

05 Contrastive-Journal

by UPNV Jatim

General metrics

21,486

characters

3,257

words

203

sentences

13 min 1 secreading
time**25 min 3 sec**speaking
time

Score



This text scores better than 35%
of all texts checked by Grammarly

Writing Issues

349

Issues left

144

Critical


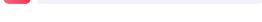













205Advanced

Plagiarism



This text seems 100% original. Grammarly found no matching text on the Internet or in ProQuest's databases.

Writing Issues

204	Correctness	
28	Misspelled words	
40	Unknown words	
11	Misuse of semicolons, quotation marks, etc.	
7	Improper formatting	
42	Punctuation in compound/complex sentences	
3	Misplaced words or phrases	
6	Incorrect noun number	
16	Comma misuse within clauses	
31	Determiner use (a/an/the/this, etc.)	
8	Wrong or missing prepositions	
5	Mixed dialects of english	
4	Pronoun use	
1	Incorrect verb forms	
2	Confused words	
67	Engagement	
67	Word choice	
77	Clarity	
42	Passive voice misuse	
7	Intricate text	
15	Wordy sentences	
13	Hard-to-read text	
1	Delivery	
1	Inappropriate colloquialisms	

Unique Words

Measures vocabulary diversity by calculating the percentage of words used only once in your document

21%unique words

Rare Words

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

32%rare words

Word Length

Measures average word length

5.3characters per word

Sentence Length

Measures average sentence length

16words per sentence

05 Contrastive-Journal

International Journal on Studies in English Language and Literature (IJSELL)

International Journal on Studies in English Language and Literature (IJSELL)

Page |30

Volume 6, Issue 9, September 2018, PP 30-34

ISSN 2347-3126 (Print) & ISSN 2347-3134 (Online)

<http://dx.doi.org/10.20431/2347-3134.0609004> www.arcjournals.org

The Role of Contrastive Analysis in Translation Study

Sukirmiyadi*

*Corresponding Author: Sukirmiyadi, The writer is a lecturer of Pembangunan Nasional University (UPN) 'Veteran' East Java Jalan Raya Rungkut Madya, Gunung Anyar – Surabaya, Indonesia

Abstract: In foreign language teaching and learning process, comparing the two languages between the source language and target language being learnt¹ can not be avoided. According to Carl James, (1980:3), Contrastive Analysis is a linguistic enterprise aimed at producing inverted two-valued typologies⁴, and founded on the assumption that languages can be compared⁵. Meanwhile⁶ (Baker, 1998:48) said that contrastive analysis might also provide some explanations of difficulties encountered by a translator in translation. In line with these two statements, it could be assumed⁷ that contrastive analysis is closely related to translation study due to the fact that⁸ in translation activity, a

translator has to compare the two languages, source language and target language. This study aims at describing the relationship between contrastive analysis and translation study. Based on the study analysis, contrastive analysis could be classified into 2 (two) main categories, they are micro linguistic contrastive and macro linguistic contrastive. The first contrastive referred to the language study which is analyzed in accordance with the rule and structure of the language itself. Meanwhile the second one is concerned with the relationship between the language and some other related factors, such as in analyzing the text or discourse. A study on contrastive analysis is also required in language teaching, evaluation and research and translation as well. Furthermore, the relationship between contrastive analysis and translation study was bidirectional. On the other hand, the translation of specific pieces of text might provide the data for contrastive analysis. Therefore, a translator would not find if difficult to do translating a text if the source text being translated had similarities of its linguistic aspects with those of the target one.

Keywords: Contrastive Analysis, Linguistic contrastive, Compare, Translation Study

The writer is a lecturer of Pembangunan Nasional University (UPN) 'Veteran' East Java Jalan Raya Rungkut Madya, Gunung Anyar – Surabaya, Indonesia

INTRODUCTION

The science of Contrastive Analysis (CA) was at first introduced after the World War II. At that time CA was intended to support the teaching and learning process of the second or foreign language. This science was required because during that period there was a great urbanization from one country to another, especially European countries. This condition made those immigrants have to

learn the new language of that country. In this ³⁹ case they had to be capable of adjusting not only with the new language but also some other things, such as social community and culture ⁴⁰ which were not formally used ⁴¹ and experienced before. Therefore, learning a second or foreign language was a must for them if they wanted to ⁴² be accepted ⁴³ as the new comers ⁴⁴ of community where they lived in. ⁴⁵ Furthermore, ⁴⁶ during their new language learning, they required some guidance or teachers to help them. This fact made the linguists and scholars conduct some researches or studies in efforts to know the development and acquisition of the new language ^{47,48} being learnt by comparing the two ⁴⁹ languages, the learner's ⁵⁰ own language ⁵¹ and ⁵² the second or foreign language ^{53,54,5} being learnt. This condition finally brought out a science of 'Contrastive Analysis'. ⁵⁶ Realizing how important the science of contrastive analysis in terms of second or foreign language learning was, the year ⁵⁷ 1960s became the beginning of books' publication and other linguistic works, most of which were books of contrastive analysis and translation works. ⁵⁸ Therefore, in those kinds of books, most of the writers studied and analyzed the languages by comparing the two languages, English as a source language and the other ⁵⁹ languages in the world ⁶⁰ especially those of European languages such as Germany, French, Polish ⁶¹ and Spain. Besides, they also conducted some teaching programs dealing with second languages ⁶² in accordance with the new country where they lived. Due to the publishing of many books of contrastive analysis and many scholars conducted many kinds of researches dealing with contrastive analysis (comparing the first and second language), that decade was said to be a 'booming period' of contrastive analysis ^{63 64} .

The Role of Contrastive Analysis in Translation Study

Furthermore, in line with comparing the two languages, translation activity in that decade could not be avoided. Therefore, translation activity was also becoming another important thing to consider because this activity was always dealing with the first language as a source text to be translated and the second one as a target text, as a translation product. However in general, we have to realize that the two languages usually have either some similarities or differences. Due to these factors, contrastive analysis is required much to analyze a translation product. As it was stated by Lado (1966) that the plan of the book rested on the assumption that we could predict and describe the patterns that would cause difficulty in learning, and those that would not cause difficulty , by comparing systematically the language and culture of the learners. Based on this statement it might be assumed that by conducting CA or comparing the two languages systematically we will be capable of predicting and describing some certain patterns that might make the learners find it easy or difficult to learn the target language.

As what it was stated by James (1980: 3) that Contrastive analysis was always concerned with a pair of languages, and founded on the assumption that languages could be compared. Meanwhile, Richards and Platt (1993) said that Contrastive Analysis was a comparison of linguistic system which was studied in the two languages, such as sound or grammatical system. In accordance with these two definitions, it could be assumed that CA was closely related to comparison process dealing with several aspects available in the two languages in efforts to get to know either their similarities or differences.

Several aspects to compare are those from the smallest variation of linguistic aspect, such as sound to the biggest one, that is a discourse. According to Lado in Mooryati (2004:48), it was stated that the comparison result of the two languages was meant to provide some comprehension dealing with practical

needs like teaching and learning, translation study ⁹⁵ and further researches. This statement shows that the science of CA is quite essential to learn and study.

SCOPES OF CONTRASTIVE ANALYSIS

In accordance with ⁹⁶ its linguistic aspects to compare, there are 2 (two) kinds of contrastive analysis: micro linguistic contrastive analysis and macro linguistic contrastive analysis, (Karl James, 1980: 61). ⁹⁷ Micro linguistics is a science of language that learns a language viewed from the internal ⁹⁸ side which is ^{99 100} analyzed ¹⁰¹ in accordance with ¹⁰² its rule or structure of its own ¹⁰³ language. ¹⁰⁴ Therefore, micro linguistic contrastive analysis is meant as a contrastive analysis to the ¹⁰⁵ linguistic rule or structure ¹⁰⁶ which ¹⁰⁷ is limited to the sentence level, such as phonology, grammatical and ¹⁰⁸ lexicology aspect. ¹⁰⁹ To conduct contrastive analysis, we have to compare the two systems of sound, two grammatical structures, two lexical systems and ¹¹⁰ two writing systems of the two languages to compare, source ¹¹¹ language and target language. For example, to analyze the phonemic aspect, there are several questions to answer: (a) Does the source language have the same phoneme as the phoneme that the target language has?; (b) Do the two languages ¹¹² to compare have the same variants of phoneme?; (c) Does the phoneme ¹¹³ and its variants ¹¹⁴ have the same ¹¹⁵ distribution to the two languages ¹¹⁶ to be compared? ¹¹⁷

Meanwhile, macro linguistics is a linguistic field which learns ¹¹⁸ one language related to some factors of outer language which is usually conducted ¹¹⁹ above the sentence level. ¹²⁰ Therefore, in macro linguistic contrastive analysis, its scope is covering contrastive analysis dealing with a language related to the outer ¹²¹ factors of a language, ¹²² like text and discourse analysis. ¹²³ In general, either ¹²⁴ discourse or text level, some aspects to be ¹²⁵ compared are in accordance with ¹²⁶ its similarities and differences in terms of revealing its language functions between the source language and target one. Furthermore, based on its

¹²⁷function, there are 3 (three) levels of speech: formal, informal ¹²⁸and intimate (intimacy). Therefore, we have to be capable of differentiating a ¹²⁹speech used in a formal, ¹³⁰informal ¹³¹or ¹³²intimate ¹³³situation.

SOME BENEFITS OF CONTRASTIVE ANALYSIS

In line with the introduction stated previously, here are several benefits of Contrastive Analysis:

It was stated ^{134,135}that contrastive analysis was required ¹³⁶in terms of either the second or foreign teaching and learning process with the ¹³⁷consideration, if the aspects of the two languages (the first and the second language) to be ¹³⁸compared have the same characteristics, this would make the learners easier to learn the target language. ¹³⁹On the other hand, if the linguistic aspects to be ¹⁴⁰compared ¹⁴¹are different, they will make the learners more ¹⁴²difficult to learn the ¹⁴³target language, Lado in Mooryati (2004:54).

Besides, contrastive analysis is beneficial in efforts to provide evaluation, ¹⁴⁴research general comprehension of a language to be compared. In line with teaching activity, a teacher who is

¹⁴⁵to do comparing between source language and target language, he will know the teaching problems encountered by his students and then is trying to overcome those problems so that he can teach his students better, for example by changing the teaching method, technique, media or the materials which seem to be more appropriate with his student's interest and capability. ¹⁴⁶

Therefore, in efforts to know whether the teaching and learning process is successful or not, before teaching ¹⁴⁷a teacher should make a well-prepared both the material to ¹⁴⁸teach and its appropriate teaching technique or media. Besides, if ¹⁴⁹necessary a teacher should also prepare some supplementary materials and

is requested to make evaluation¹⁵⁰ and diagnose difficulties and problems encountered by his students.

Furthermore, contrastive analysis is also useful as a basic¹⁵¹ instrument of evaluation making. As it was stated¹⁵² previously¹⁵³ that having conducted a comparison study between the target language and the first language of the teacher, finally he can detect and find difficulties encountered by his students. This can be used by a teacher¹⁵⁴ as the bases of finding ways or¹⁵⁵ solution¹⁵⁶ dealing with the most appropriate and accurate solution to evaluate those difficulties. Based on several researches¹⁵⁷ which had ever been conducted by the former researchers, the research result in accordance with¹⁵⁸ contrastive analysis¹⁵⁹, would be very beneficial for the coming researchers to conduct the similar¹⁶⁰ researches¹⁶¹. Some aspects required which are considered¹⁶² as an important and¹⁶³ relevant theories¹⁶⁴ which had not been discussed and analyzed in advance¹⁶⁵ could be used as their bases to complete their new researches.

The last benefit is dealing with general or public comprehension. Other people,¹⁶⁶ especially the readers and the learners¹⁶⁷ may use the research result of^{168,169} contrastive analysis in efforts to avoid misunderstanding or misperception that¹⁷⁰ might happen between the learners who are reading or speaking in the target¹⁷¹ language and the other people or native speakers who speak using the target¹⁷² language being learnt¹⁷³. This might happen due to the fact that many of¹⁷⁴ words or terms in the first language cannot be found their equivalent in the¹⁷⁵ target language. The other reason is that both the users of the first and the¹⁷⁶ target language have different cultural background¹⁷⁷ which can influence their¹⁷⁸ language being used.¹⁷⁹

THE RELATIONSHIP BETWEEN CONTRASTIVE ANALYSIS AND TRANSLATION STUDY

Above all, there is another more specific thing which is also considered to be very important, that is translation study. However, translation study cannot be ¹⁸⁰separated from the role of contrastive analysis. ¹⁸¹Ideally ¹⁸²therefore, a researcher's capability of both the first and target language mastery who conducts a study on contrastive analysis to a translation result should have an equivalent competence. In other words, it could ¹⁸³be assumed that both contrastive analysis and translation result are the two things which cannot be ¹⁸⁴separated each other. As it was stated by Baker (1998: 49), that the relationship between contrastive ¹⁸⁵analysis and translation was bidirectional. ¹⁸⁶On the one hand, ¹⁸⁷the translation of specific pieces of ¹⁸⁸text might provide the data for contrastive analysis. On the other, contrastive ¹⁸⁹analysis might ¹⁹⁰provide explanations of difficulties encountered in ¹⁹¹translation. Furthermore, James (1980: 4) also said that the ¹⁹²first and second (target) language dealing with the translation activity from one language to another, both those two different languages were involved, or a ¹⁹³study of how a text from one language was transformed or changed into ¹⁹⁴comparable text in another language. ¹⁹⁵

In line with those two statements, both the first and second (target) languages cannot be ^{196,197}separated each other (dependent). Therefore, a translation result as a ¹⁹⁸main source of data is ¹⁹⁹very meaningful in accordance with ²⁰⁰contrastive ²⁰¹analysis. For example, to analyze a translation result of 'Harry Potter', it could be viewed from several linguistic aspects by comparing the two languages between English as the first language and Indonesian as the second language, such as their syntactic equivalent, ²⁰²meaning of lexicon and coherence of discourse. Based on these 3 (three) translation aspects, a translation result is then analyzed accurately and deeply so that several strengths and weaknesses can ²⁰³be found. Then, there should be a right way and ²⁰⁴appropriate solution to overcome the ²⁰⁵weaknesses found. Finally, based on the result findings, the

researcher can give some positive feedback and or suggestions for improvement and development for the further and better research.

DISCUSSION

Below is an example of contrastive analysis to the translation result by comparing the two languages: source language and target language. English as a source text and Indonesian as a target text in efforts to see the relationship between contrastive analysis and translation study.

Source Text (English)

*Target Text (Indonesian):

(a)Welcome, Fren!

(a) Selamat Bergabung, Fren!

(b) Thank you for choosing Fren.

(b)

(c) Fren is the mobile communications services Mobile-8 that offers you more mobility and flexibility in your daily activities through our wireless communications and rich multimedia services.

(c) Fren adalah layanan komunikasi selular dari Mobile-8 yang memberi anda kelebihan dalam bermobilitas dan keluasaan dalam melakukan aktivitas bergerak melalui layanan komunikasi nirkabel dan beragam layanan multimedia.

(d) By adopting the 'next generation' of mobile communications technology, Fren network is capable of providing you better quality voice calls, and much faster data transfer.

(d) Menggunakan ²³²teknologi ²³³komunikasi ²³⁴bergerak 'next generation', ²³⁵jaringan yang dimiliki ²³⁶Fren menghadirkan ²³⁷kualitas yang ²³⁸lebih ²³⁹baik ²⁴⁰dalam ²⁴¹berkomunikasi ²⁴²suara ²⁴³maupun ²⁴⁴data.

'Welcome, Fren' was translated into 'Selamat Bergabung, Fren!'. This translation has been accurate and acceptable ²⁴⁵although there was an addition of ²⁴⁶word: 'welcome' (one word) into ²⁴⁷'selamat ²⁴⁸bergabung' (two words). In ²⁴⁹geneanal in Indonesia, the literal translation of the word 'welcome' is 'Selamat ²⁵⁰datang ²⁵¹', but in this context, if it was translated ²⁵²into ²⁵³'selamat ²⁵⁴datang ²⁵⁵', it was neither appropriate nor acceptable because the target text was for the readers. The translation of 'Selamat Datang' would be ²⁵⁷appropriate and ²⁵⁸acceptable for welcoming a person or a group of people. Meanwhile, the context above was non-physical. The people who got a ²⁵⁹wormtth welcome were not only those who had become the ²⁶⁰fren's customers but also for anybody else or those ²⁶¹had not who got a chance to read that text ²⁶²and they were expected to be attracted, then joined and became the new Fren's customers.

'Thank you for choosing Fren' was not translated into ²⁶³target language. The writer thought that the translator intentionally did not ²⁶⁴translate it into ²⁶⁵target language. In translation theory, the translation result or the target language was not faithful ²⁶⁶with its source language. However, if it was seen from the ²⁶⁷whole context, the deletion or omission in the target language did not change ²⁶⁸meaning and neither did affect anything to the whole ²⁶⁹meaning of the text because basically, the translation result of 'Selamat Bergabung' that had been ²⁷⁰stated previously in target language had implied its meaning of gratefulness for ²⁷¹choosing 'Fren'.

In general, the ²⁷²tranlation result of this sentence has been accurate and acceptable although there is a shift in ²⁷³meaning of several words, structure ²⁷⁴and class of ²⁷⁵word, such ²⁷⁶as: a word becomes ²⁷⁷phrase, as follows:

'offer' that means 'menawarkan' (Ind) was translated into 'memberi' (Ind).
 'mobile communications services' was translated into 'layanan komunikasi
selular'. This could happen due to the difference of place structure between
 source language (text) and target language (text). In source text, adjective
 precedes the noun modified but in target text, a noun precedes adjective. E.g:
 high mountain (source text) is translaten into 'gunung tinggi' (target text).
 'your daily activities' was translated into 'melakukan aktivitas bergerak' (Ind).
 Here there was an omission or deletion of the words 'your' and 'daily' but it
 does not change its meaning. Besides, there was also a change of word class
 and a word addition, that was from the word 'activities' (single noun) was
translated into 'melakukan aktivitas bergerak' (verb phrase).
 Our wireless communications and rich multimedia services' was translated into
 'layanan komunikasi nirkabel dan beragam layanan multimedia'. Here there
 was a shift of position (place) due to the different structure between source
 text and target text. The word 'our' in the source text was also deleted in target
 text. Meanwhile the word 'rich' was translated into 'beragam'. However in
 this context it has been accurate and acceptable.

CONCLUSION

In foreign language learning, comparing the two languages between source
 language and target language could not be avoided. Therefore to achieve the
 target, for the first time a teacher usually introduces the new language to learn
 by using the source language and he does not directly use the target language
 as a mediium of instruction. By employing this method, step by step the target
language being introduced and used, most of linguistic aspects and their
 implementation would finally be well mastered by the learners. This was due to
the fact that each language has some differences and similarities dealing with

linguistic aspects. Then, later ³³¹ on the language competence of the learners would finally be getting better and better because they find it easier to learn the new language if there are similarities of linguistic aspects between the source language and the target language ^{332,333,334} being learnt. Hence finally, a translator would find it easier also to translate a text if ³³⁵ the the source text ³³⁶ being translated had similarities of linguistic aspects with those of the target one.

REFERENCES

- Baker, Mona. 1998. 'Routledge Encyclopedia of Translation Studies' ^{337,338} . Great Britain. TJ. Internatioanal Ltd; ³³⁹ Padstow, Cornwall.
- James, Karl. 1980. 'Contrastive Analysis' ³⁴⁰ . England. Longman Group Limited.
- Kunardi ^{341 342} ; 2006. 'Hand Out / Supplement'- Teaching Material of Contrastive Analysis. Surakarta. Universitas Sebelas Maret Surakarta.
- Lado, Robert. 1966. Linguistics Across Cultures: Applied Linguistics for Language Teachers. USA: The University of Michigan Press.
- Larson, Mildred.L; 1984. 'Meaning-Based Translation' London. University Press of America Inc.
- Leaflet 'fren ^{343 344,345} ' . 2006. Indosat, Indonesia.
- Riccardi, Alessandra. 2002. 'Translation Studies': Perspectives on an Emerging ³⁴⁶ Discipline'. Cambridge, United Kingdom: Cambridge University Press
- Richards, Jack C. Platt, John; & Platt, Heidi. 1993. Dictionary of Language Teaching & Applied Linguistics. Singapore, Longman.
- Soedibyo, Mooryati. 2004. 'Analisis Kontrastif; Kajian Penerjemahan Frasa Nomina'. Surakarta. Pustaka Cakra.
- Sorvali, Irma; 1996. 'Translation Studies in a New Perspective'. Berlin, Germany.Peter Lang GmbH.

Citation:

Sukirmiyad

. "The Role of Contrastive Analysis in Translation Study" International Journal
on
Studies
in
English
Language
and
Literature
(IJSELL),
vol
6,
no.9,
2018,
³⁴⁷
pp.
30-34.

doi:<http://dx.doi.org/10.20431/2347-3134.0609004>.

Copyright: © ³⁴⁸2018 Authors. ³⁴⁹This is an open-access article distributed under the
terms of the Creative Commons Attribution License, which permits unrestricted
use, distribution, and reproduction in any medium, provided the original author
and source are credited.

i

1.	being → is	Incorrect Verb Forms	Correctness
2.	<i>being learnt</i>	Passive Voice Misuse	Clarity
3.	learnt → learned	Mixed Dialects of English	Correctness
4.	typologies,	Comma Misuse within Clauses	Correctness
5.	<i>be compared</i>	Passive Voice Misuse	Clarity
6.	Meanwhile,	Punctuation in Compound/Complex Sentences	Correctness
7.	<i>be assumed</i>	Passive Voice Misuse	Clarity
8.	due to the fact that → because, since	Wordy Sentences	Clarity
9.	the source	Determiner Use (a/an/the/this, etc.)	Correctness
10.	, and	Comma Misuse within Clauses	Correctness
11.	the contrastive, or a contrastive	Determiner Use (a/an/the/this, etc.)	Correctness
12.	analysis → report	Word Choice	Engagement
13.	<i>be classified</i>	Passive Voice Misuse	Clarity
14.	, they → ; they, , and they, . They	Punctuation in Compound/Complex Sentences	Correctness
15.	, which	Punctuation in Compound/Complex Sentences	Correctness
16.	<i>is analyzed</i>	Passive Voice Misuse	Clarity
17.	in accordance with by, following, per,	Wordy Sentences	Clarity

→ under

18.	<i>The first contrastive referred to the language study which is analyzed in accordance with the rule and structure of the language itself.</i>	Wordy Sentences	Clarity
19.	Meanwhile,	Comma Misuse within Clauses	Correctness
20.	language → word	Word Choice	Engagement
21.	<i>Meanwhile the second one is concerned with the relationship between the language and some other related factors, such as in analyzing the text or discourse.</i>	Wordy Sentences	Clarity
22.	, and	Punctuation in Compound/Complex Sentences	Correctness
23.	, and	Punctuation in Compound/Complex Sentences	Correctness
24.	the relationship	Improper Formatting	Correctness
25.	translation → interpretation, conversion	Word Choice	Engagement
26.	the text	Determiner Use (a/an/the/this, etc.)	Correctness
27.	if → it	Confused Words	Correctness
28.	difficult → challenging	Word Choice	Engagement
29.	text → book, document	Word Choice	Engagement
30.	being translated	Passive Voice Misuse	Clarity
31.	at	Wrong or Missing Prepositions	Correctness

32.	<i>was at first introduced</i>	Passive Voice Misuse	Clarity
33.	the World	Determiner Use (a/an/the/this, etc.)	Correctness
34.	time,	Punctuation in Compound/Complex Sentences	Correctness
35.	period,	Punctuation in Compound/Complex Sentences	Correctness
36.	a great	Determiner Use (a/an/the/this, etc.)	Correctness
37.	great → high, significant	Word Choice	Engagement
38.	especially → mainly	Word Choice	Engagement
39.	case,	Comma Misuse within Clauses	Correctness
40.	, which	Punctuation in Compound/Complex Sentences	Correctness
41.	<i>were not formally used</i>	Passive Voice Misuse	Clarity
42.	<i>be accepted</i>	Passive Voice Misuse	Clarity
43.	new comers → newcomers	Confused Words	Correctness
44.	the community	Determiner Use (a/an/the/this, etc.)	Correctness
45.	in	Inappropriate Colloquialisms	Delivery
46.	¶ Furthermore...	Intricate Text	Clarity
47.	<i>being learnt</i>	Passive Voice Misuse	Clarity
48.	learnt → learned	Mixed Dialects of English	Correctness

49.	languages → words, styles	Word Choice	Engagement
50.	own	Wordy Sentences	Clarity
51.	language → style	Word Choice	Engagement
52.	, and	Comma Misuse within Clauses	Correctness
53.	<i>being learnt</i>	Passive Voice Misuse	Clarity
54.	learnt → acquired	Word Choice	Engagement
55.	learnt → learned	Mixed Dialects of English	Correctness
56.	↔ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
57.	the 1960s	Determiner Use (a/an/the/this, etc.)	Correctness
58.	<i>Realizing how important the science of contrastive analysis in terms of second or foreign language learning was, the year 1960s became the beginning of books' publication and other linguistic works, most of which were books of contrastive analysis and translation works.</i>	Hard-to-read text	Clarity
59.	languages → words	Word Choice	Engagement
60.	, especially	Punctuation in Compound/Complex Sentences	Correctness
61.	, and	Punctuation in Compound/Complex Sentences	Correctness
62.	in accordance with → by, following, per, under	Wordy Sentences	Clarity

63.	analysis → study, report	Word Choice	Engagement
64.	<i>Due to the publishing of many books of contrastive analysis and many scholars conducted many kinds of researches dealing with contrastive analysis (comparing the first and second language), that decade was said to be a 'booming period' of contrastive analysis.</i>	Hard-to-read text	Clarity
65.	important → essential, vital, critical	Word Choice	Engagement
66.	<i>be translated</i>	Passive Voice Misuse	Clarity
67.	text,	Punctuation in Compound/Complex Sentences	Correctness
68.	However,	Comma Misuse within Clauses	Correctness
69.	learning,	Comma Misuse within Clauses	Correctness
70.	difficulty → trouble	Word Choice	Engagement
71.	difficulty,	Punctuation in Compound/Complex Sentences	Correctness
72.	the language and culture of the learners systematically	Misplaced Words or Phrases	Correctness
73.	statement,	Punctuation in Compound/Complex Sentences	Correctness
74.	comparing → analyzing	Word Choice	Engagement
75.	languages → words, styles	Word Choice	Engagement
76.	systematically → regularly, consistently, routinely	Word Choice	Engagement

77.	systematically,	Punctuation in Compound/Complex Sentences	Correctness
78.	certain → specific	Word Choice	Engagement
79.	<i>Based on this statement it might be assumed that by conducting CA or comparing the two languages systematically we will be capable of predicting and describing some certain patterns that might make the learners find it easy or difficult to learn the target language.</i>	Hard-to-read text	Clarity
80.	what	Pronoun Use	Correctness
81.	languages,	Punctuation in Compound/Complex Sentences	Correctness
82.	languages → words, communications, expressions	Word Choice	Engagement
83.	<i>be compared</i>	Passive Voice Misuse	Clarity
84.	the linguistic	Determiner Use (a/an/the/this, etc.)	Correctness
85.	<i>was studied</i>	Passive Voice Misuse	Clarity
86.	languages → words	Word Choice	Engagement
87.	In accordance with → By, Following, Per, Under	Wordy Sentences	Clarity
88.	<i>be assumed</i>	Passive Voice Misuse	Clarity
89.	closely → strictly, firmly	Word Choice	Engagement
90.	the comparison	Determiner Use (a/an/the/this, etc.)	Correctness

91.	aspects → elements	Word Choice	Engagement
92.	aspect → point, perspective	Word Choice	Engagement
93.	aspect → aspects	Incorrect Noun Number	Correctness
94.	<i>was stated</i>	Passive Voice Misuse	Clarity
95.	, and	Punctuation in Compound/Complex Sentences	Correctness
96.	In accordance with → By, Following, Per, Under	Wordy Sentences	Clarity
97.	<i>In accordance with its linguistic aspects to compare, there are 2 (two) kinds of contrastive analysis: micro linguistic contrastive analysis and macro linguistic contrastive analysis, (Karl James, 1980: 61).</i>	Hard-to-read text	Clarity
98.	internal → inner	Word Choice	Engagement
99.	, which	Punctuation in Compound/Complex Sentences	Correctness
100.	which is → which is	Improper Formatting	Correctness
101.	<i>is analyzed</i>	Passive Voice Misuse	Clarity
102.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
103.	own	Wordy Sentences	Clarity
104.	language → style	Word Choice	Engagement
105.	<i>is meant</i>	Passive Voice Misuse	Clarity
106.	rule → control, government, state, law	Word Choice	Engagement

107.	, which	Punctuation in Compound/Complex Sentences	Correctness
108.	, and	Punctuation in Compound/Complex Sentences	Correctness
109.	<i>Therefore, micro linguistic contrastive analysis is meant as a contrastive analysis to the linguistic rule or structure which is limited to the sentence level, such as phonology, grammatical and lexicology aspect.</i>	Hard-to-read text	Clarity
110.	, and	Punctuation in Compound/Complex Sentences	Correctness
111.	the source	Determiner Use (a/an/the/this, etc.)	Correctness
112.	languages → words	Word Choice	Engagement
113.	phoneme → grammar	Word Choice	Engagement
114.	variants → options	Word Choice	Engagement
115.	same → equal	Word Choice	Engagement
116.	languages → words	Word Choice	Engagement
117.	be compared	Passive Voice Misuse	Clarity
118.	which learns → that learns	Pronoun Use	Correctness
119.	, which	Punctuation in Compound/Complex Sentences	Correctness
120.	is usually conducted	Passive Voice Misuse	Clarity
121.	language → word	Word Choice	Engagement

122.	outer → external	Word Choice	Engagement
123.	language → word	Word Choice	Engagement
124.	<i>Therefore, in macro linguistic contrastive analysis, its scope is covering contrastive analysis dealing with a language related to the outer factors of a language, like text and discourse analysis.</i>	Hard-to-read text	Clarity
125.	to be → of being	Wrong or Missing Prepositions	Correctness
126.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
127.	function → purpose, service, role	Word Choice	Engagement
128.	, and	Punctuation in Compound/Complex Sentences	Correctness
129.	a speech → an expression, an address, a statement	Word Choice	Engagement
130.	a formal → a structured, a legal, a precise, an orderly	Word Choice	Engagement
131.	informal → casual	Word Choice	Engagement
132.	, or	Punctuation in Compound/Complex Sentences	Correctness
133.	intimate → private, friendly	Word Choice	Engagement
134.	was stated	Passive Voice Misuse	Clarity
135.	stated → noted	Word Choice	Engagement
136.	was required	Passive Voice Misuse	Clarity
137.	consideration,	Punctuation in Compound/Complex	Correctness

		Sentences	
138.	<i>be compared</i>	Passive Voice Misuse	Clarity
139.	<i>It was stated that contrastive analysis was required in terms of either the second or foreign teaching and learning process with the consideration, if the aspects of the two languages (the first and the second language) to be compared have the same characteristics, this would make the learners easi...</i>	Hard-to-read text	Clarity
140.	to be → of being	Wrong or Missing Prepositions	Correctness
141.	<i>be compared</i>	Passive Voice Misuse	Clarity
142.	difficult → challenging	Word Choice	Engagement
143.	learn → determine	Word Choice	Engagement
144.	general research	Misplaced Words or Phrases	Correctness
145.	te → To	Improper Formatting	Correctness
146.	<i>to do comparing between source language and target language, he will know the teaching problems encountered by his students and then is trying to overcome those problems so that he can teach his students better, for example by changing the teaching method, technique, media or the materials which se...</i>	Hard-to-read text	Clarity
147.	, a	Punctuation in Compound/Complex Sentences	Correctness
148.	teach → show, school	Word Choice	Engagement
149.	necessary,	Punctuation in Compound/Complex Sentences	Correctness

150.	<i>an evaluation, or the evaluation</i>	Determiner Use (a/an/the/this, etc.)	Correctness
151.	a basic → <i>a primary, an essential, a necessary, a fundamental</i>	Word Choice	Engagement
152.	<i>was stated</i>	Passive Voice Misuse	Clarity
153.	<i>previously</i>	Misplaced Words or Phrases	Correctness
154.	<i>This</i>	Intricate Text	Clarity
155.	<i>A teacher can use this</i>	Passive Voice Misuse	Clarity
156.	solution → <i>solutions</i>	Incorrect Noun Number	Correctness
157.	researches → <i>types of research, pieces of research, kinds of research</i>	Incorrect Noun Number	Correctness
158.	in accordance with → <i>by, following, per, under</i>	Wordy Sentences	Clarity
159.	<i>analysis,</i>	Comma Misuse within Clauses	Correctness
160.	conduct → <i>do</i>	Word Choice	Engagement
161.	the similar	Determiner Use (a/an/the/this, etc.)	Correctness
162.	<i>, which</i>	Punctuation in Compound/Complex Sentences	Correctness
163.	<i>are considered</i>	Passive Voice Misuse	Clarity
164.	important → <i>essential</i>	Word Choice	Engagement
165.	<i>an important and relevant theory, important and relevant theories</i>	Determiner Use (a/an/the/this, etc.)	Correctness
166.	<i>advance,</i>	Punctuation in	Correctness

		Compound/Complex Sentences	
167.	learners,	Punctuation in Compound/Complex Sentences	Correctness
168.	being learnt	Passive Voice Misuse	Clarity
169.	learnt → learned	Mixed Dialects of English	Correctness
170.	<i>Other people, especially the readers and the learners may use the research result of contrastive analysis in efforts to avoid misunderstanding or misperception that might happen between the learners who are reading or speaking in the target language and the other people or native speakers who speak...</i>	Hard-to-read text	Clarity
171.	This	Intricate Text	Clarity
172.	due to the fact that → because, since	Wordy Sentences	Clarity
173.	of	Wrong or Missing Prepositions	Correctness
174.	language → languages	Incorrect Noun Number	Correctness
175.	a different	Determiner Use (a/an/the/this, etc.)	Correctness
176.	background → backgrounds	Incorrect Noun Number	Correctness
177.	, which	Punctuation in Compound/Complex Sentences	Correctness
178.	language → style	Word Choice	Engagement
179.	being used	Passive Voice Misuse	Clarity
180.	be separated	Passive Voice Misuse	Clarity

181.	Ideally,	Comma Misuse within Clauses	Correctness
182.	, therefore	Comma Misuse within Clauses	Correctness
183.	be assumed	Passive Voice Misuse	Clarity
184.	separated from	Wrong or Missing Prepositions	Correctness
185.	<i>As it was stated by Baker (1998: 49), that the relationship between contrastive analysis and translation was bidirectional.</i>	Hard-to-read text	Clarity
186.	↑ On the one hand...	Intricate Text	Clarity
187.	translation → interpretation, conversion	Word Choice	Engagement
188.	the text	Determiner Use (a/an/the/this, etc.)	Correctness
189.	analysis → review	Word Choice	Engagement
190.	give explanations on	Word Choice	Engagement
191.	translation → reading	Word Choice	Engagement
192.	language → word	Word Choice	Engagement
193.	language → word	Word Choice	Engagement
194.	text → book, version	Word Choice	Engagement
195.	<i>Furthermore, James (1980: 4) also said that the first and second (target) language dealing with the translation activity from one language to another, both those two different languages were involved, or a study of how a text from one language was transformed or changed into comparable text in anot...</i>	Hard-to-read text	Clarity
196.	be separated	Passive Voice Misuse	Clarity

197.	separated from	Wrong or Missing Prepositions	Correctness
198.	main → primary, leading	Word Choice	Engagement
199.	very meaningful → significant	Word Choice	Engagement
200.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
201.	the contrastive	Determiner Use (a/an/the/this, etc.)	Correctness
202.	the meaning	Determiner Use (a/an/the/this, etc.)	Correctness
203.	be found	Passive Voice Misuse	Clarity
204.	an appropriate	Determiner Use (a/an/the/this, etc.)	Correctness
205.	weaknesses → shortcomings	Word Choice	Engagement
206.	the further	Determiner Use (a/an/the/this, etc.)	Correctness
207.	rich → luxurious, productive, abundant, costly	Word Choice	Engagement
208.	adalah → Adalah	Misspelled Words	Correctness
209.	layanan	Unknown Words	Correctness
210.	komunikasi	Unknown Words	Correctness
211.	selular → cellular	Misspelled Words	Correctness
212.	dari → Dari	Misspelled Words	Correctness
213.	memberi	Unknown Words	Correctness
214.	, yang memberi anda,	Comma Misuse within	Correctness

		Clauses	
215.	anda → Anda	Misspelled Words	Correctness
216.	kelebihan	Unknown Words	Correctness
217.	dalam → Dalam	Misspelled Words	Correctness
218.	bermobilitas	Unknown Words	Correctness
219.	keleluasaan	Unknown Words	Correctness
220.	dalam → Dalam	Misspelled Words	Correctness
221.	melakukan	Unknown Words	Correctness
222.	aktivitas	Unknown Words	Correctness
223.	bergerak	Unknown Words	Correctness
224.	melalui	Unknown Words	Correctness
225.	layanan	Unknown Words	Correctness
226.	komunikasi	Unknown Words	Correctness
227.	nirkabel	Unknown Words	Correctness
228.	beragam	Unknown Words	Correctness
229.	layanan	Unknown Words	Correctness
230.	the Fren	Determiner Use (a/an/the/this, etc.)	Correctness
231.	calls,	Punctuation in Compound/Complex Sentences	Correctness
232.	teknologi → Teknologi	Misspelled Words	Correctness
233.	komunikasi	Unknown Words	Correctness

234.	<i>bergerak</i>	Unknown Words	Correctness
235.	<i>jaringan</i>	Unknown Words	Correctness
236.	<i>dimiliki</i>	Unknown Words	Correctness
237.	<i>menghadirkan</i>	Unknown Words	Correctness
238.	<i>kualitas</i>	Unknown Words	Correctness
239.	<i>lebih</i>	Unknown Words	Correctness
240.	<i>baik</i>	Unknown Words	Correctness
241.	dalam → Dalam	Misspelled Words	Correctness
242.	<i>berkomunikasi</i>	Unknown Words	Correctness
243.	suara → Suara	Misspelled Words	Correctness
244.	<i>maupun</i>	Unknown Words	Correctness
245.	, although	Punctuation in Compound/Complex Sentences	Correctness
246.	the word	Determiner Use (a/an/the/this, etc.)	Correctness
247.	selamat → Selamat	Misspelled Words	Correctness
248.	<i>bergabung</i>	Unknown Words	Correctness
249.	geneanal → general	Misspelled Words	Correctness
250.	datang → Datang	Misspelled Words	Correctness
251.	؛ → ;	Misuse of Semicolons, Quotation Marks, etc.	Correctness
252.	,but in → . Still, in	Hard-to-read text	Clarity

253.	<i>was translated</i>	Passive Voice Misuse	Clarity
254.	selamat → Selamat	Misspelled Words	Correctness
255.	datang → dating	Misspelled Words	Correctness
256.	↵ → ;	Misuse of Semicolons, Quotation Marks, etc.	Correctness
257.	appropriate → necessary	Word Choice	Engagement
258.	acceptable → adequate	Word Choice	Engagement
259.	wormth → warmth	Misspelled Words	Correctness
260.	fren's → friend's, fan's	Misspelled Words	Correctness
261.	who had	Pronoun Use	Correctness
262.	, and	Punctuation in Compound/Complex Sentences	Correctness
263.	the target	Determiner Use (a/an/the/this, etc.)	Correctness
264.	translate → turn, bring	Word Choice	Engagement
265.	the target	Determiner Use (a/an/the/this, etc.)	Correctness
266.	with → to	Wrong or Missing Prepositions	Correctness
267.	was seen	Passive Voice Misuse	Clarity
268.	to the whole → for the entire, to the entire	Word Choice	Engagement
269.	meaning → purpose	Word Choice	Engagement
270.	meaning → sense	Word Choice	Engagement

271.	<i>However, if it was seen from the whole context, the deletion or omission in the target language did not change meaning and neither did affect anything to the whole meaning of the text because basically, the translation result of 'Selamat Bergabung' that had been stated previously in target language...</i>	Hard-to-read text	Clarity
272.	tranlation → translation	Misspelled Words	Correctness
273.	the meaning	Determiner Use (a/an/the/this, etc.)	Correctness
274.	, and	Comma Misuse within Clauses	Correctness
275.	word → Scripture	Word Choice	Engagement
276.	as:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
277.	a phrase	Determiner Use (a/an/the/this, etc.)	Correctness
278.	menawarkan	Unknown Words	Correctness
279.	was translated	Passive Voice Misuse	Clarity
280.	memberi → members	Misspelled Words	Correctness
281.	layan → layman	Misspelled Words	Correctness
282.	komunikasi	Unknown Words	Correctness
283.	solular → cellular	Misspelled Words	Correctness
284.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
285.	This	Intricate Text	Clarity
286.	the source	Determiner Use (a/an/the/this, etc.)	Correctness

287.	, but	Punctuation in Compound/Complex Sentences	Correctness
288.	the target	Determiner Use (a/an/the/this, etc.)	Correctness
289.	translaten → translated	Misspelled Words	Correctness
290.	gunung → Gunung	Misspelled Words	Correctness
291.	tinggi	Unknown Words	Correctness
292.	was translated	Passive Voice Misuse	Clarity
293.	melakukan	Unknown Words	Correctness
294.	aktivitas	Unknown Words	Correctness
295.	bergerak	Unknown Words	Correctness
296.	daily,'	Punctuation in Compound/Complex Sentences	Correctness
297.	, but	Punctuation in Compound/Complex Sentences	Correctness
298.	, and	Punctuation in Compound/Complex Sentences	Correctness
299.	that was → which was	Pronoun Use	Correctness
300.),	Punctuation in Compound/Complex Sentences	Correctness
301.	was translated	Passive Voice Misuse	Clarity
302.	melakukan	Unknown Words	Correctness

303.	<i>aktivitas</i>	Unknown Words	Correctness
304.	<i>bergerak</i>	Unknown Words	Correctness
305.	rich → luxurious, productive, abundant, costly	Word Choice	Engagement
306.	layanen → layman	Misspelled Words	Correctness
307.	<i>komunikasi</i>	Unknown Words	Correctness
308.	<i>nirkabel</i>	Unknown Words	Correctness
309.	<i>beragam</i>	Unknown Words	Correctness
310.	<i>ayanan</i>	Unknown Words	Correctness
311.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
312.	structure → structures	Incorrect Noun Number	Correctness
313.	the source	Determiner Use (a/an/the/this, etc.)	Correctness
314.	<i>was also deleted</i>	Passive Voice Misuse	Clarity
315.	the target	Determiner Use (a/an/the/this, etc.)	Correctness
316.	Meanwhile,	Comma Misuse within Clauses	Correctness
317.	<i>beragam</i>	Unknown Words	Correctness
318.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
319.	However,	Comma Misuse within Clauses	Correctness
320.	context,	Comma Misuse within Clauses	Correctness

		Clauses	
321.	the source	Determiner Use (a/an/the/this, etc.)	Correctness
322.	time,	Punctuation in Compound/Complex Sentences	Correctness
323.	, and	Punctuation in Compound/Complex Sentences	Correctness
324.	mediium → medium	Misspelled Words	Correctness
325.	language → Language	Improper Formatting	Correctness
326.	the linguistic	Determiner Use (a/an/the/this, etc.)	Correctness
327.	<i>be well mastered</i>	Passive Voice Misuse	Clarity
328.	<i>This</i>	Intricate Text	Clarity
329.	due to the fact that → because, since	Wordy Sentences	Clarity
330.	similarities in	Wrong or Missing Prepositions	Correctness
331.	on,	Comma Misuse within Clauses	Correctness
332.	<i>being learnt</i>	Passive Voice Misuse	Clarity
333.	learnt → acquired, gained, ascertained, determined	Word Choice	Engagement
334.	learnt → learned	Mixed Dialects of English	Correctness
335.	the the source	Misspelled Words	Correctness
336.	<i>being translated</i>	Passive Voice Misuse	Clarity

337.	! → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
338.	! → !	Improper Formatting	Correctness
339.	Internatioanal → International	Misspelled Words	Correctness
340.	! → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
341.	Kunardi → Lunardi	Misspelled Words	Correctness
342.	Kunardi; → Kunardi,	Punctuation in Compound/Complex Sentences	Correctness
343.	fren → free	Misspelled Words	Correctness
344.	! → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
345.	! → !	Improper Formatting	Correctness
346.	! → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
347.	pp → Pp	Improper Formatting	Correctness
348.	, 2018	Punctuation in Compound/Complex Sentences	Correctness
349.	<i>This</i>	Intricate Text	Clarity