

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English has become important language, since it is used to communicate with others people. English has also become an international language and used by people around the world. Similarly in Indonesia, English becomes second language after mother language or national language, so English taught in school. Indonesia has a program "wajib belajar sembilan tahun" or 9 years compulsory education, started at elementary school to junior high school, and English taught in every level of schools.

Similarly in university, English also became study program in faculty. Not only in faculty of teacher training and education but also faculty of English literatures. Every students that choose English in their program get some advantages when they are graduated. Not only teaching but also another area, such as translator, tour guide, etc that need their English ability. Sometimes learning English is difficult as they thought. Students will find the difficulties during the lesson, for example they haven't enrich their vocabulary also they learn grammar as well. Students should practice and enrich the vocabularies by themselves. It is happened in second semester of Muhammadiyah University of Surakarta, the students has many difficulties to learn English. They cannot express the idea because they still have a little vocabulary, they still enrich and distinguish grammar. The students confused about their knowledge about grammar are low. They are not know about noun phrase because in early they still introduced by English. There are also different between MD and DM in Indonesian, for example *red books*, in Indonesia translated into *buku berwarna merah*. The students of Muhammadiyah University of Surakarta still find the difficulties to express the idea from Indonesia into English. Actually some students can express the idea, the reason why students has the ability and non-ability because they used to English in their daily life. One of the difficulties is to express the idea of Indonesian noun phrases into English.

In Indonesia, there are noun phrases or its called “frasa nominal”. In Indonesian noun phrase, noun phrase is a group noun which is formed by extending a noun, or a phrase that has a same distributed with the noun. There are three kinds of Indonesian noun phrase, modification, coordination, and aposif (Widjono, 2007: 143). Then, English noun phrase is a phrase which says essentially a noun with other words that describe or explain the word, these objects are frequently referred to as a modifier. Many students still don’t understand about noun phrase, because they are confuse with the structure of noun phrase itself, also the different between Indonesian and English noun phrase. According to Green Baum and Nelson (2002: 48), there are seven structures of noun phrase, as follows:

1. Noun + noun, for example *those books*
2. pre-modifier + noun, for example *new books*
3. determiner + pre-modifier + noun, for example *some long books*
4. noun + post-modifier, for example *books on astronomy*
5. determiner + noun + post-modifier, for example *some books on astronomy*
6. pre-modifier + noun + post-modifier, for example *popular books on astronomy*
7. determiner + pre-modifier + noun + post-modifier, for example *some popular books on astronomy*.

The error phenomenon has really serious problem. There are different morphological property between Indonesian and English noun phrase, but in Indonesian morphology, it cannot help to determine the part of speech. For example, in English the words that have suffixe *-tion* it is definitely a noun, or the word suffixe *-ly* is adverb, but in Indonesian, the words that have preffix *ter-* not necessarily includes a verb, because there are also noun, such as *terdakwa* and *tertuduh*. Students confuse with the different structure of English and Indonesian, there are MD and DM, students still translate as if the English and Indonesian has the same structure. So, students should understand the structure of English and

Indonesian and students should know the different between the structure of Indonesian and English.

Students should practice or learn translation because the primary focus on error analysis is on learner errors and the evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition (Fauziati, 2009: 135). “One of the silent aspects showing the development of IL system of L2 learner is error” (Light Bown & Spada). According to Brown (2007:217), the error in translating especially in noun phrase usually mostly done by students that still learn English. It it also happened in senior high schools level because students still enrich their vocabularies and understand the language.

Most teachers can dispense with the first of the two steps in error elicitation. The first elicitation, which is done as a matter of course in a classrooms, called broad trawl. The metaphor is one of casting one’s net to catch all and any shorts of error that happen to be at large, indiscriminately. The purpose of the broad trawl is to gain a first impression of the learner’s capacities and limitations, to identify the areas of TL competence where they are most suseptible to error. The broad trawl is thus the source of the analyse’s initial hyphotheses about a learner’s state of knowledge of the TL. It resembles the scheduled elicitation done by field linguistic working in jungle and on steppe with a native informant to compile the first account of unrecorded languages: ‘scheduled elicitation starts with relative or complete ignorance about the language under investigation’ (Samarin, 1967: 108).

Earlier on the reffered to performance analysis, and this has relevance to elicitation, since what the elicit from learners are samples, which hopes are representative and rich, of the learner’s TL performance. This performance will be a mix of right and wrong, non deviant alongside erroneous. The point is that error analysis has traditionally based itself on such performance data. As Selinker puts it: ‘the utterances which are produced when the learner attempts to say sentences of a language’ are the main source of data for error analysis (1972: 213).

There have been attempts to systematize the different methods of data collection, and workable but not totally waterught classification of elicitation

modes is tripartite. Initially, a distinction is drawn between observational and experimental studies, the difference between these two residing mainly in the naturalness of the former compared to the manipulative nature of the second. The distinction is very close to the one that have drawn between beoad trawl and targeted elicitation.

Based on the explanations above, the researcher has an interest to write a thesis about error analysis. The case can be observed, classified, and analyzed to be the correct one. Therefore, the researcher will conducts the research entitled *“ERRORS IN TRANSLATING INDONESIA NOUN PHRASE TO ENGLISH MADE BY SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA.”*

## **B. Limitation of the Study**

This study is focused on second semester students of English Education Department in Muhammadiyah University of Surakarta in translating text and focus on error found in noun phrase especially in be error and non-be error. The researcher chooses students of second semesters of muhammadiyah university of surakarta because they already know much about English vocabulary and the researcher focuses on noun phrase because they do not know much about it.

## **C. Problem Statement**

Based on the background of study, the researcher would formulated the following problem statements:

1. what types of errors made by the students in translating Indonesia noun phrase into English noun phrase?
2. what is the frequency of each type of errors in translating Indonesia noun phrase into English noun phrase? and
3. what is the sources of errors made by the students in translating Indonesia noun phrase into English noun phrase?

#### **D. Objective of the Study**

Based on the problem statements, the objectives of the study in this research would be as follows:

1. to classify the types of errors made by the students in their translating Indonesian noun phrase into English,
2. to identify the frequency of errors made by students in their translating Indonesian noun phrase into English, and
3. to explain the sources of error made by students in their translating Indonesian noun phrase into English.

#### **E. Benefit of the Study**

In this research, there are two kinds of benefit, they are:

##### 1. Theoretical Benefit

- a) This research can enrich study on linguistics especially about error in translating Indonesia into English.
- b) This research can give more information about error in translating Indonesia into English.

##### 2. Practical Benefit

The researcher reviews two practical benefits as follows:

###### a) For Students

- 1) This research would make students more understand about translating into English, and it would also increase their knowledge about translating into English.
- 2) The results of this study can be used as the references for other researcher who would conduct the different object with different perspective.
- 3) This study gives clear explanation of errors analysis, especially in translating Indonesian noun phrase into English.

###### b) For Lecturers

This study can be used by teacher or lecturer as the material to teaching about the error analysis.

c) For Other Researcher

This research can be used as the reference for the next researchers who are interested in the study of error analysis, especially about the translating Indonesia into English using error analysis.