CHAPTER I

INTRODUCTION

1.1 Background of the Study

People communicate through a language for a living. They need to understand, at least, one language to communicate with one another. That one language is called the first language. However, having the ability to understand one language is not enough due to the development of society as Hurley's statement (1990, p. 128) in Wu et al. (2014, p.458) that state people are expected to be multilingual, and they need to understand another language for education, employment, and other basic purposes (Saville-Troike, 2012, p.4). In this condition, people are expected to learn and understand another language, also known as a second language. However, to learn a second language is not as easy as to learn the first language because people normally learn it by formal teaching or schooling, unlike the first language that has been studying since they were a child. (Bock-Mi Lee, 1996, p. 96, as stated in Wu et al., 2014, p.461).

The result of a study conducted by Wu et al. (2014) showed that second language learners have difficulty in communicating and remembering words in the target language due to a lack of vocabulary. This happens because the language system is very different from their first language. Ferrer (2015) added that learning a second language is not just for achieving language proficiency but also performing communicative competence, by learning other aspects in the second language such as phonology, morphology, syntax, and pragmatics.

Therefore, the difficulty can be studied by using a contrastive analysis where it is considered as a language learning strategy used by second language learners to facilitate their language learning and to see what is characteristic of languages more clearly and generally (Al-Khrehses, 2016, p.332; Johansson, 2008, p.9).

Bugarski (1991) in García (2002) defined contrastive analysis as "the systematic synchronic study of similarities and differences in the structure and use of two or more language varieties, carried out for theoretical or practical purposes" (p. 394). In contrast, James (1980), as cited in Sukirmiyadi (2018, p.31), defined contrastive analysis, is to compare two languages. Richards and Platt (1993) as cited in Sukirmiyadi (2018, p.31) added that contrastive analysis is a comparison of linguistic systems between two languages. Under these definitions, it assumes that contrastive analysis is a process of comparing two languages to find their similarities and differences.

In this case, several aspects compare using the contrastive analysis theory, start from the smallest part of the linguistic aspect, which is sound, to the most significant part, which is discourse. Sukirmiyadi (2018) assumed that by conducting a contrastive analysis, specific patterns could be described to ease learners to find the difficulty in learning the second language or target language (p.31).

One of the aspects that can be compared using a contrastive analysis theory is morphology, which will be used in this study. Further, the morphological aspect that will be discussed in this study is derivational affixes. Sometimes, people have difficulty in identifying the affixes, so they make a mistake in usage of affixes

such as produce the new words because they do not know how to add either prefixes or suffixes to the root or base. If they do not learn it, it will hinder the development of their language (Somathasan, 2018, p.2). Therefore, Hasani et al. (2014) mentioned that learning affixes could help learners with unfamiliar words and help them to find out whether the words are correctly guessed from the context. Somathasan (2018) added that learning the types and functions of affixes can help reduce the difficulty and complexity of learning it and help learners to use affixes properly.

Furthermore, by comparing the two languages, translation activity could not be avoided as it was stated by Mizher (2016) that the relationship between translation and contrastive analysis is well-established (p.32). According to James in García (2002), the first (source) and second (target) languages are dealing with the translation activity from one language to another. He added that translation activity is a study of how a text from one language is transformed into a text in another language, which makes the texts are comparable. Since translation can be assumed as a particular case of this kind of comparison, Halliday et al. (1964) as cited in García (2002) stated that a contrastive analysis includes the theory of translation (p. 395).

Generally, the two languages that are going to be compared have either some similarities or differences (García, 2002, p. 394). Due to these factors, contrastive analysis is required to analyze a translation product (Sukirmiyadi, 2018, p. 31). Most contrastive analysis has made use of translation as a means of establishing cross-linguistic relationships, either explicitly or implicitly (García, 2002, p.395).

For example, to analyze a translation product accurately and deeply, it could be viewed from several linguistic aspects by comparing the two languages, such as their syntactic equivalent, the meaning of lexicon, and coherence of discourse to find out the strengths and weaknesses (Sukirmiyadi, 2018, p.32).

One translation product that can be used as a corpus to be analyzed is the narrative text in the translation version of Qur'an. The corpus is chosen not because the writer wants to analyze the meaning behind God's version. However, it is more on the cross-linguistic comparisons between English and Indonesian translation versions of Surah Yusuf and Surah Taha which can be found the human wordings error. Other than that, the corpus is chosen because it is still yet to be found the previous studies that discussed derivational affixes in English and Indonesian narrative text of the Qur'an translation version, especially in English Department of Universitas Negeri Jakarta library. Thus, this study attempts to compare both languages by describing similarities and differences.

Furthermore, this study provides a study of contrastive analysis between English and Indonesian derivational affixes in the narrative texts in the Qur'an translation version of Surah Yusuf and Surah Taha. The two surahs are chosen because they are are included in the form of narrative text which each surah only tells about one story from the beginning until the end of the verse, so it can facilitate the reader in understanding affixes. Therefore, the translation version from Dr Mustafa Khattab and the Indonesian Ministry of Religious Affairs (Kemenag) are the subjects of this study. Afterwards, this study will provide a

translation study that is complementary to the contrastive analysis by using Catford's model of translation shift approach.

Numerous researches about contrastive analysis of derivational affixes have been conducted by some researchers all around the world. The first study entitled "A Contrastive Analysis of Derivational Prefixation of Verbs in Arabic and Englis" by Elgobshawi (2018) explained about the process of derivational prefixes of verbs in Arabic and English dictionaries by using contrastive analysis method. The study aims to reveal and identify the areas of difference and similarity of the derivation system in the two languages. However, the limitation of the study is only to examined three English prefixes; a-, en- and i- and their Arabic counterparts, humazat alqatae (ʔ-),in- and humazat w asal(i-). The result of the study is the six prefixes of the two languages are cognates, which they have a similar derivational function regarding the category of verbs. In conclusion, the prefixes in both languages have quite similar morphological properties concerning the function and form to the extent that might set them as identical cognates.

Wulandari (2018), in her study entitled "Derivational Affixes in English and Sundanese (A Contrastive Analysis)" discussed the contrast between English and Sundanese derivational affixes in short stories by Edgar Allan Poe titled "The Black Cat (1843)" and its translated version "Ucing Hideung (2006)" by Yuliana Mustofa. In her research, she used the theory of Geert Booij (2017) for types of derivational affixes, the theory of O'Grady and Guzman (1996) to analyze the morphological process and the theory of Jack Fisiak (1981) to analyze similarities and differences of derivational affixes. She found out the similarities of both

languages lies in the type of affixes (prefix, suffix, and multifix) and the type of derivational affixes (normalization, verbalization, and adjectivalization). Meanwhile, the differences are in the context of meaning where English derivational affixes have prefixes that have a negative meaning, but Sundanese derivational affixes do not.

In addition to the contrastive analysis study, numerous researches about translation studies also have been conducted by some researchers around the world. Fikri and Lestiono (2019), in their study entitled "Translation Shift in Indonesian-English Versions of Holy Qur'an Sura An Nas", investigate the shifting process in Indonesian to English Qu'ran translation from MyQuran application to discover the types of translation shift which appear in the Indonesian and English translation versions of Holy Quran Sura An Nas and to find out the most dominant shift in that translation. The result of the study showed there are six occurrences of translation shifts, which are one class shift, four unit shift, and one intra-system shift. Furthermore, the most dominant shift could be found in that translation is a unit shift.

In the study entitled "Shifts Analysis in Al-Qur'an Surah Al-Baqarah verse 49-69 in Translating Abdullah Yusuf Ali", Pratama (2012) identified and analyzed the shifts that occur in translating the Qur'an of Surah Al-Baqarah verse 49-69 by Abdullah Yusuf Ali by applying Newmark's types of translation shift. His study aims to identify Abdullah Yusuf Ali's translation which had the shift form by finding the grammatical changing from the source language (Arabic) to the target language (English). Based on his study, it is found the structural changing in the

source language into the target language, such as changing plural to a singular form for the first type, i.e. *najjaynakum* became "delivered to you". In the second type of shift, the grammatical structure in the second language did not exist in the target language, such as the placements of objects in the front of English, there is no such thing in the Arabic grammatical structure, i.e. "you have indeed wronged yourselves" became innakum *zhalamtum anfusakum*.

On the other hand, Rezvani and Nouraey (2014), in their study entitled "A Comparative Study of Shifts in English Translations of The Quran: A Case Study on 'Yusuf' Chapter", investigated the shifting process in seven English Qur'an translations from the first thirty verses of Surah Yusuf (Sarwar, A.J Arberry, T.B Irving, M. Pickthall, Saffarzade, Shakir, and Yusuf Ali) by applying Catford's model of translation approach and the data are analyzed using the Chisquare procedure. The study aims to provide a general overview of the shift frequencies. Based on their study, they found the most frequently used shifts in translating Arabic to English were unit shift and level shift. Furthermore, almost of those seven translators used those two most frequently used shift in their translations.

However, those previous studies separate the discussion of contrastive analysis with the translation study; this current study attempts to combine the discussion of both. The writer assumes that contrastive analysis and translation study can be used to facilitate learning two languages all at once. This is because the theories do not only explain the second language but can learn further about the first language as well. Therefore, the writer attempts to take an example of the translated text of the Qur'an translation for the material for further analysis. Then,

the focus on affixation is carried out in this study to increase knowledge about vocabulary that is related to translation study, which is a translator who has to understand vocabulary from both languages, both the source language and the target language that will be translated. If the translator is lack of knowledge, they could not translate the text (El-dali, 2011).

1.2 Research Questions

1. What types of derivational affixes are found in the narrative text in the Qur'an translation version of Surah Yusuf and Surah Taha?

2. How does the shifting process occur in the narrative text in the Qur'an translation version of Surah Yusuf and Surah Taha?

3. What are the similarities and differences between English and Indonesia derivational affixes in the narrative text in the Qur'an translation version of Surah Yusuf and Surah Taha?

1.3 Purpose of the Study

The study seeks to:

1. identify types of affixes in English and Indonesian,

2. analyze the shifting process that occurs in both languages,

3. find out the similarities and differences of the derivational affixes and the shifting process in the narrative text in the Qur'an translation version of Surah Yusuf and Surah Taha.

1.4 Scope of the Study

This study focuses on the narrative text in the Qur'an translation version of Surah Yusuf and Surah Taha from Dr. Mustaffa Khattab and the Indonesian Ministry of Religious Affairs (*Kemenag*).

1.5 Significance of the Study

This study aims to identify, analyze, and find out the similarities and differences between English and Indonesian derivational affixes and the shifting process occurs in the narrative texts in translation version of Surah Yusuf and Surah Taha.