CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL

FRAMEWORK

This chapter provides some related theories to answer the research problems, some previous studies with similar research topic, and theoretical framework to support the theory of the research study.

2.1 Review of Related Theories

There are some related theories that focus on research topics: Tenses definition, translation definition, errors definition, error analysis, and the cause of error.

2.1.1 Translation Definition

Larson (1984) as cited in Litowitz (2014) said that translation is transferring 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. In this definition, Larson (1984) raises a completeness and harmony between the form of language and the structure of meaning. This is a package that is able to convey understanding in the form of meaning contained by the source text which must be able to be transferred to the target text with full responsibility.

According to Munday (2016)"Translation is transferring from the source language to the target language" (p.8). Translation, according to Munday, is not

specific about the meaning or message that is transferred but is more general to the text. According to Bassnet (2003) that stated in Arnold and Sadler (2017), translation is a secondary mechanical activity rather than being called creative.

From this understanding, Bassnet (2003) concludes that translation has three types in its implementation, including:

a. Intralingual translation or rewording (interpret verbal signs by means of other signs with the target language).

b. Interlingual translation or translation proper (interpret verbal signs by meanings of target language).

c. Inter-semiotics translation or transmutation (interpret verbal signs through signs of nonverbal sign system).

2.1.2 Errors Definition

In learning a language, students often encounter difficulties learning a foreign language whose difficulties are met due to errors. This error will later be a sign that students still have not mastered the language. According to Hasyim (2002) cited in Muhammad and Hasanuddin (2017), "Errors are systematic deviations that occur when someone does not learn something, and consistently the errors still occur" (p. 45). When learning something, making errors is inevitable. It is impossible for people to learn a language without doing or committing errors (Dulay et al., 1982).

2.1.3 Error Analysis

According to Corder in Sompong (2014).

Errors tell the teacher how far attainment the learner's goals have been and, consequently, what is left for the learner to learn. Second, errors provide researchers with evidence about how language was learned or acquired, what strategies or procedures the learner used in their language discovery. (p. 114).

According to Dulay et al. (1982) stated that error analysis spare became four types. They are omission, addition, misinformation, misordering. Besides, this theory was taken based surface structure taxonomy.

a. Omission

The omission error is characterized by the absence of an item that should appear in the utterance or sentence. According to Dulay et al. (1982):

Language learners more often commit grammatical morphemes than content words. However, in a sequence of grammatical morphemes, some tend to be committed for a much longer time than others. For example, it has been observed for child learners that copula (is, are) and -ing markers are used earlier in the English language acquisition process than simple past tense and third person (see, eat) markers. (p. 154)

i.e: I eat burgers.

b. **Additions**

According to dulay et al. (1982):

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. There are three types of addition errors, namely double marking, regulation or overgeneralization, simple addition. These errors are a good indicator that some ground rules have been achieved, but refinements have not been made. (p. 156)

- **Double Markings**.

According to dulay et al. (1982):

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example, in most English sentences some semantic features such as tense may be marked syntactically only once. The English rule for tense formation is: Place the tense marker on the first verb. In a simple affirmative declarative sentence, the main verb is the only verb, and thus takes the tense. (p. 156)

i.e: he doesn't eat a burger.

- **Regularization**

Dulay et al. (1982) stated:

> Regularization errors that fall under the additional category are errors in which a marker normally added to a linguistic item is mistakenly added to an extraordinary item of a certain class that does not use a marker. For example, lamb and putted are both regularizations in which the regular plural and past tense markers -s and -ed, respectively, have been added to the unsigned item. "Regularization" is defined more narrowly than the more commonly used term "overgeneralization" which has been used to describe almost all observed developmental errors." (p.157)

i.e: sheeps on the farm are very fat.

- **Simple addition**

This error is an invisible element in the utterances. According to dulay et al. (1982), "Simple addition is part of addition that has a different definition between regularization and double marking. In this part, simple addition is a part when the writer should be care the context of the sentences in writing paragraph." (p. 158)

c. Misformation

According to dulay et al. (1982):

> Misformation errors are characterized by the use of the wrong form of morpheme or structure. Meanwhile, in the omission error, the

item is not given at all, in the misformation error, the learner supplies something, even though it is not true. As with addition, formation errors do not usually occur randomly. Misformation is an element that focuses on sentence structure in students' writing. (p. 158)

d. Misordering

According to Dulay et al. (1982):

Misordering is indicated by the incorrect placement of a morpheme or group of morphemes in an utterance. The misordering of items in constructions that require the re versal of word-order rules that have been previously acquired, as in I don't know who is it, where the placement of is erroneously follows the rule for simple questions rather than embedded questions. (p. 1620)

i.e: she is always late.

2.1.4 Tenses Definition

Tense comes from the Latin word 'Tempus' which means Time. According to Herring (2016) Grammatical tense refers to the conjugation of a verb to reflect its place in time—that is, when the action occurred. (p.646) In this study, I uses four types of past tense, namely simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. the following below is the explanation.

A. Simple past tense

According to Herring (2016) We use the past simple tense to express finished actions. It is often used with an expression of past time to give more complete information. (p.650) the simple past tense formula below.

Table 2.1 Simple Past Tense Formula

(+) positive	Subject + The past tense form the verb (Verb-2)
(-) negative	Subject + Did not + Verb-1
(?) interrogative	Did + Subject + Verb-1 ?

Example of sentences :

- I went to the park yesterday
- I didn't enjoy the movie
- Did you go to the park ?

B. Past Continuous Tense

According to Herring (2016) The past continuous tense (also called the past progressive tense) is used for something in progress at a certain moment in the past. It can only be used with action verbs. (p.651) The past continuous tense formula below.

Table 2.2 Past Continuous Tense Formula

(+) Positive	Subject + Was/Were + Present Participle of main verb (Verb-ing)
(-) Negative	Subject + Was/Were + Not + Present Participle of main verb (Verb-ing)

(?) Interrogative	Was/Were + Subject + Present Participle of main verb (Verb-ing) ?

Example of sentences :

- We were busy working on our assignment when our parents came home.

- The kids weren't sleeping when we got home.

- Were you sleeping when I called ?

C. Past Perfect Tense

According to Herring (2016) The past perfect tense expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past. (p.652) The past perfect tense formula below.

Table 2.3 Past Perfect Tense Formula

(+) Positive	Subject + Had + Past Participle of main verb (Verb-3)
(-) Negative	Subject + Had + Not/Never + Past Participle of main verb (Verb-3)
(?) Interrogative	Had + Subject + Past Participle of main verb (Verb-3) ?

Example of sentences :

- When I turned on the TV, the film had ended.

- Never before had she seemed so beautiful to him.

- Had you ever been on a tractor before starting work on the farm?

D. Past Perfect Continuous Tense

According to Herring (2016) The past perfect continuous tense (also called the past perfect progressive tense) is used to describe an action that began and was still in progress in the past before another past action started. In contrast to the past perfect tense, which describes a past action that finished before the second action started, the past perfect continuous emphasizes the continuous progress of that action. (p.702) The past perfect continuous tense formula below.

Table 2.4 Past Perfect Continuous Tense Formula

(+) Positive	Subject + Had been + Present Participle of main verb (Verb-ing)
(-) Negative	Subject + Had + Not + Been + Present Participle of main verb (Verb-ing)
(?) Interrogative	Had + Subject + Been + Present Participle of main verb (Verb-ing) ?

Example of sentences :

- We had been waiting for a long time when the bus finally came.

- He needed to study harder, because he hadn't been doing very well on his exams.

- Had she been living in Italy for a long time ?

2.2 Previous Studies

First reference is An Analysis on the grammatical Errors in the students' writing written by Fajariani Emmaryana (2010). This research was conducted on students of class X SMA Negeri 1 Cigudeg-Bogor. From the analysis conducted by Fajariani Emmaryana, it was found that there were grammatical errors made by students, the error was in Tenses as the highest error. by 19 students or with a percentage of 95%, the second error is in Spelling and Punctuation by 18 students or with a percentage of 90%. The third error exists on Sentence Pattren by 17 students or with a percentage of 85%. Error the fourth is in Prepostion by 7 students or with a percentage of 35%. And the last error on the Preposition by 6 students or with a percentage of 30%. In her research, Fajariani Emmaryana uses recount text and only focuses on analyzing five aspects, namely Sentence Pattern (subject and verb), Tenses, Pronouns, Prepositions, Punctuation and Spelling. To support his research, Fajariani Emmaryana uses the theory of Norrish, Corder, Penny Ur. The difference with my research is that I do not use recount text and the research I do only analyzes the tense errors.

The second reference is A study of errors in learning English Grammatical structures on Tenses of MatthayomSuksa 4 Students of The Demonstration School, KhonKaen University written by Sukasame, Kantho and Narrot (2014). The purpose of this research is to study grammatical errors in studying the structure of English in tenses. This research was conducted at the KhonKaen Demonstration School, Thailand. With a research group consisting of 31 students in the second semester of the 2012 academic year. Data was collected using three kinds of

instruments, namely; a multiple-choice test that checks for grammatical errors, a table that records each student's errors, and a survey interviewing those whose errors were found. Student errors are then analyzed to find the percentage. The results are presented in tabular form with descriptions. The results showed that students' errors in learning English grammar in Tenses. In grammatical errors found, the tenses are the highest, namely 87.1%, with details of past simple tense (74.2%), present perfect tense (67.4%), past continuous tense (54.8%), present simple (48.4%), future simple tense (41.7%) and present continuous tense (32.3%). To support his research, the author uses the error classification theory based on the error classification proposed by Richard (1974), Ellis (1997), and Dulay, Bart, and Karashen (1982). The difference with the research I did was that at the time of data collection I did not use the interview survey method, on the types of tenses I also only used four types of past tense, namely simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

The third reference is an error analysis on the use of past tense in narrative text written by Putri Mega Susanti (2017). This study aims to analyze students' errors in the use of tenses in the narrative text paragraph, which is based on the problem studied, namely students feel confused with the use of the past tense in narrative texts. The object of this research is 8F grade students at SMP Negeri 1 Candi Sidoarjo, in his research the author found four types of errors, namely Omission, Addition, Misformation, Misodering. The author analyzes and concludes that the highest number of errors is misformation with 52% results. According to the results of research written by Susanti, this is because students feel confused to

translate words from Indonesian to English and vice versa. Students also cannot distinguish between regular and irregular verbs. Students also admitted that they rarely practice to make paragraphs in English. This research uses descriptive qualitative method. Susanti uses the theory of Dulay and Krashen (1982) to support her research. The difference with my research is that Susanti only uses one type of past tense, namely the simple past tense, besides that Susanti performs an error analysis in writing narrative texts based on the surface structure taxonomy. They are omission, addition, misinformation, and misodering.

The fourth research is An error analysis of students' translating tenses at SMK Pasundan 2 Cianjur written by Wulan Dara Andarisa (2018). This study aims to determine the types of errors made by students in translating from English to Indonesian, especially in tenses, this study was conducted by 47 male students in class XII of SMK Pasundan 2 Cianjur. The data is taken from translation tests and interviews, then the data is analyzed and described, Based on the analysis the error when students translated verb in tenses consists of 83 errors from 423 data, the error when students translated to be in tenses consists of 53 errors from 423 data , the error when students translate "be" in tenses consists of 35 errors from 423 data, the error when translation plural of word consist of 8 errors from 423 data, and the unsuitable diction of transfer the word from Source Language to Target Language in tenses consists of 37 errors from 423 data. In addition, this study was supported by Hornby (1975), Ellis (1995) and Newmark (1988).

Those previous studies and this study have similarities and differences. This study using students in English literature study program in Universitas Nasional

meanwhile the previous studies also using the students from a school or academic institution to taking the data samples. Another similarities, this study and other previous studies using theory Dulay et al. (1982) to analyze the types of errors. The differences of this study and the previous study is the technique of collecting and analyzing data, and the tenses that be analyzed. The result of study also be a difference between this study and the previous studies.

2.3 Theoretical Framework

I formulate two research questions, the first research questions is what are the types of error found in the students translation and the second research questions is what is the dominant type of error found in the students translation.

In order to answer the first research questions, I used four tenses (simple past, past perfect, past continuous, and past perfect continuous) that proposed by Herring (2016) to analyze the tenses error in the data by marking the errors. To answer the second research questions, I used theory by Dulay et al. (1982) that proposed four types of errors by marking the error in the data sample and analyze the kinds of error.