

CHAPTER II THEORY REVIEW

2.1 Concept of Translating Simple Present Tense Sentences

Translation is a process of changing a text in one language to another language with the same meaning. According to Bell (1991:5), translation is expression for one purpose but expressed in another language. In addition, according to Hariyanto (2015:18), translation is the process of changing the written text into the target language in different language. Furthermore, Newmark in Yuni (2013:10) says that translation is something that gives the meaning of a text into another language, but the author has an idea in the text.

According to Catford in Krisetyawati (2010:19) that translation is something that changes one text to another text using different language. In addition, according to Brislin in Anshori (2010:7), translation is transfer of thought and idea from one language to another language. From the definition above, the writer concludes that translation is having the same ideas. In translation, only transferring message, thoughts, ideas, from the source language to the target language but not change the meaning of the original text.

The other definition abouts simple present tense. Simple present tense is the simplest tense in English. According to Natria (2007:12), simple present tense is formed by using infinitive without “to” and when the third person singular

subject is present, a suffix –s or –es is added to the verb. Simple present tense expresses an action or a state of being in the present.

According to Pardiyo (2006:3), simple present tense is that happens for expressing general truth, repeated actions and even something that is fixed in the future. The other explanation, from Ningsih (2017:47) says that simple present tense is tense that is used for description, definition, and statement of general truth. Simple Present tense is the simplest tense in English. In general, simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

Furthermore, Pradiyo (2006:10) says that to form the negative sentence it has auxiliary verb ‘does not’ for subject (He, She, It), and ‘do not’ for the subject (I, You, We, They). According to Praningsak in Natria (2017:13), simple present tense for the verb **to be**, do not use an auxiliary verb, even for questions and negatives. For example ‘She *is* not a student’, ‘Mr. Alen *is* tall’, ‘Doni *is* twenty-five’, ‘Mr. Suharto *is* an Indonesian’, and ‘This book *is* green’.

According to Natria (2017:18), the adverbs of time that are usually used in ‘simple present tense’ sentences are: always, seldom, often, sometimes, usually, once a day, twice a day, everyday, every weekend, every morning, Sunday, daily, and so on. For example: I *always* go to school by bus, and He *often* goes to bed late. It can be concluded, simple present tense is not only about simple tense but also there are structure grammars that must be appropriate with the situation. There are simple present tense for verbal sentence and non verbal sentence. Where, these both have different formula.

It can be concluded, translating simple present tense sentences is change one language to another language use simple tense which appropriate with situation in simple present tense.

2.1.1 The Form of Simple Present tense

Simple present tense hastwoforms. The first is verbal sentence and the second is nominal sentence. According to Murthy in Ningsih (2017: 50) Verbal sentence is a sentence whichinclude verb in action form and nominal sentenceis formed with to be *am, are, and is* after the subject of the sentence which does not include verb in action such as noun, adjective and adverb. The formulas of simple present tense are as follows:

The formulas of simple present tense are as follows:

- a. For verbal sentences, the formula used is:
 - 1. In positive form, the formula used is:

In positive sentence, form of a verb for the personal pronoun subject (he, she, it) add *-s/-es*and for the subject (I, you, they, we) not add *-s/es-*.

The pattern is:

TABLE 1
POSITIVE FORM FOR VERBAL SENTENCE IN SIMPLE PRESENT TENSE

Subject	Verb-1(s/es)	Object	Adverb
I, You, They, We	Speak	English	Everyday
She, He, It	Speaks	English	Everyday

Sources: (Murthy in Ningsih:2017)

2. For negative sentences, the formula used is:

To make the negative sentence in simple present tense, put *do not* or *does not* after the subject. The pattern is:

TABLE 2
NEGATIVE FORM FOR VERBAL SENTENCE IN SIMPLE PRESENT TENSE

Subject	Auxiliary+not	Verb-1	Object	Adverb
I, You, They, We	Do not	Speak	English	Everyday
She, He, It	Does not	Speak	English	Everyday

Sources: (Murthy in Ningsih:2017)

3. For interrogative sentences, the formula used is:

To make the interrogative sentence, put *do or does* before the subject.

The pattern is:

TABLE 3
INTERROGATIVE FORM FOR VERBAL SENTENCE IN SIMPLE PRESENT TENSE

Auxiliary	Subject	Verb-1	Object	Adverb
Do	I, You, They, We	Speak	English	everyday?
Does	She, He, It	Speak	English	everyday?

Sources: (Murthy in Ningsih:2017)

b. For nominal sentences, the formula used is:

1. In positive form, the formula used is:

TABLE 4
POSITIVE FORM FOR NOMINAL SENTENCE IN SIMPLE PRESENT TENSE

Subject	To be (is, am, are)	Complement
I	Am	Happy
You, They, We	Are	
She, He, It	Is	Happy

Sources: (Murthy in Ningsih:2017)

2. In negative form ,the formula used is:

In negative sentences, the word *not* is used after the verb. The pattern is:

TABLE 5
NEGATIVE FORM FOR NOMINAL SENTENCE IN SIMPLE PRESENT TENSE

Subject	To be (is, am, are) +not	Complement
I	am not	Happy
You,They, We	are not	Happy
She, He, It	is not	Happy

Sources: (Murthy in Ningsih:2017)

3. In interrogative form, the formula used is:

In question word, *to be* comes before the subject. The pattern is:

TABLE 6
INTERROGATIVE FORM FOR NOMINAL SENTENCE IN SIMPLE PRESENT TENSE

to be/ auxiliary	Subject	Complement
Am	I	happy?
Are	They, We, You	
Is	She, He, It	happy?

Sources: (Murthy in Ningsih:2017)

When they are study simple present tense. For example, the existence of suffix -s or -es of the verb for the third person singular subject, the auxiliary do or does in negative and interrogative sentences, and the verb 'be' in the nominal sentences. So, when learn about simple present tense the students will focus on add suffix -s or -es after verb for positive sentence in verbal sentence and use verb 1 for negative and interrogative sentence. But, for nominal sentence the students must add to be after subject.

2.1.2 Methods of Translation

The methods of translation can be explained by Newmark in Anshori (2010:22) the method which emphasized source language as follows:

a. Word-for word translation

In this method, the translator only translate one by one word without change a structure or grammar in the the target language. The translator only translates the same word in the source of the language.

Example:

I like thatclever student.(*Saya menyukai itu pintar anak*).

I will go to New York tomorrow. (*Sayaakan pergi ke New York besok*).

Look, little guy. You all shouldn't be doing that. (*Lihat, kecial anak. Kamu semua harus tidak melakukan itu*).

b. Literal translation

This method is same with word-for word translation method. But, it is different instructure or the target language. In this method, the structure of the target language must appropriate and this method used when structure of the source language different with the target language.

Example:

Mytha teaches grade four.(*Mytha mengajar kelas empat*).

Angga has 33 students, 15 boys, and 18 girls.(*Angga mempunyai 33 murid, 15 laki-laki, dan 18 perempuan*).

Look, little guy. You all shouldn't be doing that. (*Lihat, anak kecil. Kamu semua seharusnya tidak berbuat seperti itu.*)

His hearth is in the right place. (*Hatinya berada di tempat yang benar.*)

c. Faithful translation

In this method, the translator cannot change a word of contextual meaning in source language. Sometimes, the result of the translating of the translator is different or awkward for the people of target language.

Example:

Ben is too well aware that he is naughty. (*Ben menyadari terlalu baik bahwa ia nakal.*)

I have quite a few friends. (*Saya mempunyai sama sekali tidak banyak teman.*)

d. Semantic translation

This method different with faithful translation method. Semantic translation method must aesthetics text in target language

Example:

He is a book-worm. (*Dia (laki-laki) adalah seorang yang suka membaca atau kutu buku.*)

It can be concluded, translation is not an easy process because need to find the same meaning or message in the source language to be transferred into target language.

2.2 Concept of Grammatical Error Analysis

Grammar is one of items which is used in all language because will be easy for understand the meaning of the language. According to Utomo (2016:11) grammar is one of linguistic items which are used in all language because of the important functions it in a language meaning understanding. The function of grammar is important in language meaning understanding. English grammar is about system and structure of the English language. In English, grammar has many kinds with each function.

There are several opinions about the definition of error that have been given by the experts. According to Putra (2008:16), error is part of the learner stages when learn foreign language, with the errors learners committed, the English teacher or the writer can establish student skill of language system. Brown in Mustafidah (2014:05) says that an error is caused by little of information or knowledge about the target language and then error can't be self-corrected error need the other people to correct. In addition, according to Novita (2014:03), error is regularly deviations that made by the learners who have not understand about the target language. From the definition above, the writer concludes that error is something which the students made in their learning process. It caused by incorrect rule of language as part of knowledge and competence that is achieved in the process of language learning. The error cannot be corrected by own self.

According to Brown in Krisetyawati (2010:07), error analysis is something that shows the learners make errors and these errors can be observed and analyzed. Beside that according to Ratnah (2013:159), error analysis is the sources

of the teacher get the information of the student error which in turn helps teachers to correct students' error and improves the effectiveness of their teacher.

Semsook, et al. (2017:103) says that error analysis is the error when learning the target language and has the standard of language forms deviating. In addition according to Hamzah (2012:18), error analysis is scientific study of errors made by a group of people that have influence of mother tongue who learn a foreign language. Siswoyo (2016:468) say that error analysis is one of the important parts in language teaching and the teacher knows the lack of the students as the target language. In addition according to Hasyim (2002:43), error analysis is an activity for indicate errors found in writing and speaking.

According to Corder in Heydari, et al. (2012:1583-1584), error analysis is procedure used by the writer and the teacher to identifying the errors, describing errors and evaluating their seriousness. In addition, Brown in Auliya (2017:4) says that error analysis is the study learners' that can be observed, analyzed, and classified to tell something that happen within the learners.

It can be concluded that grammatical error analysis is about how the way the teacher will know about student grammatical error in writing and speaking. To know student skill and ability in teaching learning.

2.2.1 Types of Error

According to Dulay, Burt and Krashen (1982:150), he classifies error into four types: Error based on linguistic category, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy:

1. Linguistic Category

Linguistic category classify errors according to either or both the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic, and lexicon (meaning and vocabulary, discourse (style).

2. Surface Strategy

The category of errors is according to how the surface structure of a sentence or expression is altered by the error. It can be classified into several types:

a. Omission

Omission is characterized by omit of an item or part which must need in formed utterance or word. Content morphemes this types is lecxical morphemes (nouns, verbs, adjectives, and adverbs).

For example:

1. The student knock_ at the door.

It should be: The student **knocks** at the door.

2. He _ a cat.

It should be: He **is** a cat.

3. He _ very cute and sweet.

It should be: He **is** very cute and sweet

Sentence (1) is grammatically incorrect because missed to ad 's' after verb 'knock' it should be 'knock'. Sentence (2) is grammatically incorrect because omitted to be "is" before article "a". Sentence (3) is grammatically incorrect because there I an item omitted. There is no

to be in that sentence. So the complete the gap on that sentence above, it should be filled with “is”.

b. Addition

Addition is characterized by presence of an item which must not need formed utterance. There are types of addition error, they are:

1. Double marking

This error happen when the failure to delete certain items which is required in some linguistic constructions.

Example:

a. The room **is doesnot** tidy

It should be: The room **isnot** tidy

b. Everything in this room **is does** not in that place.

It should be: Everything in this room **isnot** in that place.

c. The bed **is also are** not arranged tidy.

It should be: The bed **is** also not arranged tidy.

The sentence above has the same problem. In sentence (1) and (2), the auxiliary verb “does” should be omitted since there should be copula or be is before adjective. Then, in sentence (3), there are double of copula or be (is and are), then one of those should be omitted.

2. Regularization

Regularization is the failure in change a class of linguistics item, such as the class of main verb or the class of noun.

Example:

- a. Budi **buyed** a book yesterday.

It should be: Budi **bought** a book yesterday.

- b. There are five **sheeps** in the field.

It should be: There are five **sheep** in the field.

In sentence (1) the verb 'buy' does not become 'buyed', but 'bought' and in sentence (2) the noun 'sheep' does not become 'sheeps' in the plura, the plural form of 'sheep' is also 'sheep'.

3. Simple addition

These errors which don't include in two other errors in addition (double marking and regularization).

Example:

- a. She **doesn't knows** his name.

It should be: She doesn't **know** his name.

- b. This is a **books**

It should be: This is a **book**.

Sentence (1) In the first word used subject "she" is true with add "doesn't" as the third person, but it false in "knows" instead only "know" without -s. Sentence (2) the word "books" should be "book" without addition -s because the sentence states that the book is singular not plural.

c. Misformation

Misformation is happens when wrong form of the structure or morpheme. There are three types of misformation. Those are:

1. Regularization errors

Regularization errors is wrong form in a regular marker is used in place of an irregular one. For example, the word **putted** for **put** or **gooses** for **geese**. It is the same case as regularization in addition errors.

2. Archi-forms

Archi-forms is wrong in choose a class of forms to represent other in the class is a common characteristic of all stages of second language acquisition. The example is an error of using English demonstrative adjectives **this, that, these, those**. Like for example the phrase **that dogs** which should be **those dogs**.

3. Alternative forms

Alternative forms is the use of archi-forms give way to the apparently fairly the alternation of various members of a class with each other. So, learners may do alternation in the sentence structure.

Example:

1) I **seen** her yesterday

It should be : I **saw** her yesterday

2) I have **gave** you

It should be: I have **given** you.

d. Misordering

Misordering is happens when the target learner put incorrect placement a morpheme in an utterance. In correct placement is also indicated from the random arranging of a sentence.

For example:

1. Mother **she nowwork** in Singapura.

It should be: **Mother works in Singapura.**

2. **Colour's bibi** is gray.

It should be: **Bibi's colour is gray.**

3. **Body's Bibi** is big.

It should be: **Bibi's body is big.**

4. She is a **person lazy**.

Sentence (1) is grammatically incorrect because the word she now work is misplaced each other. So, the correct grammatically order of those words should be “works”. Sentence (2) is grammatically incorrect sentence because the word “colour's Bibi” I misplaced each other. So, the correct grammatically order of those words should be “Bibi's colour”. Sentence (3) the word “body's Bibi” are also misplaced each other. The right grammatically order of those words should be “Bibi's body”. Sentence (4) the word “person” is misordered. The sentence should be “she is a lazy person”.

3. Comparative Analysis

Classified based on the comparison between the structure of target language errors and certain other types of construction. To this classification of error, there are four types of error:

a) Development error

Development error is error similar to those made by children learning the target language as their first language.

b) Interlingual error

Interlingual error is an error similar in structure to a semantically equivalent phrase or sentence in learner's native language.

c) Ambiguous error

Ambiguous error is error that reflects the learner's native language structure. This error could be classified equally as development or interlingual error.

d) Other error

Other error is error that is caused by the learner's native language since the learner used it on their second language form.

4. Communicative Effect

Communicative effect deals with errors from the perspective of their effect on the listeners or readers. Error based on communicative effect is divided into two parts:

a. Global error

Global error is hinders communication. It prevents the learner's from comprehending some aspect of messages.

b. Local error

Local error is self does not interfere with understanding of an utterance. Usually because there is only minor violation of one segment of a sentence.

In this research, the writer use surface strategy for analyzed the data. Because the writer want to know about grammatical error that made by the students.