CHAPTER II

PREVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. Errors

   a. Definition of error and mistake

   The errors made by foreign learners are different from native speakers. In learning a foreign language the learner is influenced by his first language. Researchers and teachers of second language came to realize that the mistakes a person made in this process of constructing a new system of language needed to be analyzed carefully, for they possibly held in them some of the keys to the understanding of the process of second language acquisition.

   Errors are difficult to define and identify. First, it is not always clear whether a learner is producing an error (generated by the learner's competence) or a mistake (generated by learner's performance). Second, because learners intended utterances are not always evident.

   Error and mistake basically are not same. According to Brown, a mistake refers to a performance error that is either a random guess or a slip in that it is failure to utilize a known system correctly, while error is a noticeable deviation from the adult grammar of a native speaker, which reflects the competence of the learner. Usually learners do not recognize and can not correct it.[1]

   Donn Byrne also gives his definition:

   "Broadly, learners make errors when they try to do something with the language which they are not yet able to do. Mistakes on the other hand are slip of some kind. The students have learned

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[1] H. Douglas Brown, *Principle of Language Learning and Teaching* (San Fransisco State University: Longman, 2000), p. 217.

something but perhaps they have temporarily forgotten it or are tired or we feel are just being careless".[2]

Penston also states that that when committing mistakes, the speaker is normally capable of recognizing and correcting them. When students make mistakes, they can correct them by themselves but when students make errors, they can not correct it. The teacher has to explain the causes to make them understand. It is related to their interlanguage.[3]

From definition about error and mistake, it is clearly that error is a physical deviation of standard structure that occur because the learner not fully mastered about language conventions yet, mean while mistake is a deviation of physical structure that occur because the learner does not able to establish the choice of appropriate idiom applied with happened situation.

It can be concluded that mistake is a language deviation caused by performance factors. It can be corrected by remembering the learners about the language rules. Error is a language deviation caused by competence factors. It can be corrected by learning and practicing.

b. Sources of error

There are several sources of errors in the acquisition of English as a second language. Those are what may be called interlingual errors, which are errors caused by the interference of the learner's mother tongue.

According to Richards (1971), as quoted by Ellis (1994:58), the source of errors can be classified into:[4]

a. Interferece errors occur as a result of 'the use of elements from one language while speaking another'. Errors that occur in using a

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[2] Donn Byrne, *Teaching Writing skill,* (Singapore: Longman, 1993), p. 87
[3] Tonny Penston, *A Concise Grammar for English Language Teacher*, (England: TP Publication, 1997), p. 108
[4] Rod Ellis, *The Study of Second Language Acquisition,* (UK: Oxford University Press, 1994), p. 58

foreign language are caused by interference of the mother tongue. In other words, errors, which are caused by the interference coming from the learners' mother tongue, are partly from the knowledge of differences between the first and the target language. Indonesian students find the sentences confusing since the verbs in English change according to the time relation. This kind of verb changes often causes them to make errors.

b. Intralingual errors 'reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply'. Intralingual interference or intralingual error is the negative transfer of items within the target language or incorrect generalization of rules within the target language.[5]

c. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Furthermore, he subdivides the intralingual errors as follows:

1. Overgeneralization errors arise when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure. (For example, "He can sings" where English allows "He can sing" and "He sings"). Overgeneralization happens when the learners create, false structure on the basis of his experience of other structure in the target language. Overgeneralization can roughly be defined as the use of previously available strategies in new situation. In second language learning some strategies will be helpful in organizing the facts about the target language, although they may turn out to be misleading and inapplicable due to superficial

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[5] Douglas Brown, *Principles of Language Learning and Teaching,* (New York: Longman, 2000). p. 173

similarities. Thus, overgeneralization occurs when a deviant structure is treated on the basis of experience of other structure in the target language.

2. Ignorance of rule restrictions involves the application of rules to contexts where they do not apply. An example is 'he made me to rest' through extension of the pattern found with the majority of verbs that take infinitive complements (for example: 'He asked/ wanted/ invited me to go'. In this type of error, the learner fails to observe the restriction of existing structure. Some rules restriction errors may be accounted for in terms of analogy and may result from the rule learning of rules. In this case, the learner mostly tends to generalize syntactic rules, she or he has previously learned, ignoring the new rules. "Ignorance of rule restrictions is a failure to observe the restrictions of existing structure. It means that the application of rules to contexts where they do not apply.[6]

3. Incomplete application of rules involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example, 'You like to sing?') in place of interrogative word order (for example, 'Do you like to sing?')

4. False concepts hypothesized arise when the learner does not fully comprehend a distinction in the target language. For example the use of 'was' as a marker of past tense in 'one day, it was happened'.

2. Translation

a. Definition of translation

Translation is not just writing down the meaning of one language into another word by word. However, it needs to consider the

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[6] Jack C. Richards, *Error Analysis: Perspectives 2ⁿᵈ Language Acquisition,* (London: Longman Group. Ltd, 1974), p.48

accurate meanings in both languages and other aspects that belong to the language being translated. Beside that, considering interpretations in both languages is also needed in making an effective and useful translation.

Before working on a translation work, it is better to find out some definitions of translation according to some experts.

Hewson and Martin indicate that translation is the exploration of an unbridgeable gap and of a tension among cultures, variable according to the historical time and the socio-economic motivations of the assessment. Its function is to develop cross-cultural constructions while at the same time bridging and underlining the differences.[7]

In line with Hewson and Martin, Larson states that translation is essentially a change of language forms, those are: phrase, clause, sentence, paragraph and so on, which are said or written. Translation means to transfer meaning from the source language into the target language. The change of those forms is aimed to convey the meaning and it must remain exist and unchanged.[8]

Bell also states that translation is the process or result of converting information from one language or language variety into another. The aim is to reproduce as accurately as possible all grammatical and lexical features of the "source language" original by finding equivalents in the "target language". At the same time, all factual information contained in the original text must be retained in translation.[9]

Meanwhile, Baker states that translation is a very young discipline in academic terms. Almost every aspect of life, in general, and of the interaction among speech communities, in particular, can be

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[7] Lance Hewson and Jacky Martin, *Redefining Translation, The Variational Approach*, (London: Routladge, 1991), p.25

[8] L. Mildred Larson, *Meaning-Based Translation: A Guide to Cross Language Equivalence* (London: University Press of America, 1984), p.3

[9] Roger T. Bell, *Translation and Translating: Theory and Practice,* (New York: Longman, 1991), p. 13

considered relevant to translation, a discipline which has to concern itself with how meaning is generated within and between various groups of people in various cultural setting.[10]

In short, translation, somehow, is an activity of transferring from one language (source language) to another (target language).

b. Stages in translation

Dealing with translation, there are some stages that should be done by translators to get a good translation. According to Larson, the stages include: preparation, analysis, transfer, initial draft, reworking the initial draft, testing the translation, refining.

1) Preparation

There are two kinds of preparation. First, there is the preparation that the translators should have before beginning the translation task, secondly, there is the preparation that they undertake as they begin working on a specific translation project. The first preparation requires the translators to have a good under4atanding about the receptor language so that they can discover all features of the receptor language. The second preparation, the translators should understand the characteristics of the source text so that they can begin doing the translation.

One the first preparation, the translator should have included training in writing, in linguistic and in translation principles. The translator should have had practice in writing the receptor language and had enough linguistic study, so that he/she can discover the features of the receptor language which indicating the grouping, cohesion, and prominence in that language. He/she needs to be able to make comparison between the lexical structures of the two languages. When the project is underway, the translator begins with the second preparation which is related to the text to be

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[10] Mona Baker, *In Other Words: A Course Book of Translation,* (London: Routledge, 1993), p. 4

translated. He/she will firs want to become well acquainted with the text, in order to do that, he/she will read the entire text through several time. As he/she red the text through, he/she may mark any sections which seem unclear. The purpose is to understand the message intended by the author, as well as to get a feel for the style and emotional tone. Next, the translator will want to study the background material which is available. This will include finding out about the author, about the circumstances of writing of the text, the purpose for which it was written, the culture of the source text, and for whom the text was written.[11]

2) Analysis

As the translator read through the text, he/she should write down any lexical items, which seem to be keywords, these will be words which are crucial to an understanding of the text. This study is to help focus attention on words which are going to be important and must be given special attention in the transfer process, but each context must be considered separately when such keywords are used in translation. If the text is very long, the translator will need to divide it into smaller units and work on one of these at a time, therefore, it is important to study the grouping of the text. Particular attention should be given to identifying the opening and the closing of the text. Grouping will depend on the genre of the text. The translator will also need to note the relations between various units, discover what the cohesive devices used are indicating, and also identify the units which are most prominent. Unless matters of prominence are carefully analyzed, the meaning of the text may be destroyed when drafting is done. Although the principles of analysis begin with the smaller units and moving up to the whole discourse, the actual analytical process is the opposite. The translator analyzed the larger units first, identifying the units

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[11] L. Mildred Larson, *op. cit.,* p. 476

and the relation between them, deciding which are more prominent, etc. then he/she studies the smaller units, such as paragraphs and sentences. The analysis of the source text is a dynamic process. Although the translator begins with the larger units and moves down to smaller ones, he/she will also be constantly moving back to look at the larger units and reevaluate his/her analysis on the basis of the analysis of smaller units. Once familiar with the larger units and how they relate to another, the translator is ready to begin with the smaller units. How detailed the analysis will be varying with the difficulty of the text. When the text is more difficult, so it needs more careful to rewrite the text into semantic structure before any transfer is begun.[12]

3) Transfer

Transfer is the process of going from the semantic structure analysis to the initial draft of the translation. This takes place in the mind of the translators. In this process, they produce a receptor language equivalent. They will do all efforts such as looking for lexical equivalent for the concepts of the source language, deciding whether the rhetorical and figurative devices need to be made to create the most communicative meaning of the text in the receptor language.[13]

4) Initial draft

As the translator begins the initial draft, he/she should be working at paragraph level. Once the translator is sure what the paragraph is to communicate, he/she should compose that draft as naturally as possible. Without looking at the source language or event the semantic rewrite. He/she should just let it flow naturally, and expressing the meaning clearly. However there are numbers of things, which the translator should keep in mind as he/she does this

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[12] Ibid, p. 478
[13] Ibid, p. 480

initial draft. First of all, he/she should be thinking clearly about who will use the translation, their level education, and other matters. He/she should also have in mind the author's purpose, since this will effect decision in drafting. The topic of the paragraph should be clearly in the translator's mind, as well as the theme of the larger unit to which it belongs. The semantic structure analysis will help him/her know which preposition are on the main line of the discourse and which backgrounds are and also what the relations are between them. There are many things in mind as one translates. It is the combination of all to make an accurate and natural draft.[14]

5) Reworking the initial draft

The working of an initial draft should not be undertaken until the larger section is completed. The reworking of the initial draft includes checking for naturalness and accuracy. The first thing the translator will read through the manuscript of the text unit, which he/she is checking. In doing this, he/she should look for: (1) wrong grammatical forms of obscure construction, (2) Redundancy words, (3) Wrong order awkward phrasing, (4) Places where the connecting words do not seem right and flow easily to be understood, (5) Collocation classes, (6) Questionable meaning, and (7) Style of translating and writing.

The second thing the translator will do checking the accuracy of meaning. He/she can only do this by a careful comparison with the source text and the semantic analysis. The third thing the translator will need do check, whether or not the theme comes through clearly. Keeping all of these things in mind, the translator will make adjustment in the initial draft in order to care for any matter that need changing. After the translator has done the second draft, he/she is ready to have it tested with others.

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[14] *Ibid,* p. 481

He/she can do the testing himself/herself or sometimes there are members of the teams who are trained to be testers will do it, and then bring the result back to the translator for consideration in the next draft.[15]

6) Testing the translation

Translation testing should begin early in the project, after the first section or chapter is completed, it should be tested, this will give feedback to the translator which point out the weakness and for helping to do better in translating. The testing will be more adequate if done on smaller units.[16]

7) Refining

Refining is necessary to be done in translation result. In doing this process, the translators usually face difficulty in separating the source language from the target language. The idiom and the sentence must be exchanged into the comparison of the target language. The entire text must be submissive to the target language rule so that the reader will consider the translation as the real text, not a translation. By this process, the translators can avoid the mistakes, and he can result the accurate translation.[17]

c. Types of translation

Rochayah Machaly divided translation into eleven types. They are word-for-word, literal, dynamic, pragmatic, esthetic-poetic, ethnographic, linguistic, communicative and semantic, communicative, and semantic translation.[18] On the other hand, Catford in Eppart divided translation into three types; they are word-for-word translation, literal translation, and free translation.[19]

1) Word-for-word translation

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[15] *Ibid*, p. 482
[16] *Ibid*, p. 485
[17] *Ibid*, p. 487
[18] Rochayah Machaly, *Pedoman Bagi Penerjemah,* (Jakarta: PT Grasindo, 2000), p.25.
[19] F. Eppart, *Transfer and Translating in Language Learning and Teaching,* (Singapore: University press, 1983), p.138.

Translators have to find the equivalence of meaning of a word without grammatical adjustment. Here some examples:[20]

I	like	that	clever	student
Saya	*menyukai*	*itu*	*pintar*	*murid*
Fifi	will	go	to	Bumiayu	tomorrow
Fifi	*akan*	*pergi*	*ke*	*Bumiayu*	*besok*

According to Indonesian, such a translation as in sentence '(a)' is not in keeping with structure of Indonesian in spite of the meaning is understandable. Meanwhile, in the sentence '(b)' the translation result is acceptable, because incidentally it has the same structural feature with Indonesian. Such a case is found rarely in the real translating activities.

2) Literal translation

The basis of literal translation is lexical word-for-word equivalence, but it tends to adjust grammar according to the demand of the target language (TL) code. It lies between word-for-word translations. Below is an example from Machaly.[21] The example shows a comparison of translation result from three types as follows:

Text in English	Word-for-word translation	Literal translation	Free translation
His heart is the right place	Kepunyaannya hati adalah dalam itu benar	Hatinya berada di tempat yang benar	Dia baik hati

3) Free translation

Free translation often unbound at the equivalence of word of sentence level, but it tends to search equivalence at a paragraph or discourse level. The type usually applied on translating

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[20] Rochayah Machaly, *op. cit.,* p. 30
[21] *Ibid*, p. 33

idiomatic utterances, proverbs and the like. For instance, *to play truant, to kick something around, killing two birds with one stone,* each is translated in an order manner as *membolos, membahas,* and *menyelam sambil minum air.*

In this research, the writer use literal translation type as reference. This type tends to adjust the target language grammar.

d. Problem in translation

In translating a text in a certain language into another, perhaps a translator has found some problems occurred in doing his/her work. They are seemingly caused by four factors. Those are (1) the difference (the system of source and target language are different) of language system from target language system, (2) the of material text types which will be translated, (3) the assumption that a translation is a means of communication, and (4) the different aims in translating a certain text.[22]

e. General testing of translation

It is noticeable that tasting of translation does not only relate to the aspect of correct or incorrect, good or bad, but there are some aspect that should be concerned, they are:

1) Accuracy

Concerning the accuracy of translation in order to restate the implicit meaning of source language is very important. Besides, following the transposition procedure is also needed to avoid distortion of referential meaning. For example, in translating the word "terkenal", it should be translated into the most accurate to the source language or text.

2) Clarity

It is necessary to keep clarity in translation process. The purpose of it is to avoid deviation and distortion referential meaning. For example, when translating the phrase 'Candi yang

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[22] *Ibid,* p. 36

terkenal di dunia ini' into 'this world-famous temple', not 'this famous temple in the world'.

3) Naturalness

Because of every language is different in its system. Transposition procedure and modulation are needed to avoid awkwardness and unnaturalness expression. For example, 'dunia peralihan manusia masa sekarang' which is best translated into 'the transitional world from the present corporeal being'.

3. Change-pair technique

a. The definition of change-pair technique

Group work in learning English provides students or member of team an opportunity to express and to communicate with others. One of the ways to make students express and communicate with others is by dividing them into several team works or pairs. Teaching method that gives opportunity to students to work together with others students is called cooperative learning.[23] Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Each member of a team is responsible not only for learning what is taught but also for helping teammate learn, students work through the assignment until all group members successfully understand and complete it. So the students must help each other to comprehend the given material.

Cooperative learning method is a series of learning activity that is done by students in certain groups to reach the planned-learning-purpose. There are four important elements in cooperative learning, they are:[24]

1) There are participants in group

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[23] Anita Lie, *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas,* (Jakarta: Gramedia, 2007), 5th Ed., p. 31.

[24] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2007), pp. 241-242.

The participants here are students that do learning process in each group study.

2) There are group rules

Group rules are everything that becomes agreement of all students.

3) There is an effort to learn by each members

Learning is an attitude change process as a result of individual interaction with environment. As stated by Shahih Abdul Majid and Abdul Aziz:

ان التعلم هو تغيير فى ذهن المتعلم يطرا على خبرة سابقة فيحدث فيها تغييرا جديدا

"*Learning is the presence of students mind change that be based on previous experience so that it can lead to a new change for students.*"[25]

4) There is purpose need to be reached

It is meant to give a direction for planning, acting, and evaluation.

But not all groups are cooperative groups. A group can be said as a cooperative group if it involving these components:[26]

1) Positive interdependence

It occurs when group members feel that, what helps one member helps all and what hurts one member hurts all.[27]

2) Individual accountability

It involves both group and individual performance. This component is related directly with the first component. In order to be a super team, each student will have responsibilities to do the best.

3) Face-to-face promotion interaction

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[25] Sholeh Abdul Aziz and Abdul Aziz Abdul Majid, *At-Tarbiyah Waturuqut Tadris*, Vol. 1, (Mesir: Darul Ma'arif, 1968), 10th Ed., p. 169.

[26] Anita Lie, *op. cit.*, p. 78.

[27] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis,* (UK: Cambridge University Press, 1993), 9th Ed., p. 196.

Students need to do real work together in which they promote each other's success by sharing resources, helping, supporting, encouraging, and applauding each other's efforts to achieve.

4) Group communication

Skill to communicate should be taught to students. Not all students have a good skill to listen and speak. The successfulness of a group depends on each member's readiness to listen each other and their skill to state their opinion.

5) Group processing evaluation

Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationship. Groups need to describe what members actions are helpful and unhelpful and make decisions about what behaviors to continue or change.

The use of small group activities like in cooperative learning provides excellent opportunities for teachers to observe students in the process of learning. Some teachers may feel that giving grades for group work fosters competitiveness, which cooperative learning is supposed to overcome. Instead of helping one another and feeling free to make mistakes and try out new ideas, groups would be trying to outdo one another and earn points for the grade book. When students know they are being evaluated for their group work, they tend to be more serious in their efforts and may work more interdependently. Students will be especially aware of group processes and products when the teachers emphasize self-evaluation of group activities.[28]

In cooperative learning groups, students come to rely less on the teacher and more on one another. They learn more because they are

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[28] Donna E. Alvermann and Stephen F. Phelps, *Content Reading and Literacy*, (US: Allyn and Bacon, 1994), p. 76.

actively engaged with the text or other instructional materials. As stated by Slavin (1984) in Reyes and Molner (1991):[29]

> *By engaging students in cooperative learning, teachers set the stage for acceptance of diversity and valuing of individual contributions. Linguistically diverse students are known to benefit from cooperative learning because they become more actively involved and spend more time in meaningful exchanges with their peers than they otherwise would.*

The principal idea behind cooperative learning methods is that by rewarding groups as well as individual for their academic achievement, peer norms will come to favor rather than oppose high achievement.[30]

The interesting thing from cooperative learning method is the existence of not only learning impact that is the improvement of student's achievement but also have an impact for social relation, the acceptance to students with low ability, time appreciation, and help one another.[31]

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.

b. Background of the use of Change-pair technique in teaching-learning

There are many reasons of teacher to not use the cooperative learning method because it needs much time to prepare act. But in fact, many researchers show that a learning system which gives opportunity to students to work together with other students or usually called cooperative learning and teacher's role is as facilitator, is more effective than learning from teacher.[32]

c. The process in change-pair technique

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[29] *Ibid*, p. 103.
[30] *Ibid*, p. 102.
[31] Wina Sanjaya, *op. cit.*, p. 243.
[32] Ad. Roijakkers, *Mengajar dengan Sukses*, (Jakarta: Gramedia, 1993), 9th Ed., p. 3.

The process teaching pair techniques are stated bellow:[33]

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

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

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

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

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

B. Previous Research

As references for this study, the researcher uses resources as framework. There are thesis that will be main sources of this study, they are:

1. Thesis under title, *Translation Analysis on English Phrasal Verb in to Indonesian in Mark Twain's Novel: "The Adventures of Tom Sawyer"*. Language and Art Faculty of Gunadarma University, Jakarta. In this research, the writer analyzes the accuracy, clarity, and naturalness in the translation of phrasal verb because the accuracy, clarity and naturalness are important features that should be possessed by the translation in order to be a good translation. The result of the analysis show that the accuracy and the clarity of the phrasal verb are above average or good, while naturalness is below poor. From those of three important features of translation, the clarity has the highest percentage, which means 85,71% accurate and 67,14% natural.[34] The similarity between her research and the writer's is on the research approach and the skill focus of the study (translation). The differences are on the material, research methodology and kind of text.

2. Thesis under title, "*An Analysis of the Word Variant in the English-Indonesian and Indonesian-English Translation*", by Ernes Annisa

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[33] Anita Lie, *op. cit.,* p. 56.
[34] Thesis, Ratna Susilowati (*10603099*), *Translation Analysis on English Phrasal Verb in to Indonesian in Mark Twain's Novel: The Adventures of Tom Sawyer,* Language and Art Faculty of Gunadarma University, 2007, Unpublished Thesis.

Zahara[35]. The result of this study shows that there are variants of word in student's translation in Indonesian-English and English-Indonesian. It is because sometime there are more than one meaning for one word both English and Indonesia. This study shows that 58% students use the first meaning-word in dictionary, 17% students use the right word meaning in dictionary. It can be conclude that those words variant in Indonesian-English and English-Indonesian translation were done by students because they do not really understand the use of word. The similarity between her research and the writer's will be in research methodology and skill focus of the study (translation). The differences are on the kind of text, the data collection and setting.

C. Action Hypothesis

Hypothesis is predictable statement which needs to be explored more. If a statement which not need to be researched is not hypothesis. In additions, hypothesis is predictable answer of the research which the fact must be examined.[36] The hypothesis of the research is using change-pair technique can minimize students' common errors in Indonesian-English translation.

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[35] Thesis, Ernes Anisa Zahara (2214960215), *An Analysis of the Word Variant in the English-Indonesian and Indonesian-English Translation*, Language and Art Faculty of Semarang State University, 2001, Unpublished Thesis.

[36] Jumadi Suryabrata, *Metodologi Penelitian,* (Jakarta: Raja Grafindo Persada, 2006)