

CHAPTER I

INTRODUCTION

1.1. Background of the Study.

In the Globalization era, communication involves people not only with the same nationality but also people with different nationality. In order to be able to communicate with peoples who speak different languages, these global citizens of the world have to use a common language, which is understood by both parties. At present, English is one of the few languages that serves this status, being spoken globally either as a first, second, or foreign language.

Knowledge and information can be easily accessed in the globalization era. Students can read many books from all over the world, people can read news about something that happened in other countries. The problem is because the books and article of the news or any other sources of knowledge and information come from all over the world is not written in one language. Translation can be a solution to this problem, by translating the sources from foreign language into the mother tongue of the reader, the reader could still have the information of the sources clearly.

Translation has played a great role in the history of human social life. Nowadays its role has been emphasized by the overwhelming developments in communication technology. As translation is being considered important, many jobs are available for a translator. For example, working on translating books, novel,

-short story, news, and subtitle of a movie. A novelist can be acknowledged globally by translating his or her works into many languages. Movies can be watched globally by adding a subtitle with the language of the viewers.

Translation is a process of decoding the meaning of the source language and re encoding it in the target language without losing the meaning. But doing a translation is not an easy task to do, a translator should be equipped with linguistic, sociolinguistic, culture, and any other kind of information that helps in translating to be able to preserve the intended meaning.

Grammar is very important and more difficult when it is used in writing of foreign language, especially translation text that delivers the meaning and information from the source language to the target language. It is caused by the differences in structure of source and target language. Many errors occur in writing with more than one language and one of the errors is grammatical error. Grammatical error is the error in combining words into larger unit, such as phrases, clauses and sentence. James (1998) classified grammatical error into morphological and syntactical errors. Morphological error is the error which involves a failure to comply with the norm in morphological level such as noun, verb, adjective, adverb and preposition. Syntactical error is error that affects larger than morphological error such as phrase, clause and sentence. Here is the example of grammatical error in morphological level:

error of omission is omitting some elements that should be presented as in the example: 'The boy play a ball'.

In the example above, the word ‘Play’ is grammatically incorrect. The inflectional morpheme ‘-s’ is omitted, a suffix that should be suffixed at the base ‘play’, making agreement between the verb and the subject in terms of tense and number.

As translating is not an easy process, many people often made errors while doing a translation project. Error analysis is a method used to find out the learners’ error in translating. Corder (1974) states error analysis is part of methodology of investigating the language learning process in order to find out the nature of this psychological process. Brown (2007) defined error analysis as the process to observe, analyze and classify the deviation of rule of the second language and then to reveal the systems operated by learner. The purpose of error analysis is to help the teachers and learners to form better learning strategies as they find out the errors that they made in translating.

This research designed to find out and describe the grammatical errors in the translation text of English Department students of Andalas University enrolled in the Translation Project Literary Text class. The translation text is the text that is translated by the students, they translate Indonesian short story entitled “*Asal Mula Padi*” from Indonesia into English.

1.2. Research Question.

The focus of this research is to find out the grammatical errors in translation made by students in Translation Project Class of English department students of Andalas University in translating Indonesian text to English.

In the matter of the topic the writer to discuss in this research, the writer has formulated two research questions as follows.

1. What types of grammatical error are found in the translation texts which made by students enrolled in the Translation Project class in English Department students of Andalas University?
2. What are the possible causes of grammatical errors found in the translation texts which made by students enrolled in Translation Project class in English Department students of Andalas University?

1.3. Objective of the research.

The objective of the research is related to the research questions, so the aims of this research are to identify, analyze, and classify the grammatical errors along with the possible causes in the translation text made by students enrolled in Translation Project class in English Department students of Andalas University

1.4. Scope of the Research.

The writer focuses this research on analyzing errors are made by students who take Translation Project class of English department students of Andalas University. Here, the writer analyzes the errors which occur in the level of sentence structure. The writer doesn't analyze the relation between sentence to sentence or the discourse beyond the sentence. The supporting topics of this research, such as context and culture of both source language and target language are not analyzed. The writer doesn't analyze the process of translation as well. The writer used

Surface Strategy Taxonomy theory, a classification proposed by Dulay, Burt and Krashen (1982) and supported by Politzer and Ramirez's Linguistic Categories and error types (in Dulay et al 1982) in categorizing the type of errors.

1.5. Methods of the Research.

The data were taken from Translation Project class students. and from those translated text, the writer then categorized the errors and grouped them to several categories to where they belong. After identifying the types of errors, the writer explained them along with the possible causes, after that the writer attached the correct sentences of the erroneous and put them side by side.

1.5.1. Source of the Data

The source of the data were the translated texts translated by English Department students of Andalas University enrolled in the Translation Project Literary Text class of 2020. There are 50 students sitting in their sixth semester enrolled in the class. From the 50 students the writer took 10 translated text as the sample for this research.

1.5.2. Collecting the Data

The data were taken from the translated text which made by the students in the Translation Project class. They translate one of Indonesian traditional story entitled *Asal Mula Padi* into English. The amount of words of this story is 558 with 43 sentences. There are ten student's translation works taken as the sample for this research, text 1 has 538 words and 33 sentences, text 2 has 676 words and 42 sentences, text 3 has 646 words and 42 sentences, text 4 has 671 words and 42

sentences, text 5 has 615 words and 45 sentences, text 6 has 567 words and 41 sentences, text 7 has 673 words and 42 sentences, text 8 has 597 words and 41 sentences, text 9 has 684 words and 43 sentences, and text 10 has 775 words and 41 sentences.

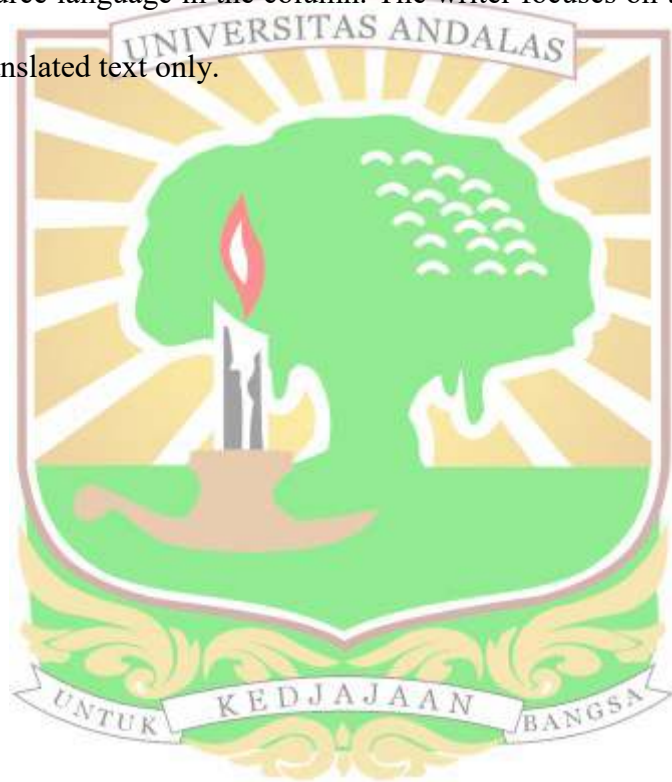
For ease of identification, the ten translations were numbered one to ten. And each sentence in the translated texts was also numbered. For example, first sentence in the first translated text is referred to as 'Text 1 Sentence 1'. This way of numbering is applied for the rest of the data

1.5.3. Analyzing the Data

The first step that the writer done after collecting the data was reading the source language carefully. After that the writer read and reread the translation text carefully to find the errors. The errors which were found then were listed and grouped based on Surface Strategy Taxonomy theory, a classification proposed by Dulay, Burt and Krashen (1982) and supported by Politzer and Ramirez's Linguistic Categories and error types (in Dulay et al 1982) in categorizing the type of errors. The writer finds the error at the sentence level only. The writer only analyzes the translation text produced by the student.

Then the writer reconstructed the error sentences and put them together in tables of appendix with the error sentence and type of errors. In analyzing the data, the writer did not analyze all of the data. Instead, the writer only took data that present the general trends of the data. Each datum was put in a list in a table format. The list of error consisted of four main columns, first one is number of text (the

writer numbered the translation text made by the students), the second one is error sentences, the third one is for the type of errors, and the fourth one is for the reconstructed sentences. Below of this list the writer provides the explanation of errors and the cause of errors in paragraphs. The last step is the errors were counted to find out the most often occurrence of error to the least occurrence of error, respectively. The writer does not discuss the translation process, so the writer will not put the source language in the column. The writer focuses on the grammatical error in the translated text only.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Previous Studies

To enrich the analysis, the writer conducts literary review to find out what other researcher find in researching errors in translation. The writer has chosen three articles to be reviewed. In reviewing these articles, the writer finds out things that help the writer in conducting this research.

The writer finds an article from Thailand. This article is written by Pattanapong Wongranu, a Thailand researcher from Department of Foreign Languages, Faculty of Humanities, Kasetsart University, Thailand. The article entitled *Errors in Translation Made by English Major Students: s Study on Types and Causes*. (2017). This article discusses the errors in translation which are made by English Major Students of Kasetsart University in translating Thailand text into English. This article aims to find the types of errors and the causes made by the students. The researcher collecting the data from 26 third-year English major students at Kasetsart University, Thailand. Students were given exercise. The result of the exercise is the main data of the research which the researcher analyzed and describe his findings from it. Actually, this research inspires the researcher to do errors in translation In Indonesian to English, this article discuss the types of the errors and the causes the errors, this article categorizes the errors into three parts, semantic errors, syntactical errors, and miscellaneous. This research helps the writer in doing the research, the discussion of the article focuses on the errors that are

made by English Major Students of Kasetsart University and propose a possible explanation why that happen.

Other researcher who discuss errors in translation is Nouroddin Yousofi from Razi University, Kermanshah, Iran. In his article Yousofi (2014) discuss the problem in translation and analyses the translation done by Iranian graduates and undergraduates who were seeking job as English translators. The researcher analyzes 100 samples text translated by Iranian graduates and undergraduates. He describes the errors from the data which later from the findings, the researcher derives conclusion that the translator showed four major problem in their translation. The translators had committed errors in linguistic, cultural and stylistic areas. This research helps the writer in seeing factors that reduced the level of a product of translation acceptability. Linguistic difficulties consisted of lexical and structural, cultural words, and the atmosphere of a text play a big role in the process of translation. If those three are well used in translating the level of acceptance of the product will be high, and vice versa. This point of view enriches the writer knowledge in examining a translation product which is the main data of this research.

A researcher Pham Thi Kim Cuc from Department of Foreign Languages, Hung Vuong University, Phu Tho Province, Vietnam in his article also analyses errors in translation in this case Vietnamese-English translation. The aim of this research to identify the source of errors, then inform some ways in order to improve the translation ability of the students. The method of this research is pretty much the same with two previous articles. 36 Vietnamese students who study English as

their major, were subjected to a Vietnamese-English translation test. After analyzed the data, the researcher found that linguistic errors are the most common errors made by the students, of which errors related to lexical choice, syntax, and collocations. This model of research helps the writer in describing the data. Thi Kim Cuc describes point per point along with the data reference showing the errors. By describing point per point the writer find it relatable with the research that the writer conduct. It helps the reader understand the types of errors and where is the errors that committed by the students.

From these articles the writer finds out that there are many aspects that can be researched in researching errors in translation like syntactical, semantical, cultural context, morphological but none of the articles were focusing in finding the grammatical errors of the translation text. Therefore, the writer wants to conduct a research which focusing on the grammatical error within the translation texts.

2.2 Definition of Key Term

- **Error** Richards and Schmidt (2010) states that Error refers to the use of linguistics in speech or writing by second or foreign language learners in a way that a proficient or native speaker of the language considers to be indicative of incorrect or insufficient learning.
- **Error Analysis** Brown (2007) states that error analysis is the study of student's error which Can be observed, analyzed and classified into something that reveals the system operating within the learners. Error analysis will show the teacher some problems that confronted by the students.

- **Interlingual** or also known as interference takes place as a result of the use of Elements from one language while speaking another. An example, when a German learner of L2 English says ‘ I got not’ because the equivalent sentence in German is ‘Ichgehenicht’.
- **Intralingual** Richards (1974) classifies the intralingual errors into four categories Including overgeneralization, ignorance of rule restriction, incomplete application of the rules, incomplete application of the rules, and false concept hypothesized or semantic errors.

2.3 Theoretical Framework

2.3.1 Error and Mistake

These two terms are sometimes considered as the same thing and interchangeably in its usage. According to Brown mistakes refer to "a failure to utilize a known system correctly" whereas errors concern "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner" (2007, p.258). Two things need to be stated here: Firstly, mistakes do not require special treatment assuming they are recognized. Secondly, error here refers to structures only. Corder (1967, 1971) reveals a criterion that helps us to do so: A mistake can be self-corrected, but an error cannot. Errors are “systematic,” i.e. likely to happen regularly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not.

James (1998, p.76-78) stated that an error arises only when there ws no intention to commit one, it is systematic and happens regularly. Moreover, the

learner does not recognize that they commit errors. On the other hand, a mistake is either intentionally or unintentionally deviant and self-correctible. In this book as well, James also stated Corder's statement that error is failures in competence while mistake is failures in performance. In accordance to what Corder have been stated, in learning process it is impossible to separate one of these two deviances since they both have to be explained and corrected collectively. Here, performance is as the implementation of competence that the learner possesses. If in case, only learner errors that being focused of the researcher and mistakes are abandoned, consequently it is ineffective since the learner would keep doing deviances.

2.3.2 Error analysis

The word "error" based on Dulay et al (1982, p.139) is a systematic deviation based on the learners still developing knowledge of the target language rule system. Then Dulay et al (1982, p. 138) states those errors are the followed side by learner's speech and writing. In other words, it can be said that they are parts of conversation and composition. Brown (2007, p.257) states that error analysis is the study of students' errors which can be observed, analyzed and classified into something that reveals the system operating within the learners. Error analysis will show the teacher some problems confronted by the students.

2.3.3 Procedure of Error Analysis

According to Crystal (2008), error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures

provided by linguistics. Error analysis investigates errors done by second language learners in order to know how they acquire the language.

In doing error analysis, there are some following steps which are suggested by Corder in Ellis and Barkhuizen (2005 p.57). There are, collection of a sample of learner language, identification of errors, description of errors, explanation of errors, and error evaluation.

1. Collection of a sample of learner language

It considers to what samples of learner language used for the analysis and how to collect these samples. Corder (1981, p.21) states that recognition of error thus depends upon correct interpretation of the learner's intention crucially. The recognition of errors, then, depends crucially upon the analyst of making a correct interpretation of the learner's intended meaning in the context. It can speak about the learner's utterance as being overtly erroneous (i.e. superficially deviant) or being covertly erroneous (superficially well formed but unmeaning what the learner intended to mean). The difficulty in identification of error is firmly put where it belongs, on interpretation.

2. Identification of Errors

Identification of errors "involves comparison between what the learner has produced and what a native speaker counterpart would produce in the same context" Ellis and Barkhuizen (2005. p.58).

3. Description of Errors

In describing the errors, Dulay, Burt and Krashen (1982) proposed a theory which called descriptive taxonomy. Many researchers (e.g., Dulay et al., 1982; Ellis & Barkhuizen, 2005; James, 1998; Kaeoluan, 2009) describe this taxonomy as being based on how learners alter surface structures of the language when they use it incorrectly. Errors can occur because of change in surface structure in specific and systematic ways (Dulay et al., 1982, p. 150). Based on this taxonomy, there are four ways in which learners “modify” target forms in specific and systematic ways. These are four types of errors which based on surface strategy taxonomy :

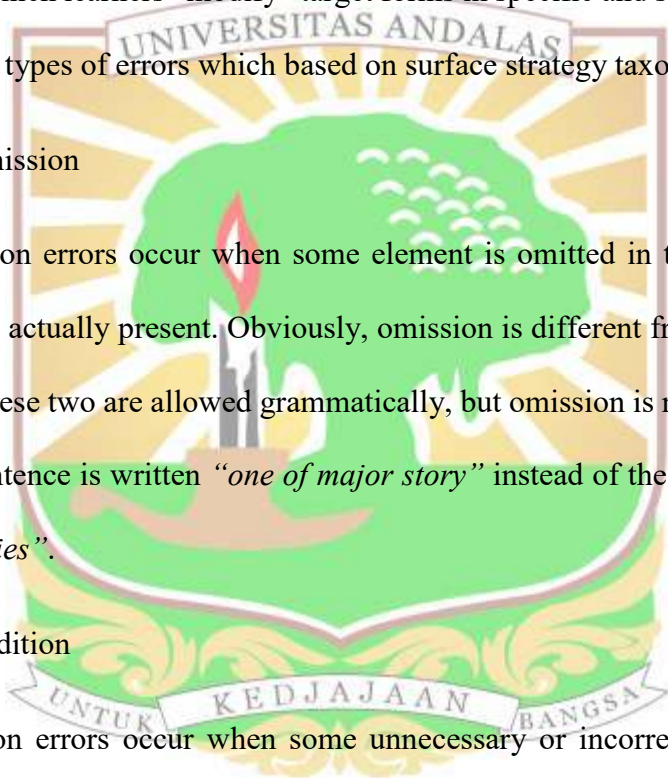
a. Omission

Omission errors occur when some element is omitted in the place where they should be actually present. Obviously, omission is different from Ellipsis and Zero, where these two are allowed grammatically, but omission is not allowed. For example, a sentence is written “*one of major story*” instead of the correct “*one of the major stories*”.

b. Addition

Addition errors occur when some unnecessary or incorrect elements are present to the place where they should not be there. This is the opposite of omission and can be grouped into three subtypes, Regularization, double marking and simple additions. For example, “Come join with us” instead of “come join us”.

1). Double Marking



Double marking occurs when many addition errors are accurately described as the failure to delete certain items which are required in some linguistic construction, but not in other, Dulay et al (1982).

2). Regularization

Regularization occurs when learner applies the rule used to regular to irregular one. Regulation that is involved overlooking exceptions and spending rules to domain where they do not apply. Regulation error in which a marker that is typically adds to a linguistic item is erroneously added exceptional items of the given class that do not take a marker. For example: *eated* for *ate*. *Sheeps* for *sheep* (both sheep used in plural and singular).

3). Simple addition

Simple addition error is another subtype of addition errors. If an addition error is not a double marking or regularization, it is called a simple addition.

c. Misformation

Misformation errors are characterized by using the wrong form of the morpheme or the structure, Dulay, Burt and Krashen (1982). In omission errors, the item is not applied at all, while in misformation errors the learners supply something, although it is incorrect. Ex, *The dog eated the chicken*.

1). Archi-form

Archi-form, which is also called “misselection” is the selection of one member of a class of forms to represent others in the class. For example, out of the

set this/that/these/those, the learner may use only one that as in that dog and that dogs.

2). Alternating form

Alternating form is defined as fairly free alternation of various members of class with each other. For example, I seen her yesterday.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme as a group of morphemes in an utterance. As Dulay et al (1982, p.162) observes, disordering is a result of learner's word-for-word translations of native language surface structures. The elements which are presented are correct, but wrongly sequence. For example, *what mommy is doing? She is all the time late* instead of using the correct one *what is mommy doing? She is late all the time*.

While the other one is types of errors which are based on linguistic category proposed by Politzer and Ramirez (as cited in Dulay et al, 1982, p.148-150). They both studied 120 Mexican-American children learning English in the United States, taping their narrative of a short, silent animated cartoon. Errors were extracted for analysis from this body of natural speech. Politzer and Ramirez introduce their classification as follows:

Table 2.1: A Sample in Linguistics Category Taxonomy. Dulay et al (1982, p. 148-150).

Linguistic Categories and Errors Types	Examples of learners' errors
<p>A. Morphology</p> <ol style="list-style-type: none"> Indefinite article incorrect <ul style="list-style-type: none"> a used for an before vowels an for a possessive case incorrect <ul style="list-style-type: none"> omission of 's third person singular incorrect <ul style="list-style-type: none"> failure to attach -s wrong attachment of -s simple past incorrect <ol style="list-style-type: none"> regular past tense <ul style="list-style-type: none"> omission of -ed adding -ed to past already formed irregular past tense <ul style="list-style-type: none"> regularization by adding -ed substitution of simple non-past substitution of past participle past participle incorrect <ul style="list-style-type: none"> omission of -ed comparative adjective/adverb incorrect <ul style="list-style-type: none"> use of more +er 	<p>A ant</p> <p>An little ant</p> <p>The man feet</p> <p>The bird help man.</p> <p>The apple fall downs.</p> <p>The bird he save him.</p> <p>He calleded</p> <p>He putted the cookie there.</p> <p>He fall in the water.</p> <p>I been near to him.</p> <p>He was call.</p> <p>He got up more higher.</p>

<p>B. Syntax</p> <p>1. Noun phrase</p> <p>a. Determiners</p> <ul style="list-style-type: none"> • Omission of an article • Substitution of definite article for possessive pronoun • Use of possessive with the article • Use of wrong possessive <p>b. Nominalization</p> <ul style="list-style-type: none"> • Simple verb used instead of -ing • Preposition by omitted <p>c. Number</p> <ul style="list-style-type: none"> • Substitution of singular for plurals • Substitution of plural for singular <p>d. Use of pronouns</p> <ul style="list-style-type: none"> • Omission of the subject pronoun • Omission of the <i>dummy</i> pronoun <i>it</i> • Omission of object pronouns • Subject pronoun used as a redundant element • Alternating use of pronoun by number as well as gender • Use of <i>me</i> as a subject 	<p>He no go in hole.</p> <p>He fall down on the head.</p> <p>He put it in the his room.</p> <p>The little boy hurt its leg.</p> <p>By to cook it</p> <p>The dove helped him putting leaf on the water.</p> <p>He got some leaf.</p> <p>He stab him in the feet.</p> <p>(he) pinch the man.</p> <p>(it) is nice to help people.</p> <p>I don't know (<i>it</i>) in English.</p> <p><i>My brother he</i> go to Mexico.</p> <p>So he can eat it (referring to apples).</p> <p>Me forget it.</p>
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<p>e. Use of preposition</p> <ul style="list-style-type: none"> • Omission of preposition • Misuse of preposition 	<p>He came (<i>to</i>) the water.</p> <p>He fell down from (for <i>on, into</i>?) the water.</p>
<p>2. Verb phrase</p> <p>a. Omission of verb</p> <ul style="list-style-type: none"> • Omission of main verb • Omission of <i>to be</i> <p>b. Use of progressive tense</p> <ul style="list-style-type: none"> • Omission of <i>be</i> • Replacement of <i>-ing</i> by the simple verb form • Substitution of the progressive for the simple past <p>c. Agreement of subject and verb</p> <ul style="list-style-type: none"> • Disagreement of subject and verb person • Disagreement of subject and number • Disagreement of subject and tenses <p>3. Verb-and-verb construction</p> <ul style="list-style-type: none"> • Embedding of a noun-and-verb construction in another noun-and-verb construction • Omission of <i>to</i> in identical subject construction 	<p>He (<i>fell</i>?) in the water.</p> <p>He (<i>is</i>) in the water.</p> <p>He (<i>is</i>) going.</p> <p>The bird was <i>shake</i> his head.</p> <p>The man shooting (shot?) with a gun.</p> <p>You be friends.</p> <p>The apples was coming down.</p> <p>I didn't know what it <i>is</i>.</p> <p>I <i>go to</i> play. (I go and I play)</p> <p>I <i>go</i> play.</p>

<ul style="list-style-type: none"> • Omission of <i>to</i> in the verb-and-verb construction • Attachment of the past marker to the dependent verb <p>4. Word order</p> <ul style="list-style-type: none"> • Repetition of the object • Adjectival modifiers placed after noun <p>5. Some transformation</p> <p>a. Negative transformation</p> <ul style="list-style-type: none"> • Formation of <i>no</i> or <i>not</i> without auxiliary <i>do</i> • Multiple negation <p>b. Question transformation</p> <ul style="list-style-type: none"> • Omission of auxiliary <p>c. <i>There</i> transformation</p> <ul style="list-style-type: none"> • Use of <i>is</i> instead of <i>are</i> • Omission of <i>there</i> • Use of <i>it was</i> instead of <i>there was</i> <p>d. Subordinate clause transformation</p> <ul style="list-style-type: none"> • Use <i>for</i> for <i>so that</i> • Use of indicative for conditional 	<p>I see a bird got the leaf.</p> <p>He was going to <i>fell</i>.</p> <p><i>The bird</i>(object) he was shoot it. He put it inside his <i>house a little round</i>.</p> <p>He <i>not</i> play anymore.</p> <p>They <i>won't</i> have <i>no</i> fun.</p> <p>How (<i>is</i>) the story helps?</p> <p>There <i>is</i> these hole. (<i>there</i>) is one bird. <i>It was</i> round things.</p> <p><i>For</i> the ant could get out. So he don't kill the bird.</p>
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4. Explanation of errors.

Explanation of errors explains the source of errors and the cause of the errors. According to James (1998, p.178-179) there are major categories that can

cause errors, including, Interlingual, intralingual, communication-strategy and induced.

a. Interlingual errors (mother-tongue influence)

Interlingual errors are influenced by the native learner's language which interfere with the target language learning.

b. Intralingual Errors

Intralingual errors are caused by the target language itself like: false analogy, misanalysis (learners form a wrong hypothesis), incomplete rule application (this is the converse of overgeneralization or one might call it undergeneralization as the learners do not use all the rules), exploiting redundancy (this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling), overlooking co-occurrence restrictions (this error is caused by overlooking the exceptional rules), hypercorrection or monitor overuse (this results from learners' over cautious and strict observance of the rules), overgeneralization or system-simplification (these errors is caused by the misuse of words or grammatical rules).

c. Communication strategy-based errors

Communication strategy-based errors divided into two, holistic strategies and analytic strategies. Holistic strategies refer to the learners' assumption that still lacking the required form of English language rule. Analytic strategies refer to learners' indirect reference attempting the entity in questions.

d. Induced Errors

Induced errors are the result of being misled by the way in which teachers give definitions, examples, explanations and arrange practice opportunities. In other words, the errors are caused mostly by the teaching and learning process as follows: Material induced errors, Teacher-talk induced errors, Exercise-based induced errors, Errors induced by pedagogical priorities, Look-up Errors.

5. Error evaluation

This step considered as supplementary procedure. This step shows the gravity of different errors to decide which error should be instructed.

2.3.4 Grammar Error

James (1998, p.154-161) divides grammar error into morphology errors and syntax errors.

a. Morphology Error

Morphology error is the errors that occur on the level of word structure. There are five lexical word types: noun, verb, adjective, adverb, and preposition. (James, 1998). for example:

- ❖ (five car) is categorized as noun morphology error.
- ❖ (teached) and (maked) are categorized as verb morphology error.
- ❖ (call me soonly) is categorized as adverb morphology error.
- ❖ Preposition happen to have no morphology.

b. Syntax error

Syntax error is the errors that occur on the level of sentences, phrases and clauses structure.

❖ Phrase Error

Until recently linguist assume there are many phrase types as there are lexical word types: Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (AjP), Adverb Phrase (AdV) and Prepositional Phrase (PP).

❖ Clause Error

Clause errors involve the ways in which phrases operate in clauses. While phrase errors involve violations in the internal relation between parts of phrases, clause errors involve whole phrases entering into the structure of clauses.

❖ Sentence Error

Sentence error involves the selection and combination of clauses into larger units. One of the golden rules is about coordination which is only syntactic equals can be joined and attempts to conjoin unequal lead to “broken coordination”.

