

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this part, the researcher needs some theories as references related to the study and related to the problems discussed in this thesis.

2.1 Previous Studies

The previous studies have been covered by Anita Kusumawati (2009) and Siti Toyibatun (2011). The study by Anita Kusumawati (2009) was entitled: *Contrastive Analysis between Indonesian and English Declarative Sentences*. She used Carl James (1980:63) as the theoretical framework. The objective of the study focused on similarities and differences between declarative sentence in Indonesian and English. She got the data from students on Senior High School (SMA) Barunawati 1, Jakarta. The result of the study are found differences of error on the sentence pattern of each category.

The second research was covered by Siti Toyibatun (2011). The research was entitled: *Contrastive Analysis between English and Indonesian Verb Phrase*. She used Tarigan (1989: 50) as the theoretical framework. The objective of the study focused on similarities and differences between verb phrase in English and Indonesia. She got the data from English and Indonesian applied books. The result of the study that English and Indonesian verb phrases are made up two or more words.

From both theses the researcher tries to analyze Contrastive Analysis between English Adjectives and their Indonesian Equivalents. The researcher wants to compare the English adjectives and Indonesian equivalents and the valid similarities and differences between them. The researcher tries to compare and analyze the two of English Adjectives and their Indonesian Equivalents.

2.2 Contrastive Analysis

Contrastive analysis is the systematic comparison of two or more languages, with the aim of describing their similarities and differences. The aim has been to provide better descriptions and better teaching materials for language learners. Contrastive analysis is a branch of linguistics. Contrastive analysis consists of two words, contrastive and analysis. Contrastive is forming or consisting of a contrast. Based on the Oxford dictionary, contrast is to compare two things so that differences are made clear and analysis is the study of something by examining its parts. According to Volker Gast (2011), contrastive analysis investigates the differences between pairs (or small sets) of languages against the background of similarities and with the purpose of providing input to applied disciplines such as foreign language teaching and translation studies. Alan Davies (2005:28) stated that Contrastive Analysis makes comparison between SL (source language) and TL (target language). Based on the definition above, contrastive analysis is a way to compare differences and similarities between source language and target language.

Translation is becoming an important issue nowadays. Translation may be defined as a process of delivering ideas, thoughts, messages in a target language which is closely similar to the source language. Every language has different characteristics and cultures. The translator should know the differences and similarities of the target language and the source language. According to Lado (in Brown, 2000:208) the plan of the book rests on the assumption that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and the culture to be learned with the native language and culture of the student. That's why, contrastive analysis knowledge must be known by the translator. Because the differences of cultures, structures and characteristics between the source language and the target language will cause difficulty for the translator.

Contrastive analysis and translation studies are separate though related fields. According to Hoey and Houghton (in Johansson, 2008:13) there are mutual relationship between CA and Translation:

“The relationship between CA and translation is bidirectional. On the one hand, the translation of specific pieces of text may provide the data for CA [...]. On the other, CA may provide explanations of difficulties encountered in translation [...].”

According to Nasrin Abdi (2010) there are five steps for systematic comparison and contrast of two languages, which are selection, description, comparison, prediction, and verification.

1. Selection

- It is impossible to compare every sound, word, structure and etc. of two languages, so the analyst should be limited.
- He or she can do the selection through:
 - personal experience
 - bilingual intuition
 - error analysis
- In this step, researcher should decide what is to be compared with what.
- Two elements to be compared in two languages should be similar in some extent.

2. Description

- The selected materials will be linguistically described.
- Two languages should be described within the same theory.
- For describing the sound system of two languages, researcher use structural phonology.
- For studying and describing syntax and morphology, there is no specific theory.
- The focus is on differences not similarities.

3. Comparison

- The similarities and differences are compared in three levels:
 - form
 - meaning

- distribution of items in two languages which have been collected
 - No comparison is possible without a full description.
 - The basic elements and structures should be compared with each other.
4. Prediction
- The contrastive analyst can predict for the differences and similarities of two languages.
 - These similarities and differences are problematic or not (deviant structure and interference structures are predicted).
 - Sometimes deviants reflect the structures of mother tongue.
5. Verification
- The final step in a contrastive study
 - To find out if the predictions made in the forth step (predictions) is true reality or not.

2.3 Morphology

According to Charles F. Hockett (1958:177) morphology includes the stock or segmental morpheme and the ways in which words are built out of them. Morpheme is the smallest identifiable grammatical unit. In linguistics, morpheme can be classified become two, which are Free Morpheme and Bound Morpheme. Free morpheme is a morpheme that can stand alone (independent) without bound morpheme. For examples : read, far, run, jump, etc. While bound morpheme is a morpheme that cannot stand alone (dependent) but have to attach to free morpheme. For examples : -ed, -ly, un-, dis-, etc.

Fromkin et al. (2003:41) stated that morphology is part of our grammatical knowledge of a language. Based on Rochelle Lieber (2009:02) morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they're used in sentences. John Lyons (1968) stated morphology deals with the internal structure of words. From the state, there are two classes of words, which are lexical content word and function word.

Function word is the word used to make sentences grammatically correct. Function word is also called *closed class of word*. Closed class is a word class which consists of relatively few words, and one to which it is rare (though not impossible) few new words to be added. Categories of closed class (*function word*) are auxiliary verb, preposition, conjunction, determiner and pronoun.

Lexical content word is name object of reality and their quality. Lexical content word is also called open class of word. Open class is a class of word that contains an unlimited – or at least a very large – number of members, and new words can always be created and added to this class. Categories of open class (lexical content word) are noun, adjective, verb and adverb. Open class basically have four categories. One of them is adjectives. Adjectives are modifiers. They modify nouns or pronouns. This means they change the image of a noun or pronoun. Adjectives are introduced briefly in chapter 2.4.

2.4 English Adjectives

Adjectives change the meaning of a noun by somehow changing the image of it. According to Merriam-Webster (www.merriam-webster.com), adjective is a word belonging to one of the major form classes in any of numerous languages and typically serving as modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else.

Sherman et al. (2010:315-326) stated that an adjective modifies a noun or pronoun by providing descriptive or specific detail. There are eight types of adjective according to Sherman et al. (2010:315-326) which are descriptive adjectives, proper adjectives, limiting adjectives, interrogative adjectives, coordinate adjectives, compound adjectives, and determiners as adjectives.

1. Descriptive Adjectives

A descriptive adjective names a quality of the noun or pronoun that it modifies.

Examples : **brown** dog, **bigger** house, **fluffy** cat.

2. Proper Adjectives

A proper adjective is derived from a proper noun.

Examples : **French** class, **Spanish** food, **European** car.

3. Limiting Adjectives

A limiting adjective restricts the meaning of the word it modifies.

Examples : **that** car, **this** room, **the** tree.

4. Interrogative Adjectives

An interrogative adjective is used to ask a question.

Example : **Whose** book is this?

5. Coordinate Adjectives

A coordinate adjective consists of two or more adjectives separated by a comma instead of by a coordinating conjunction.

Example : a **cold, rainy** day.

To determine if you can replace the coordinating conjunction with a comma, see if the adjectives can be reversed, they are coordinate and a comma can be used.

Example : The clowns arrived in a **bright, shiny** car.

The clowns arrived in a **shiny, bright** car. (Reversing *bright* and *shiny* does not change the meaning.)

The clowns arrived in a **bright and shiny** car. (Adding and between *bright* and *shiny* does not change the meaning.)

However, if the adjectives cannot be used, a comma cannot be used.

Example : The clowns arrived in ***two colorful*** cars.

The clowns arrived in ***colorful two*** cars. (Reversing *two* and *colorful* changes the meaning.)

The clowns arrived in ***two*** and ***colorful*** cars. (Adding *and* between *two* and *colorful* changes the meaning.)

6. Compound Adjectives

Compound adjectives consist of two or more words that function as a unit. Depending on its position within the sentence, the compound adjective is punctuated with or without a hyphen. When a compound adjective comes before the noun it modifies, use a hyphen to join the adjectives. When a compound adjective follows the noun it modifies, do not use a hyphen to join the adjectives.

Example : She is taking a class on **nineteenth-century** literature. (The adjective *nineteenth-century* precedes the noun *literature* so a hyphen is used.)

She is studying literature from the **nineteenth century**. (The adjective *nineteenth century* comes after the noun *literature* so no hyphen is used.)

7. Determiners as Adjectives

Determiners, such as articles, pronouns, and numbers can function as adjectives. When a determiner is used as an adjective, it restricts the noun it modifies, like a limiting adjective. Determiners functioning as adjectives tell *Which one?*, *How many?*, and *Whose?*

Articles (a, an, the)

Possessive pronouns (my, our, your, his, her, its, their.)

Relative pronouns (whose, which, whichever, what, whatever.)

Demonstratives (this, these, that, those.)

Indefinite pronouns (any, each, other, some, etc.)

Cardinal numbers (one, two, three, etc.)

Ordinal numbers (last, first, second, etc.)

Possessive proper nouns (Bob's, Sarah's, etc.)

Example : **Bob's** house is only **three** blocks from **that** house.

(*Bob's* answers the question: Whose house? *Three* answers the question: How many blocks? *That* answers the question: Which house is three blocks from Bob's house?)

2.5 Indonesian Adjectives

According to Hasan Alwi (1993), adjectives are words which give more specific information about something that expressed by noun in the sentence. Adjectives can also serves as a predicate and adverbial sentence which refer to circumstances.

Based on Kridalaksana (1993), adjectives can be categorized according to form, i.e,

1. Base Adjectives

- Base adjectives can be tested with *sangat*, *lebih* words. For examples : *adil*, *agung*, *bahagia*, *bersih*, *cemberut*, *canggung*, *dungu*, *disiplin*, *enggan*, *elok*, *fanatik*, *fatal*, *ganteng*, *galau*, *haus*, *halus*, *indah*, *iseng*, *jelita*, *jahat*, *kenyal*, *kabur*, *lambat*, *lancar*, *mahal*, *manis*, *nakal*, *netral*, *otentik*, *padat*, *paham*, *ramai*, *rapat*, *sadar*, *sabar*, *taat*, *takut*, *untung*, *ulet*, and many more.
- Base adjectives can not be tested with *sangat*, *lebih* words. For examples : *buntu*, *cacat*, *gaib*, *ganda*, *genap*, *interlokal*, *kejur*, *lancing*, *langsung*, *laun*, *musnah*, *niskala*, *pelak*, *tentu*, *tunggal*, and many more.

2. Derivation Adjectives

- Affix derivation adjectives, example : *terhormat*
- Reduplication adjectives, example : *ringan-ringan*
- Affix adjectives r- or ke-an, example : *kemalu-maluan*
- Affix adjectives –i, examples : *alami, alamiah (alam)*
- Adjectives come from the various classes with the following processes;
 1. *Deverbalisasi*, examples : *mencekam, menjengkelkan, terpaksa, tersinggung.*
 2. *Denominalisasi*, examples : *pelupa, pemalas, rahasia, perwira, ahli, malam, panjang.*
 3. *De-adverbialisasi*, examples : *bertambah, melebihi, mungkin, menyengat, berkurang.*
 4. *Denumeralia*, examples : *menunggal, mendua, menyeluruh.*
 5. *De-interjeksi*, examples : *aduhai, asoi, sip, wah, yahud.*

3. Compound Adjectives

- Subordinative : *kepala dingin, juling bahasa, buta huruf, keras kepala, tipis bibir, sempit hati, patah lidah, panjang akal, cepat lidah, besar mulut, busuk tangan, lupa daratan.*
- Coordinative : *lemah gemulai, riang gembira, suka duka, lemah lembut, tua muda, senasib seperjuangan, letih lesu, gagah perkasa, aman sentosa, besar kecil, baik buruk.*