exercise, and practice. Error will be reduced if students' comprehension arises. Meanwhile, the improvement in mistake can be done by their selves.

2) **Error Analysis**

The study of error is carried out by means of error analysis. Error analysis is a procedure for analyzing second language data that begins with the errors learners make and than attempts to explain them.[9] In other way, it is type of linguistic analysis that focused on the errors learners make.

According to brown, error analysis is the fact that the learners do make errors ans that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners.[10]

3) **Translation**

Lorson says that translation consist of translating the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only the form changes.[11]

---

[7] Rod Ellis, *The Study of Second Language Acquisition,* (UK: Oxford University Press, 1994), p. 701.

[8] Susan M. Gass*, loc.cit*.

[9] Susan M. Gass, *op.cit.*, p. 453.

[10] Douglas Brown, *Principles of Language Learning and Teaching,* (New York: Longman, 2000), p. 166.

[11] Mildred L. Lorson, *Meaning-Based Translation: A Guide to cross-Language Equivalent,* (University Press of America: USA, 1984), p. 3.

According to Brislin, Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form, whether the languages have established orthographies or do not have such standardization, or whether one or both languages are based on signs, as with sign languages of the deaf.[12]

From definition above, it can be said that translation is a process of translating the meaning from source language into target language.

**4) Change-pair technique in Translation Class**

One of cooperative learning technique that appropriate to be used in teaching translation is change-pair technique. It means that the member of a certain discussion group had given assignment to discuss a certain material and giving chance to other member's group for cooperating in a certain group.

The process teaching pair techniques are stated bellow:[13]

a. Each student get one pair (teacher can choose her/his pair).

b. Teacher gives the task and students do the task with her/his pair.

c. After finishing the task, each pair joins with another pair.

d. Both group change-pair each other's. Each new pair then asking each other and convince their answer.

e. New answer that is gained from pair change than it is shared to previous pair.

---

[12] Choliludin, *The Technique of Making Idiomatic Translation,* (Jakarta: Kesaint Blac, 2007), p. 18.
[13] Anita Lie, *op.cit.,* p. 56.