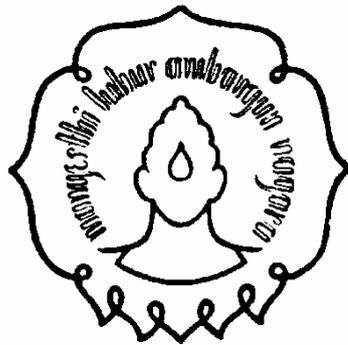


**An Error Analysis on the TRANSLATION of English Noun
Phrases into Indonesian of the Fifth Semester Students of the
English Department of Teacher Training and Education Faculty,
Sebelas Maret University in the Academic Year 2009/2010**

THESIS



Written by:

BENA FLORITA KRISETYAWATI

K2205005

**Submitted to Teacher Training and Education Faculty of Sebelas Maret
University to Fulfill One of the Requirements for Getting the
Undergraduate Degree of Education in English Department**

**FACULTY OF TEACHER TRAINING AND EDUCATION
SEBELAS MARET UNIVERSITY
SURAKARTA**

2010

CONSULTANTS APPROVAL

This thesis has been approved to be examined by the Board of thesis Examiners of
Teacher Training and Education Faculty, Sebelas Maret University, Surakarta.

on: February 2th 2010

by:

Consultant I



Drs. Suparno, M.Pd
NIP. 195111271986011001

Consultant II



Dewi Sri Wahyuni, M.Pd
NIP. 197808182003122002

LEGALIZATION

This thesis has been examined by the board of the Teaching Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfillment of requirement for Undergraduate Degree of English Department.

Day:

Date: February 2010

Board of Examiners:

1. Chairman :
Drs. A. Handoko Pudjobroto
NIP. 19581026 198803 1 001
2. Secretary :
Teguh Sarosa, S.S, M.Hum
NIP. 19730205 200604 1 001
3. Examiner I :
Drs. Suparno, M.Pd
NIP. 19511127 198601 1 001
4. Examiner II :
Dewi Sri Wahyuni, M.Pd
NIP. 19780818 200312 2 002



Teacher Training and Education Faculty
Sebelas Maret University
The Dean,

Prof. Dr. M. Furqon Hidayattulah, M. Pd
NIP. 19600727 198702 1 001

ABSTRACT

Bena Florita Krisetyawati. K2205005. **An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2009/2010.** Thesis. Surakarta: Teacher Training and Education Faculty. Sebelas Maret University.

This thesis is written to achieve some objectives as follows: (1) to find out the students' errors in translating English noun phrases into Indonesian, (2) to find out the kinds of errors made by the students in translating English noun phrases into Indonesian, and (3) to describe the frequency distribution of errors made by the students.

The method used in this study is descriptive method. The research was carried out at Sebelas Maret University Surakarta, on October 21st, 2009. The population of the research is the fifth semester students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2009/2010. There are 30 students used as the sample. Random sampling by lottery is used to get the sample. To get the data, the writer uses a test as the instrument, i.e. an essay test. The total number of items is 30. The six types of English noun phrases are tested. The collected data are analyzed by means of error analysis which starts from collecting the data, identifying the errors from the students' answer sheet, classifying of errors based on the types, describing errors on each type and finally analyzing the students' errors.

From the computation of errors, there are 355 errors (39.44%) of the possible errors made by the students in translating English noun phrases into Indonesian (900) that are classified into four types. They are omission errors (175 or 49.30% of the total number of errors), misformation errors (144 or 40.56% of the total of errors), misordering errors (27 or 7.61% of the total number of errors), and addition errors (9 or 2.53% of the total number of errors). From the four types of error, omission errors have the highest number of errors. Because the total errors made by the students is 355 errors (39.44% out of possible errors), the correct answers are 545 (60.56%). Referring to Suharsimi's opinion it is classified as fair. It means that the students still have problems in these areas.

This analysis is very useful for the teacher and students. It helps the students to know their weaknesses and difficulties in translating English noun phrases into Indonesia. The numbers of errors show the effectiveness of teacher's teaching material and teaching technique. Teacher also can plan and determine an effort in teaching to minimize the errors.

MOTTO

Casting all your care upon Him; for He careth for you.

(1 Peter 5: 7)

Rejoice evermore.

Pray without ceasing.

In every thing give thanks: for this is the will of God in Christ Jesus concerning you.

(1 Thessalonians 5: 16, 17, 18)

DEDICATION

This thesis is whole heartedly dedicated to:

Her alma mater

Her beloved mother and father

Her lovely brothers

Her true friend



ACKNOWLEDGEMENT

After struggling and passing many obstacles, the writer could finally finish her thesis as the requirement for her to finish her study in Sebelas Maret University. The writer knows that she could not have done it without His blessing. Therefore she would like to give all the highest praise and greatest gratitude to The Lord Jesus Christ for His wonderful love, wisdom, guidance, strength, and never ending bless in her life. It is His wonderful work that makes this thesis completed.

Next, the writer likes to offer her deepest gratitude to the following important people:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University for giving her permission to write this thesis.
2. The Head of the Art and Language Education Department who has given his permission to the writer to write this thesis.
3. The Head of English Department of Teacher Training and Education Faculty for giving the writer permission to write this thesis.
4. Drs. Suparno, M.Pd and Dewi Sri Wahyuni, M.Pd as her first and second consultant, who have been so patiently helping and guiding her to complete this thesis.
5. Drs. Martono, M.A as her academic consultant, thanks for being helpful.

6. The fifth semester students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2009/2010, for their willingness to help the writer in collecting the data.
7. Her beloved parents, Tukimin Ermanto and Surati, for everything that they have done for her, their pray, and for their endless love in giving her supports morally and financially all this marvelous year.
8. Her dearly brothers, Eka Fendi Endarmoko and Yohanes Rino Mahendra, the support, prayers, and love their given to her.
9. Her dearest friend, Asfitri and Tetri, for their blessing friendship, kindness, and help that cannot be compared to anything else. May it last forever.
10. Her sisters in 'Kost Aryanti', Mba Maning, Mba Wiwid, Siti, Wiwid, Arum, Tika, Mba Ina, Boris, and Salma, for their support and help.
11. All English Department'05 friends, who are not mentioned one by one, but have played an important part in her life.
12. The big family PMK FKIP UNS, for the prayer and support.
13. All people she cannot mention here, for their helping and supporting her.

Finally the writer realizes that this thesis is still far from perfect. That is why suggestion is needed. Hopefully, this thesis could give a little contribution for further researcher.

Surakarta, January 2010

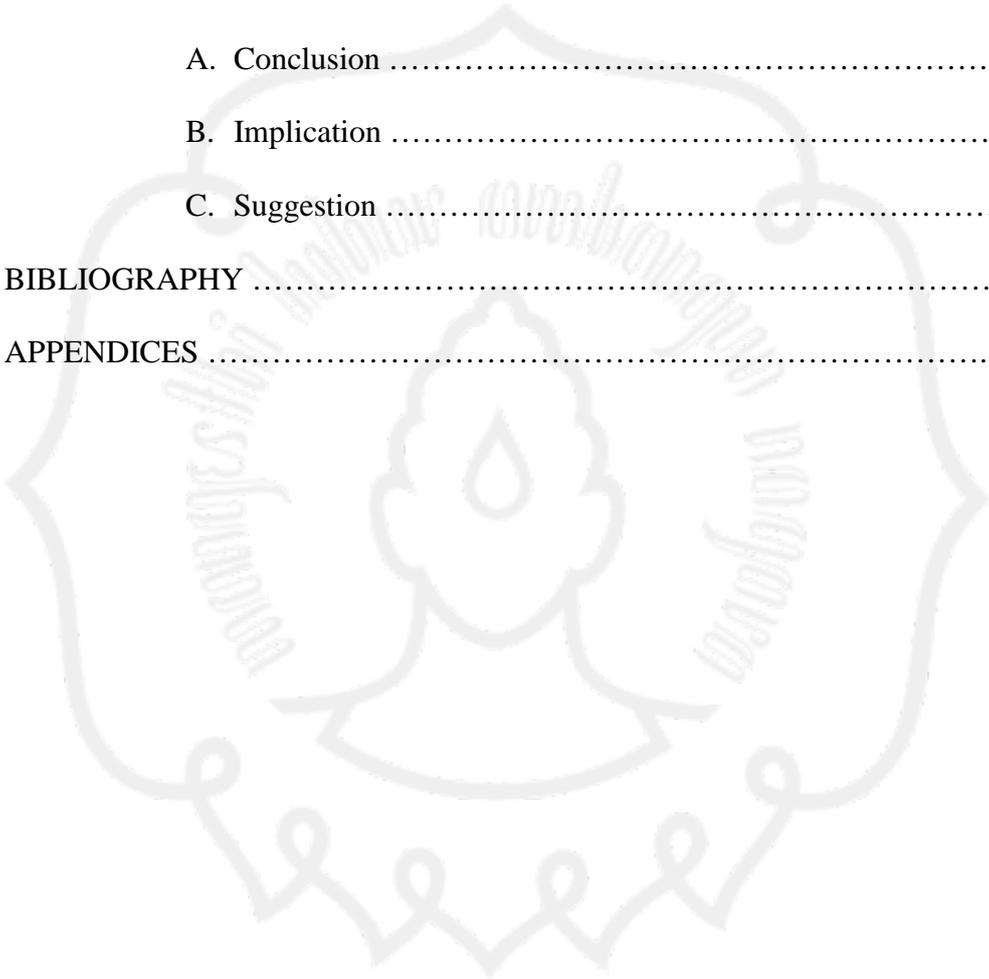
Bena Florita K.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL PAGE	ii
LEGALIZATION	iii
ABSTRACT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problem	4
C. Limitation of the Problem	5
D. Statement of the Problem	5
E. Objectives of the Study	6
F. Benefit of the Study	6
CHAPTER II THE UNDERLYING THEORY	
A. Error Analysis.....	7
1. Definition of Error Analysis.....	7
2. The Differences between Errors and Mistakes	8
3. Types of Errors	10

4. Source of Error	15
5. Procedure of Errors	17
6. The Use of Error Analysis	18
B. Translation.....	18
1. Definition of Translation	18
2. Process of Translation	20
3. Types of Translation	22
4. Problem of Translation	27
C. English Noun Phrases	30
1. Definition of Noun Phrases	30
2. Types of English Noun Phrases	32
3. Function of Noun Phrases	35
4. Structure of Noun Phrases	36
CHAPTER III RESEARCH METHODOLOGY	
A. The Place and Time of the Research	37
B. The Method of the Study	37
C. Population, Sample, and Sampling	37
1. Population	37
2. Sample	38
3. Sampling	38
D. Technique of Collecting Data	39
E. Technique of Analyzing Data	39

CHAPTER IV RESULT OF THE STUDY	41
A. Identifying the Errors	42
B. Classifying the Errors	46
C. Describing the Frequency of Errors	
CHAPTER V CONCLUSION, IMPLICATION, SUGGESTION	
A. Conclusion	55
B. Implication	56
C. Suggestion	56
BIBLIOGRAPHY	58
APPENDICES	60



LIST OF APPENDICES

Appendix 01 Blue Print of Test Items	60
Appendix 02 Student's Worksheet	61
Appendix 03 The Key Answer	64
Appendix 04 Table 1: The Number of Errors Based on the Type of Errors	66
Appendix 05 Table 2: The Percentage of Each Type of Errors	67
Appendix 06 Table 3: The Distribution of Omission Errors	68
Appendix 07 Table 4: The Percentage of Omission Errors	69
Appendix 08 Table 5: The Rank of Omission Errors	70
Appendix 09 Table 6: The Distribution of Addition Errors	71
Appendix 10 Table 7: The Percentage of Addition Error	72
Appendix 11 Table 8: The Rank of Addition Errors	73
Appendix 12 Table 9: The Distribution of Misformation Errors	74
Appendix 13 Table 10: The Percentage of Misformation Errors	75
Appendix 14 Table 11: The Rank of Misformation Errors	76
Appendix 15 Table 12: The Distribution of Misordering Errors	77
Appendix 16 Table 13: The Percentage of Misordering Errors	78
Appendix 17 Table 14: The Frequency of Errors Based on the Types of English Noun Phrases	79
Appendix 18 Table 15: The Rank of Errors Based on the Types of English Noun Phrases	80
Appendix 19 The Sample of Students' Worksheet	81

CHAPTER I

INTRODUCTION

A. Background of the Study

Language and people have a close relationship because the development and growth of language walk together with the development of people's lives. They use language to express their thoughts, ideas, feelings, attitudes, and experiences. It means that language is used to communicate to each other. As a means of communication, language allows people to say things and express their communicative needs. Catford (1964: 1) defines language as a type of patterned human behavior. It is a way, perhaps the most important way, in which human beings interact in his social situations.

Language as a means of communication is very important, so people have to master it. As human and technology grow, it is impossible to fulfill all human needs without interacting with other people that have different social conditions, cultures, and of course, language. People must learn not only their mother tongue, a language which only functions in the family or area where they live, but also an international language used in international world, that is, English.

Related to its function as an international language, English plays a great role in the world. English has been stated to be used as an international language and popular to the countries all over the world. It is used even as a national language of several countries in the world. English is a foreign language in Indonesia and it is very important in the globalization era. In our country,

Indonesia which is a developing country, English takes even a more important role.

People need English to reach what modern countries have achieved such as technology and science. People are expected to be proficient in both written and spoken English. Therefore, people are encouraged to learn English, and even they want their children to start learning English from early ages like in the kindergarten. In order to be able to use English, we should learn the form language skills and language elements. Language skills consist of reading, writing, listening, and speaking. Language elements consist of sound, meaning, and rules.

Indonesian is our national language. It is used in our daily communication. Unfortunately, not all information has been covered in Indonesian yet. We need to get more information from books written in English. College students will get in touch with English sentences more frequently than they did in the senior high school. That is why translation is needed. Translation is very crucial in the process of exchanging information. Without translation, prospective scientists will be left behind in following the development of science, moreover if they lack the ability to read the foreign language text (Widyamartaya, 1989: 9).

Many experts have translated of literary works in Indonesian version. It means that the people who do not understand English can also read the literary work in their own language. To make a good translation is not easy for the translators. They are faced by many problems either linguistic or non linguistic. Nida states:

“But difficulties and thanklessness notwithstanding, if the translator is to produce acceptable translation he must have an excellent background in the source language and the same time must have control over the resources of the language into which he is translating, he cannot simply match words from a dictionary, he must in real sense create a new linguistic form to carry the concept expressed in the source language.” (1964: 14)

From the statement above it can be said that the translating process is not only a matter of producing acceptable translation in the target language by knowing or mastering the background knowledge of the source language.

Translation is not an easy task, since it is a process of transferring meanings from the source language to the target language. It needs the mastery of both the source language and the target language. According to Catford (1978: 11), there are two categories of translation in terms of the extent of translation. There are full translation, in which the content of all parts of the source language text are fully translated into the target language, and partial translation in which only certain parts of the source language text are translated into target language. Based on Catford's idea, the writer will only use partial translation, especially the translation of noun phrases.

Talking about language elements focusing on rules is usually dealing with grammar rules, covering that of noun phrases. A noun phrase is a group of words in a sentence that behave in the same ways as a noun, that is, subject, object, complement or object of preposition. A noun phrase is the main construction which can appear as the subject, object or complement of a clause (Crystal, 2000: 222). It consists, essentially, of a noun-like word, which is the most important constituent of the phrase.

One of the indicators of the difficulties in translating English noun phrases into Indonesian is that one makes a number of errors. White (1985: 11) says that making errors is a natural part of learning a language, it is clear that errors are common in the learning process. Errors arise because of lack of knowledge of the norms of the target language. To know errors in translating English noun phrases into Indonesian, errors analysis is needed. Errors analysis is carried out for identifying, describing, and analyzing errors in one language, so that certain areas of difficulties will be known.

The reason above has inspired the writer to conduct a study on student's translation errors of English noun phrases into Indonesian. Thus, this research is entitled **“An Errors Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2009/2010.”**

B. Identification of the Problem

Based on the background above there are many problems that arise and they can be identified as follows:

1. Do the students get any difficulties in translating English noun phrases into Indonesian?
2. What kinds of errors do the students most probably make?
3. How far are the students' errors in translating English noun phrases into Indonesian?

4. What are the factors that influence students' errors in translating English noun phrases into Indonesian?
5. What are the ways to minimize students' difficulties?

C. Limitation of the Problem

The limitations are stated as the following:

1. The researcher only chooses one area of English grammar, that is, noun phrases.
2. The research subject is the fifth semester students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2009/2010.
3. This study concerns with the students' ability and errors in translating English noun phrases into Indonesian.

D. Statement of the Problem

In this study, the writer tried to find answers to the following questions:

1. Do the students make errors in translating English noun phrases into Indonesian?
2. What kinds of errors do the students make in translating English noun phrases into Indonesian?
3. How is the frequency distribution of errors made by the students?

E. Objectives of the Study

The objectives of this research are:

1. To find out the students' errors in translating English noun phrases into Indonesian.
2. To find out the kinds of errors made by the students in translating English noun phrases into Indonesian.
3. To describe the frequency distribution of errors made by the students.

F. Benefit of the Study

The benefits of the research result are as follows:

1. For the students, it can be used as an additional reference to improve their ability in case of translating English noun phrases.
2. For the English teachers, it can be used as an additional reference to design better teaching material and to improve a technique used in teaching translation, especially about translating English noun phrases into Indonesian.
3. For the other researchers, it can be used as an additional knowledge in doing further research on translation.

CHAPTER II

THE UNDERLYING THEORY

A. Error Analysis

1. Definition of Error Analysis

In learning a language, learners make errors partly because of interlingual transfer or overgeneralization within the target language itself. Errors can occur in grammatical, phonological, and semantic level. Foreign language teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis.

Brown (1994: 206) identifies the fact that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners called error analysis. Whereas, according to Ellis (1985: 296) error analysis is a procedure involving collecting sample of the learner's language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

The study of errors is carried out by means of Error Analysis (EA). In the 1970s, EA supplanted Contrastive Analysis (CA), which sought to predict the errors that learners make by identifying the linguistic differences their L1 and target language. The underlying assumption of CA was that errors occurred primarily as a result of interference when the learners transferred native language habits into the L2. Interference was believed to take place whenever the habits of the native language differed from those of the target language. CA gave way EA as this assumption came to be challenged. Whereas CA looked at only the learner's native language and target language (i.e. fully formed language), EA provided a methodology for investigating learner language. For this reason EA constitutes an

appropriate starting point for the study of learner L2 acquisition (Ellis, 1996: 47-48)

From the definition above, the writer can conclude that error analysis may be defined as a study of student's errors covering collecting samples, identifying, describing, classifying, and evaluating errors.

2. The Differences between Error and Mistake

In order to get the proper perception between errors and mistakes, it is crucial to make a distinction between them.

a. Definition of Error

Brown (1987: 125) defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner. While Richards (1997: 25) states that a learner's errors provides evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some systems, although it is not yet the right system).

The appearance of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and intelligence. It has a relationship with the learner's language competence. In learning a second language, some errors appear because the learners have not yet understood the grammar of the second language.

b. Definition of Mistake

A mistake occurs when learners fail to perform their competence. Ellis (1997: 17) states that mistake reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what he or she knows.

While according to Brown (1987:165) a mistake refers to performance error that either random guess or slip, it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of deficiency in competence but the result of some sort of breakdown in process of producing speech.

From the explanation above, it can be concluded that erroneous expressions are divided into two kinds; they are mistakes and errors themselves. Errors refer to the competence, whereas mistakes refer to the performance.

In analyzing student's erroneous expressions there is a way to check the difference between mistakes and errors based on student's consistency. Ellis (1997:18) proposes one way to check the consistency of learner's performance, that is, ask learners to try to correct their own deviant utterances. Where they are unable to correct their own deviant utterances, the deviations are errors; where they are successful, they are mistakes.

3. Types of Error

According to Dulay, Burt, and Krashen (1982: 146) the most useful and commonly used as bases for the descriptive classification of errors is linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy.

a. Linguistic Category

Linguistic category taxonomies classify errors according to either or both the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse while constituents include the elements that comprise each language component (Dulay, Burt and Krashen, 1982: 146).

b. Surface Category

The categorizing of errors is according to how the surface structure of a sentence or expression is altered by the error (Shaffer, 2005). Such a classification would include omission, addition, misformation, and misordering.

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example, “*She sleeping*” (*Dia sedang tidur*) indicates that one item is omitted, which is *is*. The word ‘is’ is a grammatical verb form that plays an important role in constructing a proper sentence. And the word ‘*is*’ in that sentence

functions as an auxiliary. A verb in a proper sentence is something that can not be neglected, so one who omits verb (*is*) fails in constructing a proper sentence. That type of error is called omission error.

2) Additions

Additions errors are the presence of an item that must not appear in well-formed utterances. Dulay, Burt and Krashen (1982: 156) say addition usually occurs in later stage of second language acquisition or when the learner has acquitted some target language rule. There are three types of addition errors.

a) Double Marking

The failure to delete certain items which are required in some linguistics contraction but not in others. For example, *She didn't went (Dia tidak pergi)*.

b) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. For example, the verb *eat* can not be changed into *eated* but *ate*. The noun *sheep* in plural form is also *sheep* not *sheeps* or the noun *man* can not be pluralized into *mans* but *men*. It is true that in English most of verbs can be changed into past form by adding *-d/-ed* after the basic verb and most of nouns can be pluralized by adding *-s/-es* to singular forms, but not all of them. The description above shows

other errors that may be made by the learners, which is error interfered by regularization.

c) Simple Addition

Simple addition is the subcategory of additions. It is called simple addition, if an addition error is neither a double marking nor regularization. According to Dullay (1982: 158), no particular features characterize simple additions other than those that characterize all addition errors—the use of an item which should not appear in a well-formed utterance. For example, in *The book is in over there*, the student makes a wrong sentence. They add ‘in’ as preposition. The well-formed sentence is *The book is over there (Buku itu disana)*.

3) Misformation

Misformation error is a type of error that is characterized by the use of incorrect morpheme or structure. For instance, *The cat catch a mouse*. The simple present tense was not supplied by the learner. The well-formed sentence is *The cat catches a mouse (Kucing itu menangkap seekor tikus)*.

4) Misordering

Misordering error is error that is characterized by the incorrect placement of a morpheme or group morphemes in an utterance. For instance, *I do not understand what is that*. Here, the learner misorders

the word 'is' and the well-formed sentence is *I do not understand what that is (Saya tidak mengerti apa itu)*.

c. Comparative Taxonomy

Errors in this taxonomy are classified based on the comparison between the structure of target language errors and certain other types of construction (Dulay, 1982: 189). There three types of errors.

1) Developmental Errors

These errors are errors similar to those made by children learning the target language (Dulay, Burt, and Krashen, 1982:1665). There are two considerations underlying the interest in comparing L1 and L2 acquisition errors.

- a) If characteristics common to both L1 and L2 acquisition can be identified, we may be able to apply L1 theoretical inference to L2 acquisition theory as well.
- b) Since L1 acquisition errors are not possibly due to language interference, when the same errors are made by L2 learners, it is reasonable to believe that mental processes of general language development are at work, not the grammar rules of the learner's native language (Shaffer, 2005).

2) Interlingual Errors

Interlingual errors are similar in structure to semantically equivalent phrases or sentences in the L2 learner's L1. The sources of interlingual errors are all conditions that result in the premature use of the L2 by the

language learner. These would include pressure to perform in the L2, living in an environment where the use of the L2 is very limited, conscious L2 language processing and so forth (Shaffer, 2005).

3) Ambiguous Errors

Ambiguous errors are those that could be classified as either development or interlingual errors because they reflect errors that L1 learners commonly make while at the same time reflect the structure of the L2 learner's mother tongue (Shaffer, 2005).

d. Communicative Effect

The communicative effect deals with errors from the perspective of their effect on the listeners or readers. It focuses on distinguishing between error and mistake that cause miscommunication (Dulay, 1982: 189). There are two types of errors:

1) Global Errors

Global errors are errors that affect overall sentence organization and hinder communication (Burt and Kiparsky in Dulay et al, 1982: 191).

2) Local Errors

Local errors are errors that affect a single element of a sentence and usually do not hinder communication (Burt and Kiparsky in Dulay et al, 1982: 191).

4. Source of Errors

In learning a second language, students often make several errors because of some factors. Norrish (1995:21) describes the source of errors as follows:

a. Carelessness

It is often closely related to lack of motivation. One way of reducing the number of carelessness errors in written work is to get students to check others' works.

b. Translation

Word-by-word translation of idiomatic expressions in the learners' first language can produce classic errors.

According to Brown (1987) there are four major sources of learners' errors, they are:

a. Interlingual Transfer

The beginning of stages of learning a second language is characterized by a good deal of interlingual transfer (from native language). In this stage, errors are caused by the interference of native language (mother language) of the learners (Brown, 1994:173). In identifying interlingual errors, researchers usually translate the grammatical form of the learner's phrase or sentence into the learner's first language. Interlingual errors here refer to second language errors that reflect native language structure.

b. Intralingual Transfer

Intralingual error is the negative transfer of items within the target language, or, in another way the incorrect generalization of rules within the target language (Brown, 1994:214). Richards (1985: 47-54) distinguishes intralingual errors into four types.

1) Overgeneralization

These errors arise when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures.

2) Ignorance of Rule Restrictions

It involves the application of rules to contexts where they do not apply. An example is “He made me to rest” through extension of the pattern found with the majority of verbs that take infinitive complements (for example, *He asked/wanted/invited me to go*).

3) Incomplete Application of Rules

These errors involve a failure to fully develop a structure. Some second language (English) learners tend to apply declarative word order in questions in place of interrogative word order.

4) False Concept Hypothesized

It arises when the learner does not fully comprehend, for example, a distinction “present tense” in *Teacher is teach today* and *Teacher teaches today*.

c. Context of Learning

Context of learning refers to the social situation, in the case of untutored second language learning, or the classroom with its teacher and its material, in the case of school learning. In the classroom context, frequently a teacher or textbooks can lead the learners to make errors because of misleading explanation from the teacher or faulty presentation of a structure or words in a textbook. In social context, untutored language acquisition can bring about certain dialect acquisition, which may become a source of error.

d. Communication Strategy

Brown (1994: 178) states that a communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reasons not readily available to the learner at a point in communication. Communication strategy actually include processes of interlingual and intralingual transfer and context of learning for example a learner tries to get a message across to reader with their cognitive and personality styles.

5. Procedures of Error Analysis

In error analysis research, there are some procedures that are suggested by the experts. Corder in Ellis (1994:48) proposes five steps; these are: collection of sample of learner's language, identification of errors, description of errors, explanation of errors, and evaluation of errors. While Brown (1987: 167-169)

divides the procedure of error analysis into two steps only. The first step is identifying the error, and the second step is describing the error.

6. The Use of Error Analysis

Corder in Ellis (1994: 48) notes that errors provide information for the teacher about how much the learner has learnt, provide the researcher with evidence of how language was learnt, and served as devices by which the learner discovered the rules of the target language. The same opinion is proposed by Norrish (1994: 80). He states that an error analysis can give a picture of the type of difficulty learners are experiencing. He further explains that by using error analysis as a monitoring device, the teacher can assess more objectively how teaching is helping his students. While Sharma (1986: 76) states that error analysis can be a very useful device both at the beginning and during the various stages of a foreign language teaching program.

B. Translation

1. Definition of Translation

There are many different definitions of translation, although there are similarities on the main points. Many experts of translation give different explanation about translation but they only focus on translating source language text into other target languages. Newmark (1981: 7) states that translation is mastery in transferring written message from one language into

written message of another language. Here, Newmark restricts the definition only in the scope written language.

Catford (1965: 1) states that translation is an operation performed on language, a process of substituting a text in one language for a text in another. Furthermore, Catford (1965:20) states that translation may be defined as the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).

According to Brislin (1976:1) translation is a general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form. Bell (1991: 5) states that translation is the expression in another language (or target language) of what has been expressed in one, source language, preserving semantic and stylistic equivalences.

McGuire (1980: 2) views that translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will approximately similar, and the structure of the SL will be preserved as closely as possible, but not so closely that TL structure will be seriously distorted.

Wills (1982: 3) defines translation as a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the SL. Hanafi (1986: 26) says that translation is

the replacement of the text in the source language by semantically and pragmatically equivalent text in the target language.

As Olk (2003:2) said, translation is an activity that needs substantial cultural knowledge. Thus, metaphors present problems in translation. In translating authentic material such as English magazines or newspaper articles, translator must have cultural knowledge about English culture. Translators can not produce the same effect of metaphor in metaphor translation (Carter, 1997), while a translator should give the same effects as the ones in the source language (SL) into target language (TL).

Basnett (1991:13) suggests that translation involves the transfer of meaning contained in one set of language signs through competent use of dictionary and the process also involves a whole set extra linguistic criterion. The good translations should be accurate, natural and communicative in meaning.

Basically, all the above statements about translation have the same ideas, in the sense that translation is a process of replacing or transferring messages, thoughts, ideas, meaning or information from the source language to the target language. The main point in the translation is that a translator may not change the meaning of the message of the original text.

2. Process of Translation

As stated in the definitions of translation above, a translation is a process. So, in translation, there are procedures or steps. The process of translation

needs to be understood by the translator because by that process they can take good ways in the translation. The process of translation can be understood as an activity that is done by the translator when they transfer a meaning from the source language to the target language.

The process of translation consists of three steps (Suryawinata, 1987:80), as follows:

a. Analysis of Source Language Text

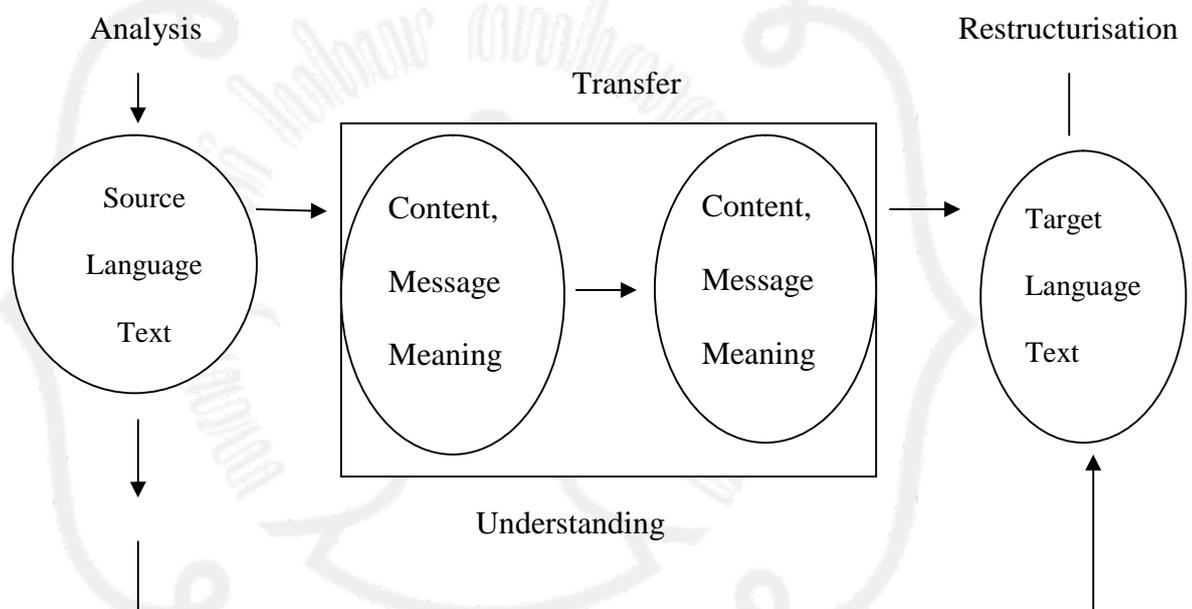
Every translation activity starts by analyzing the source language text, because the translator always meets the source language at the first time. To know the message of the source language, the translator must read it, and then the translator will understand the text content. The analysis of source language covers many aspects like sentences, clauses, phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.

b. The Transference of Message

After the translator can understand the meaning and the structure of the source language text, they can catch the content message. The next step is to transfer the content, the meaning, and the message of the source language into the target language. In this step, the translator must find the meaning of the source language words.

c. Restructurisation

Restructurisation is the process of transforming the source language message into a proper stylist form in the target language (Kridalaksana in Nababan, 1997: 19), so in this step, the translator must pay attention to the language style in order to fix the language style that is appropriate with the text type, and they also must consider to whom the translation is made.



The Process of Translation (Suryawinata, 1987:80)

3. The Types of Translation

There are many types of translation according to many experts of translation; especially that have similar characteristics.

a. Jakobson's Types of Translation

Jakobson (in Basnett, 1991: 10) divides three kinds of translation based on semiotic approach to language.

1) Intra-Lingual Translation / Rewording

Intra-lingual translation is translation or paraphrases of language variation or verbal signs such as dialect, register, etc, within one of the same language.

2) Inter-Lingual Translation / Translation Proper

It is a type of translation between two languages in which includes the reproduction of target language message with the closest natural equivalent meaning of the source language text (Yusuf, 1994). It is very common to translate English text into Indonesian text. Jakobson argues that in inter-lingual translation or translation proper; there is no full equivalent between code units.

3) Inter-Semiotic Translation or Transmutation

This is an interpretation between sign systems in which verbal signs are transferred into non-verbal systems. It can be found in the transmutation of certain codes or schemes in the language such as sign language for the deaf in television news.

b. Catford's Types of Translations

Carford (1978) proposes very broad types of translation in terms of three criteria.

1) The Extent of Translation

The source language text that will be translated determines the extent of translation.

- a) Full translation is a type of translation types in which the content of all parts of the source language text is fully translated into receptor language.
- b) Partial translation is translation in which only certain parts of the source language text is translated into the receptor's language or target language.

2) The Grammatical Rank at which the Translation Equivalence is Established

In these criteria, there are two types of translation as follows:

- a) Rank bound translation is a type of translation in which an equivalent is sought in the target language for each word or for each morpheme encountered in the source language. This type of translation can be said word for word translation. There are some strengths and weaknesses of rank bound or word for word translation. The strengths of this is that the original or source language is still clear and it can be used in translating bible, prayers, etc, and this type is very easy to do, so the translator can translate the text quickly and productively. The weakness of this type is that it can cause misunderstanding for the reader due to the changing of the meaning

or mistranslation of the text although the translation is correct structurally.

- b) Unbounded translation is a type of translation which is not limited to a particular rank, and the translator may add equivalents at sentence, clause and other levels. Free translation belongs to this type of translation. In this translation, there is positive and negative effect. The positive effect is that it can reproduce the closest natural equivalent of the source language in terms of meaning and style and the target language text is understandable and interesting to be read. The negative effect is that receptors of the target language do not know the original style of the author in the source language and they can not distinguish the author's idea and the translator's idea.

3) The Level of Language Involved in Translation

This criterion of translation is divided into two parts:

- a) Total translation is a type of translation which reproduces all parts of linguistic criteria, i.e. the transference of grammatical parts and vocabularies of a source language into their target language equivalence.
- b) Restricted translation is a type of translation in which there is only certain translation of aspect from a source language text into the receptor or target language text.

c. Larson's Types of Translation

According to Larson (1984: 15) translation is classified into three main types.

1) Form-Based Translation

Form-based translation is an attempt to follow the form of the source language and is known as literal translation. An interlinear translation is a completely literal translation. For some purpose, it is to reproduce the linguistic feature of the source text, as in a linguistic study of that language is. Although this literal translation may have very useful purposes related to the study of the source language, they are of little help to speakers of the receptor language who are interested in the meaning of the source language text. A literal translation sounds like nonsense and has little communication value (Larson, 1984: 15). The literal translations can be understood if the two languages are related. Except for interlinear translations, a truly literal translation is uncommon. Most translators who tend to translate literally actually make a partially modified translation. They modified the order and grammar enough to use an acceptable sentence structure in the receptor language. However, the lexical items are translated literally and the result still does not sound natural (Larson, 1984: 16).

2) Meaning-Based Translation

Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translation is called idiomatic translations. Larson (1984:

16) says that idiomatic translation uses the natural forms of the receptor language in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translation will try, to translate idiomatically; these are the goal.

3) Unduly Free Translations

Unduly free translations are considered unacceptable translations for most purposes. Translations are called unduly free according to the following characteristics:

- a) If they add extraneous information not in the source text.
- b) If they change the meaning of the source language.
- c) If they distort the facts of the history and cultural setting of the source language text.

Sometimes unduly free translations are made for the purpose or to bring about a special response from the receptor language speakers (Larson, 1984: 17).

4. Problem of Translation

In doing a translation, a translator will come across many kinds of problems. The first problem is linguistics problem and the second one is problem of meaning. Soemarno (1990: 10) states that the first difficulty faced by a translator is the difficulty that caused by the linguistic problem include the

message meaning. Some of the linguistics problem such as, word arrangement, sentence pattern, kinds of word, suffix, etc.

The linguistic problems here include structure. Every language has its own system. One language may have different systems as compared to another language. The difference often causes difficulties and even may create misunderstanding if in translating them, the translator does not know the system or structure of the source language.

Then, the translator will deal with many problems of meaning, such as lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio-cultural meaning.

a. Lexical Meaning

Lexical meaning is a meaning which is mentioned in the dictionary. Kridalaksana (in Nababan, 2003: 48) says that lexical meanings of words are out of the context. For example, The English word 'bad' may mean *jahat, buruk, jelek, susah, tidak enak* and *busuk* in Indonesian.

b. Grammatical Meaning

Kridalaksana (in Nababan, 2003: 49) says that grammatical meaning is the relationship of the parts of language in the wider units, for example the relationship between word and the other words in a phrase or clause.

Example: They *can* the fish.

(*can* means 'memasukkan dalam kaleng' and function as a predicate.)

He kicked the *can* hard.

(*can* means ‘kaleng’ and functions as an object.)

c. Contextual Meaning

Contextual meaning is the relationship between the utterances and the situation where the utterances are used (Kridalaksana in Nababan, 2003: 49). In other words, contextual meaning is a meaning that is correlated with the situation where the language is used.

Example: “Good morning!”

The utterance might have two meanings, the first meaning is “selamat pagi”, but it can mean “keluar” if it is said by a leader to the officers who come late.

d. Textual Meaning

Textual meaning is related to the context of a text (Nababan, 2003: 50). It is found in a discourse or a text. For example, the word ‘morphology’ in the science of Biology means ‘the scientific study of the form and structure of animals and plants,’ whereas in Linguistics, the word means ‘study of the morphemes of a language and how they are combined to make words.’

e. Socio-cultural Meaning

Socio-cultural meaning is meaning which is closely related to the social situation, and cultural background of the language users (Nababan, 2003: 50). Example: A friend is walking in front of A’s house.

A: “*Hai mau ke mana?*”

B: “*Mau kesana, sedang apa?*”

A: “*Berkebun. Mari singgah.*”

B: “*Terima kasih. Sudah siang. Lain kali ya.*”

C. English Noun Phrases

1. Definition of Noun Phrases

According to Ali (2007: 431) a phrase is a group of words which consists of two or more words but does not have a subject or predicate and functions to take a complete add the meaning or information of the sentences.

e.g.: - The book on the table is mine.

Buku di atas meja itu adalah milik saya.

- The boys in the street are students.

Anak laki-laki di jalan itu adalah murid-murid.

According to Frank (1972) a noun is one of the most important parts of speech. A noun is attached to a verb to arrange a form that becomes a sentence core which is essential to every complete sentence. In addition, it also functions as the “head” of sentence in many modification structures. A noun phrase is the same; the noun becomes the head of the phrase. The position of noun phrase is typically as subject, object, and complement of sentence and as part of prepositional phrases. Ali also says that a noun phrases is a one which comes from a noun word and functions as subject or object of a sentence.

e.g.: - The beautiful girl over there is my sister.

Gadis cantik disana itu adalah saudaraku.

- He is a governor of Jakarta.

Dia adalah gubernur Jakarta.

The concept of the noun phrases which was created by American structuralize has come into general linguistic analysis via Transformational-Generative Grammar. The term 'phrase' refers to an intermediary level or node between 'clause' and 'word' (Raumolin-Brunberg, 1991: 62). The phenomenon indicated by the term 'noun phrases' has also been studied under the label 'noun group'.

Semantically NPs can express such roles as agent, theme, goal, experience/ patient, instrument (Tallerman 1998: 39, 40). Traditionally, NPs are thought of as comprising a head element that is realized by a noun, and optionally of one or more modifiers (Payne, 1994: 2849). As Huudleston (1984: 232) writes, "There is a wide range of types of dependents and no definable limit on how many we can have in a single noun phrase; the potential complexity of noun phrase structure matches that of the clause". Typical noun phrase modifiers are, according to Payne (1994: 2849), determiners, qualifiers, quantifier phrases, adjective and adjective phrases, noun and noun phrases, ad positions and ad positional phrases and clauses. The noun phrase is as Raumolin-Brunberg (1991: 63) points out, "The most important of those categories that connect language and the outside world, one of central functions is refer to items in the real world". All noun phrases have the potential of reference, although it is not always employed, as noun phrase functioning as modifiers and subject complements typically classify and characterize. Reference to the real world can also be indirect or textual. Rather than directly referring to the world items (exospheric reference), pronouns often refer to

noun-headed noun phrases within the text, which in turn refer to the outer world.

2. Types of English Noun Phrases

Baker (1989) uses the term noun phrases to refer to a large class of sequences that could serve as subject and object. He further divided noun phrases into the following:

a. Common Noun Phrases

A common noun phrases is a phrase headed by a common noun. A noun phrase it just the conventional name for a phrase that can serve as subject, direct object and so forth. English common noun phrases are divided into two:

- 1) Count nouns, which are divided into singular nouns and plural nouns.
- 2) Mass nouns, which are considered singular nouns.

The common noun phrases consist of common noun heads alone.

e.g.: - books, dogs, beer

- leader of the army, kind of Spain, faith in Fred's sister

b. Noun Phrases Introduced by Determiners and Genitives

We have already seen many noun phrases in which common noun phrases were preceded by the word "the", a word traditionally referred to as the definite article.

- 1) A noun phrases can consist of a determiner plus a common noun phrase.

Noun Phrases introduced by the determiners form part of a special semantic class, it refers as definite phrases: NP = Det + CNP

e.g.: - the book: NP = Det + CN

- that side of the table: NP = Det + CN + Prep + NP

- 2) A noun phrases can consist of a noun phrases in the genitive case followed by a common noun phrase. Genitive is the traditional name for the case in English that indicates possession, among other things. The genitive case is formed by adding 's' to a singular or an irregular plural noun and to a regular plural noun.

e.g.: - Fred's dog: NP = NPGen + CNP = PN + CN

- The farmer's pig: NPGen + CN = Det + CN + CN

c. . Noun Phrases Introduced by Quantity Words

Another important type of elementary noun phrases consist of quantity words plus a common noun phrases. The class of quantity words includes *some, many, much, any, no, little, few*, and so on. The class of quantity words includes the numerals, but also includes words such as *some, much, any, no, little*, and *few*. A noun phrases can consist of a quantity word followed by common noun phrases.

NP = Quant + CNP

e.g.: - Several heroes: Quant + CN

- Three attempts to fix the leak: Quant + CN + Inf Phr

d. Bare Noun Phrases

The common noun phrase combines with some preceding word or phrases to make up a noun phrases. English also allows noun phrases in which the

common noun phrases occurs without any accompanying element. Bare noun phrase can consist of a mass or plural common noun phrases alone.

NP – CNP mass

NP – CNP plural

e.g.: - cookies: NP = CNP Plu = CN

- Pictures of the white house: NP = CNP plu = CN + Pre Phr

e. Noun Phrases Introduced by ‘a’ or ‘an’ by a Common Noun Phrases.

e.g.: - Jane found a fossil

- Carey ate an apple

f. A Special Possibility for Proper Nouns

Proper noun is described as ‘typically’ appear in noun phrase. Noun phrases here have something inside them in addition to the proper noun.

e.g.: - No John Smiths attended the meeting

- This John Smith lives in Brookline

g. Some Special Combined forms

A noun phrase can consist of a quantifier plus noun combination. The four English quantity words that can serve as the first element in these combination are ‘some, any, no, and every’. The four noun-like stems to which they can be attached are *–one*, *–body*, *–thing*, and *–where*.

NP = Quant + N

e.g.: something

3. Function of Noun Phrases

Like word, phrases can be classified partly by their external function and partly by their internal form. By 'form', here, we mean the way the structure of the phrases is made of words and other constituents. Typically, in a phrases composed of head and post modifiers tend to be phrases or clauses (Leech, Deuchar, and Hoogenraad, 1982).

In the clause, the function of noun phrase is:

a. As subject (S). NP = S

e.g.: the house + was + quite empty: NP = S + P + C

b. As object (O). NP = O

e.g.: We + have bought + the house: NP = S + P + O

c. As complement (C). NP = C

e.g.: This + must be + the house: NP = S + P + C

d. As adverbials (Adv). NP = Adv

e.g.: We + walked + five miles + last week: NP = S + P + Adv + Adv

e. As modifier (Mod). NP = Mod

e.g.: Man + the hunter: NP = Mod + NP

4. Structure of Noun Phrases

The structure of noun phrases according to Leech, Deuchar, and Hoogenraad (1982: 61) are very diverse, but the chief elements are these:

a. The head of a noun phrases are:

1) A noun, e.g.: *the doll, dear Margaret*

- 2) A pronoun, e.g.: *herself, everyone in the street*
 - 3) An adjective, e.g.: *the absurd*
 - 4) An enumerator, e.g.: *all fifteen*
 - 5) Genitive phrase, e.g.: *John's*
- b. The pre-modifiers of a noun phrase are:
- 1) Determiners, e.g.: *this morning, what a girl*
 - 2) Enumerator, e.g.: *two eggs, the third man*
 - 3) Adjectives, e.g.: *red shoes, older music*
 - 4) Noun, e.g.: *a garden fence, a gold ring*
 - 5) Genitive phrase, e.g.: *Fred's whisky, someone else's problem*
 - 6) Adverb, e.g.: *quite a noise*
- c. The post-modifiers of an noun phrase
- 1) Prepositional phrase, e.g.: *the best day of my life*
 - 2) Relative Clause, e.g.: *a quantity which admire*
 - 3) Adverb, e.g.: *the girl upstairs*
 - 4) Adjectives, e.g.: *Something nasty in the woodshed*

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research deals with the fifth semester students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2009/2010. It was done on Wednesday, 21 October 2009, just once in the classroom.

B. The Method of the Study

In this study, the writer uses descriptive method to analyze the students' ability and errors. The descriptive method is employed since it is used to describe phenomena as objectively as possible based on the data obtained. It is the most suitable type for this study. It is aimed at describing the status and phenomena (Suharsimi, 1996: 243), that is, to present the description of the students' ability and errors in translating English noun phrases into Indonesian.

C. Population, Sample, and Sampling

1. Population

Suharsimi Arikunto (2002: 108) says that population is a set (or collection) of all elements possessing one or more attribute of interest. It means population is a number of individuals which have at least one characteristic in common.

The population of this study is the fifth semester students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2009/2010. The number of students is 40.

2. Sample

Sample is part of the whole population from which the writer takes the data. Suharsimi Arikunto (2002: 109) says that sample is the reflection of the population so that it should reflect all characteristics of the population.

In this research, the writer uses 30 out of the 40 students of the fifth semester of English Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2009/2010 as the sample of the research.

3. Sampling

Sampling is the technique used for getting sample (Sutrisno Hadi, 1999: 18). In this research, the writer uses the technique of random sampling in which each member of the population has equal chance of being selected for study (Halonen and Santroct, 1999: 18).

In this study, the writer chooses random sampling by using lottery technique. The stages are as follows:

- a. Making the list of individuals.
- b. Writing down each student number on a small piece of paper.
- c. Enrolling the papers.
- d. Putting the rolled paper in a container.
- e. Shaking the container well.

- f. Taking 30 rolls of paper randomly one by one from the container.

D. Technique of Collecting Data

The crucial step in doing a research is collecting the data. In this study, the writer uses a test as the instrument of collecting data. A test is a systematic procedure of observing one's behavior and describing it with the aid of numerical device and category system (Syakur, 1999: 5). Here, the writer uses an essay test to test the students' ability in translating noun phrases.

In order to measure the appropriateness of the test instrument, the writer uses validity test. A test is considered a good test if it has validity. A test is valid if the items of the test can be used to measure what must be measured. In this research, the writer uses content validity. Nana Sujana (1998: 23) says that a test constructed with content validity does not need be tried out. So, the writer does not need try the test out to measure the validity and the item analysis of the test.

Content validity is important when we wish to describe how an individual performs on a domain tasks that a test is supposed to represent. A test has content validity if the test items adequately cover the curricular areas that are supposed to evaluate. A test constructed with content validity must employ the ability or skill that has been studied before.

E. The Technique of Analyzing Data

After the data were collected, these must be analyzed to achieve the intended objectives. The technique that is used to analyze the data is descriptive

statistics and error analysis. Based on the descriptive method applied in this study, the writer, in analyzing the data of this study, used the following procedure:

1. Collecting the data.
2. Identifying the errors from the students' answer sheet.
3. Classifying errors.
4. Describing errors based on their type.
5. Analyzing the students' errors.

In analyzing the data, the writer uses a percentage correction technique by using the formula as follows:

$$\text{Error Percentage (\%)} = \frac{\text{The Number of Errors of Each Category}}{\text{The Total Number of Errors}} \times 100\%$$

The errors which have been calculated, then, analyzed or identified into surface strategy taxonomy which is divided into omission, addition, misformation, and misordering.

In term of the percentage of the correct answer, Suharsimi (1989: 196) suggest four categories:

1. 76% - 100% means good
2. 56% - 75% means fair
3. 40% - 55% means poor
4. Less than 40% means very poor

CHAPTER IV

RESULT OF THE STUDY

Based on the research conducted on 21 October 2009 at Sebelas Maret University, the writer got the data needed to be analyzed in this chapter. The data were collected from the sample by means of a translation test consisting of 30 items.

As stated in technique of analyzing data in chapter III, the procedure used by the writer after collecting the data are identifying the errors, classifying the errors, describing errors and calculating the percentages of every type of errors.

D. Identifying the Errors

After collecting the data, the writer identified all errors in the students' answer sheets. Before identifying the errors made by the students, the writer distinguished errors from mistakes on the students' answer sheets. The way the writer used in distinguishing mistakes from errors on the students' answer sheet was by giving another ten minutes to the students to check whether their answers were correct or incorrect before collecting their answer sheets. In fact the writer found that some students made errors because they were not able to correct their first answers. However, some students were able to correct their first answers, which means that they have made mistakes.

From the identification of errors, the writer finds out that none of the students who were used as the sample of the study could answer all items correctly. They tend to make errors. Based on the errors type explained in chapter

II, there are four categories of errors namely linguistic category, surface strategy taxonomy, comparative analysis, and communicative effect. In this study the writer just uses the second category, that is, surface strategy taxonomy.

Besides, students tend to make the same errors. For example, in this study most of students made omission errors.

E. Classifying the Errors

Based on the surface category taxonomy, the student's errors can be classified into omission, addition, misformation, and misordering errors.

1. Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. The examples of this type of errors are presented below:

a. Item number 5, Data B

A man dressed in an old grey overcoat. = Pria dengan jaket hujan berwarna abu-abu tua.

The sentence above is not well-formed. There is article 'a' in the source language and the student omits the article in the target language. The correct form of the sentence above is *Seorang pria dengan jaket hujan berwarna abu-abu tua.*

b. Item number 29, Data L

A well-designed room. = Sebuah kamar yang didesain baik.

The sentence above is not well-formed. The student omits the preposition in the target language for the word *well*. The correct form of the sentence above is *Sebuah kamar yang didesain dengan baik.*

c. Item number 21, Data AC

All the students who had returned from their vacation. = Semua siswa yang telah kembali dari liburan.

The sentence above is not well-formed. The student omits the possessive pronoun in the target language. The correct form of the sentence above is *Semua siswa yang telah kembali dari liburam mereka.*

d. Item number 17, Data R

A long hand-written article. = Sebuah artikel yang panjang.

The sentence above is not well-formed. The student misses one word to be translated that is *hand-written*. The correct form of the sentence above is *Sebuah artikel panjang yang ditulis tangan.*

2. Addition Errors

Addition is the opposite of omission. Addition errors are characterized by the presence of items that must not appear in well-formed utterances. The examples of this type of errors are presented below:

a. Item number 8, Data E

The drilling of natural gas and oil. = Pengeboran gas alam dan minyak bumi.

The sentence above is not well-formed. The student adds a word *bumi* in the target language. The correct form of the sentence above is *Pengeboran gas alam dan minyak*.

b. Item number 23, Data Q

A perfect testing on the twin-machine aeroplane. = Uji kelayakan pada mesin kembar di pesawat.

The sentence above is not well-formed. The student adds preposition *di* in the target language. The correct form of the sentence above is *Uji kelayakan pada mesin kembar pesawat*.

c. Item number 15, Data T

Every book which is written to deceive the reader. = Setiap buku yang ditulis untuk menipu pembacanya.

The sentence above is not well-formed. The student adds possessive pronoun *nya* in the target language. The correct form is *Setiap buku yang ditulis untuk menipu pembaca*.

3. Misformation Errors

a. Item number 30, Data T

The former prime minister, Sir William McMahan. = Perdana menteri terbentuk, Sir William McMahan.

The sentence above is not well-formed. The student makes a misformation error in the translation, which tends to follow the form of the source language. The correct form sentence is *Perdana menteri terdahulu, Sir William McMahan*.

b. Item number 14, Data T

The boy next to the window. = Anak laki-laki di depan jendela.

Meaning-based translation makes the meaning of the source language text is translated in the natural way in the target language. The well-formed sentence is *Anak laki-laki di samping jendela.*

c. Item number 22, Data Q

The collision between a motorcycle and a car. = Gabungan antara motor dan mobil.

One of the characteristics of unduly free translation is replace the meaning of the source language. The student has replaced the meaning *collision* for the target language. The correct form sentence is *Tabrakan antara sepeda motor dan mobil.*

4. Misordering Errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The example of this type of errors is presented below:

Item number 30, data AC

The former prime minister, Sir William McMahan. = Sir William McMahan, pencetus perdana menteri.

The sentence above is not well-formed. The student misorders the noun phrases. The correct form sentence is *Pencetus perdana menteri, Sir William McMahan.*

F. Describing the Frequency of Errors

The next step after identifying and classifying students' errors is describing the frequency of errors based on the result of computation. As stated in chapter III, the formula used is as follows:

$$E = \frac{e}{i} \times 100\%$$

Where:

E = error percentage

e = the number of errors

i = the total number of errors

As stated at the previous page, the errors are classified into four types namely, omission, addition, misformation, and misordering. The distribution of the errors in each category and in every type of errors and also percentage will be presented in the following table.

The table below shows that there are 355 errors. The errors of omission have the largest frequency, that is, 175 errors.

Table 1

The Number of Errors Based on the Type of Errors

No.	Type of Errors	Number of Errors
1.	Omission	175
2.	Addition	9

3.	Misformation	144
4.	Misordering	27
Total		355

Table 2**The Percentage of Each Type of Errors**

No.	Types of Errors	e	Percentage (%)
1.	Omission	175	49.30
2.	Addition	9	2.53
3.	Misformation	144	40.56
4.	Misordering	27	7.61
Total		355	100

Note: e = the number of errors

i = the total of errors

% = e/i

The table above shows that omission errors have the highest percentage (49.30%). Then it is followed by misformation errors (40.56%), misordering errors (7.61%), and the last is addition errors (2.53%).

The distributions and percentage of each category are presented bellow:

Table 3
The Distribution of Omission Errors

No.	Type of Errors	e
1.	Omission of article	87
2.	Omission of preposition	9
3.	Omission of possessive pronoun	27
4.	Omission of word	52
Total		175

Table 4
The Percentage of Omission Errors

No.	Type of Errors	e	Percentage (%)
1.	Omission of article	87	24.51
2.	Omission of preposition	9	2.53
3.	Omission of possessive pronoun	27	7.61
4.	Omission of word	52	14.65
Total		175	49.30

The data above show that omission of article has the highest frequency of errors. The number of omitted article error is 87 or 24.51% of the total errors. The following shows frequencies omission errors.

Table 5
The Rank of Omission Errors

No.	Type of Errors	e	Percentage (%)
1.	Omission of article	87	24.51
2.	Omission of word	52	14.65
3.	Omission of possessive pronoun	27	7.61
4.	Omission of preposition	9	2.53
Total		175	49.30

The distribution of errors in every type of addition errors and the percentage can be described at the table below:

Table 6
The Distribution of Addition Errors

No.	Type of Errors	E
1.	Addition of preposition	1
2.	Addition of possessive pronoun	3
3.	Addition of word	5
Total		9

Table 7**The Percentage of Addition Errors**

No.	Type of Errors	e	Percentage (%)
1.	Addition of preposition	1	0.28
2.	Addition of possessive pronoun	3	0.84
3.	Addition of word	5	1.41
Total		9	2.53

Based on the table above, it is clear that addition of words has the highest frequency of errors. The number of addition errors of word is 5 or 1.41% of the total errors. The distribution of those types is as follows:

Table 8**The Rank of Addition Errors**

No.	Type of Errors	E	Percentage (%)
1.	Addition of word	5	1.41
2.	Addition of possessive pronoun	3	0.84
3.	Addition of preposition	1	0.28
Total		9	2.53

The distribution of error in every type of misformation errors and the percentage can be seen at the table below:

Table 9**The Distribution of Misformation Errors**

No.	Type of Errors	E
1.	Misformation of form-based translation	12
2.	Misformation of meaning-based translation	39
3.	Misformation of unduly free translation	93
Total		144

Table 10**The Percentage of Misformation Errors**

No.	Type of Errors	e	Percentage (%)
1.	Misformation of form-based translation	12	3.38
2.	Misformation of meaning-based translation	39	10.985
3.	Misformation of unduly free translation	93	26.195
Total		144	40.56

The table above shows that there are 3 types of misformation errors on the Larson's types of translation. The number of misformation errors is 144 or 40.56% of the total errors. The highest number of misformation errors is misformation of unduly free translation, that is, 93 errors or 26.195% of the total errors. The following table shows the frequency of misformation errors.

Table 11**The Rank of Misformation Errors**

No.	Type of Errors	e	Percentage (%)
1.	Misformation of unduly free translation	93	26.195
2.	Misformation of meaning-based translation	39	10.985
3.	Misformation of form-based translation	12	3.38
Total		144	40.56

The distribution of errors in misordering errors and the percentage can be described at the table below:

Table 12**The Distribution of Misordering Errors**

No.	Type of Errors	E
1.	Misordering	27
Total		27

Table 13**The Percentage of Misordering Errors**

No.	Type of Errors	e	Percentage (%)
1.	Misordering	27	7.61
Total		27	7.61

Based on the table above, there are 27 misordering errors (7.61% of the total errors).

The distribution and percentage of the errors based on the types of English noun phrases can be seen at the table below:

Table 14

The Frequency of Errors Based on the Types of English Noun Phrases

No.	Types of English Noun Phrases	Number of Error	Percentage (%)
1.	Common noun phrases	0	0
2.	Noun phrases introduced by determiners and genitives	40	12.01
3.	Noun phrases introduced by quantity words	54	16.22
4.	Bare noun phrases	78	23.42
5.	Noun phrases introduced by 'a' or 'an'	98	29.43
6.	A special possibility for proper noun	63	18.92
Total		333	100

The table above indicates that noun phrases introduced by 'a' or 'an' has the highest number of errors. The number of errors is 98 or 29.43% of the total number of errors. The following table shows the frequency of errors based on the types of English noun phrases.

Table 15**The Rank of Errors Based on the Types of English Noun Phrases**

No.	Types of English Noun Phrases	Number of Error	Percentage (%)
1.	Noun phrases introduced by 'a' or 'an'	98	29.43
2.	Bare noun phrases	78	23.42
3.	A special possibility for proper noun	63	18.92
4.	Noun phrases introduced by quantity words	54	16.22
5.	Noun phrases introduced by determiners and genitives	40	12.01
6.	Common noun phrases	0	0
Total		333	100

After presenting the frequency of errors, the writer found 355 errors out of 900 possible errors. The frequency of errors is:

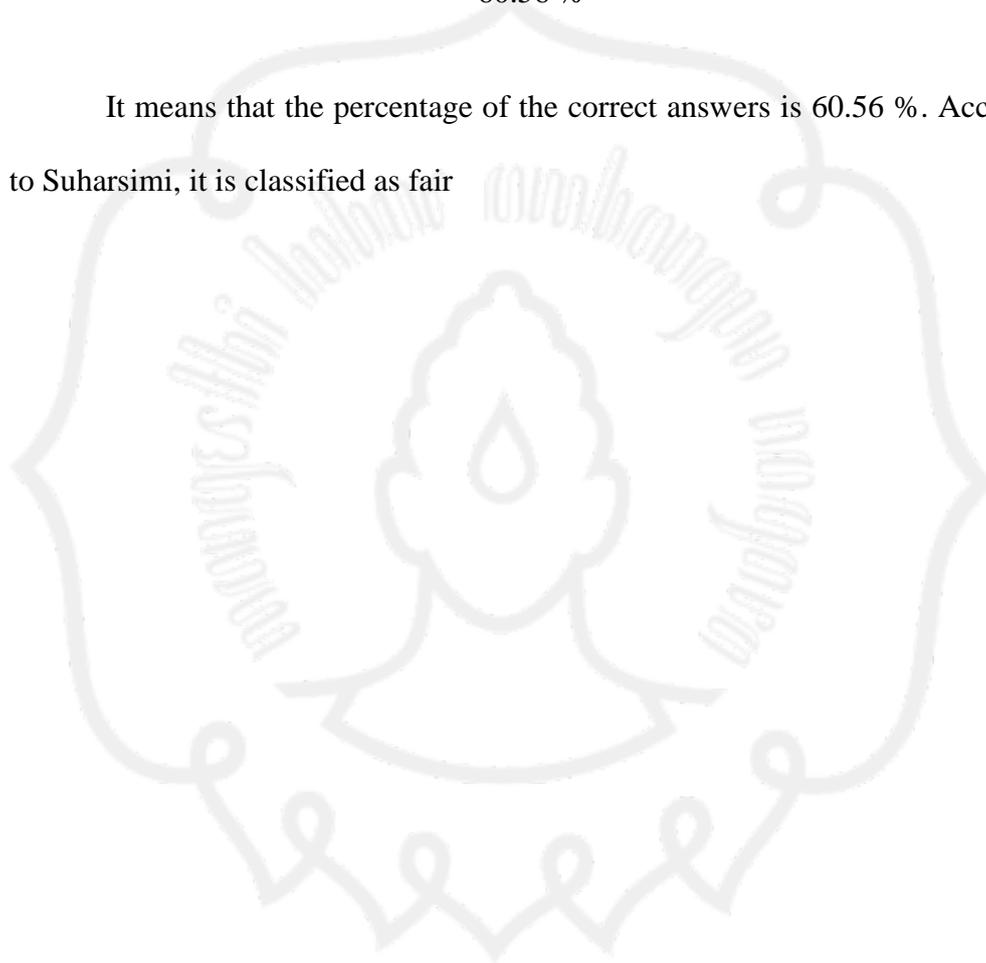
$$\frac{\text{Total of error}}{\text{Total item}} \times 100\% = \frac{355}{900} \times 100\%$$

$$= 39.44 \%$$

On the other hand, the writer found 545 correct answers. Thus, the students' ability is:

$$\frac{\text{Total of correct answers}}{\text{Total of items}} \times 100\% = \frac{545}{900} \times 100\% \\ = 60.56 \%$$

It means that the percentage of the correct answers is 60.56 %. According to Suharsimi, it is classified as fair



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The result of this study indicates that there were a number of errors made by the fifth semester students of the English Department of Teacher Training and Education Faculty of Sebelas Maret University of Surakarta in translating English noun phrases into Indonesian. After counting of errors, the writer found 355 errors made by the students or 39.44 % out of the possible errors (900).

There were four types of errors made by the students in translating English noun phrases into Indonesian. They are omission errors, addition errors, misformation errors, and misordering errors. The numbers of omission errors are 175 (49.30%). The kinds of omission errors are omission of article (87 errors / 24.51%), omission of word (52 errors / 14.65%), omission of possessive pronoun (27 errors / 7.61%), and omission of preposition (9 errors / 2.53%). The number of addition errors is 9 (2.53%). Addition errors consist of addition of word (5 errors / 1.41%), addition of possessive pronoun (3 errors / 0.84%), and addition of preposition (1 error 0.28%). The numbers of misformation errors are 144 (40.56%). The kinds of misformation errors are misformation of unduly free translation (93 errors / 26.195), misformation of meaning-based translation (39 errors / 10.985), and misformation of form-based translation (12 errors / 3.38%). While the number of misordering errors is 27 (7.61%).

The description above shows that the most frequent errors are omission errors (175 errors / 49.70%)

D. Implication

Based on the result of the study, it can be considered that the ability of the students is just fair and the students still encountered some difficulties in translating English noun phrases into Indonesia. The error that needs more attention is omission error, especially omission of article. The errors which are made by the students will be helpful for the students and the teacher to be more aware of this case. It helps the students to know their weaknesses and difficulties in translating English noun phrases into Indonesia, therefore the students will learn more. From the explanation of number of errors made by the students, it can be seen the effectiveness of teacher's teaching material and teaching technique. By knowing this, teacher can also plan and determine an effort in teaching process, so it will be useful to minimize the same errors.

E. Suggestion

The writer finds that there are still some errors made by the students in translating English noun phrases into Indonesian. Therefore, she wants to give suggestions as follows:

1. To the teacher

After knowing the area of errors, the teachers should pay more attention to it and also stress on the material which is difficult for students. They may use a

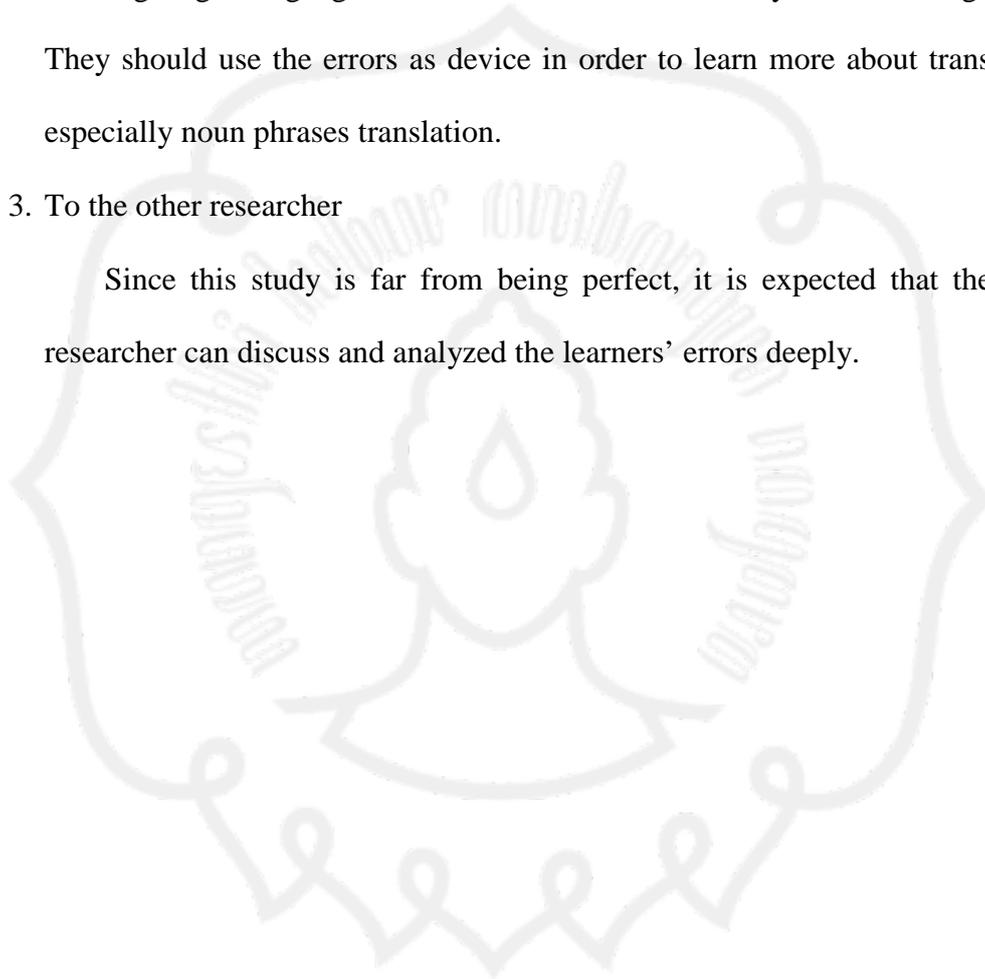
new teaching technique in order to make a better result of the teaching and learning process.

2. To the students

It must be realized that to make error is human for everyone, moreover in learning target language. The students should not worry about making errors. They should use the errors as device in order to learn more about translation, especially noun phrases translation.

3. To the other researcher

Since this study is far from being perfect, it is expected that the other researcher can discuss and analyzed the learners' errors deeply.



BIBLIOGRAPHY

- Ali, A. 1993. *Understanding and Using English Grammar*. Jakarta: Bina Akasara and Prentice-Hall Inc.
- Baker, M. 1989. *English Syntax*. London: Roulledge.
- Basnet, Susan. 1991. *Translation Studies*. London: Routledge.
- Bell, T. Rogers. 1991. *Translation and Translating*. London: Oxford University.
- Brislin, Richard W. 1976. *Translation, Application, and Research*. New York: Gardner Press.
- Brown, H. Douglas. 1994. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Inc.
- Carter, Ronald, et all. 1997. *Workong with Text: A course Book for Language Analysis*. London: Routledge.
- Catford, J.C. 1978. *A Linguistic Theory of Translation*. London: Oxford University Press.
- Crystal, David. 2000. *The Cambrigde Encyclopedia of the English Language*.
- Dulay, Heidi, Burt, Marina, Krashen, and Stephen. 1982. *Language Two*. Oxford: Oxford University Press.
- Ellis, Rod. 1994. *The study of Second Language Acquisition*. New York: Oxford University Press.
- Frank, Marcella. 1972. *Modern English*. USA: Prentice Hall.
- Kridalaksana, Harimurti. 1984. *Kelas Kata dalam Bahasa Indonesia*.
- Larson, Mildred. 1984. *Meaning-Based Translation: A Guide to Cross Language Equivalent*. Baston: University Press of America.
- Leech, G., Deuchar, M., and Hoogenroad, R. 1982. *English Grammar for Today: A New Introduction*. London: The Macmillan Press Ltd.
- Nababan, M. 2003. *Teori Menerjemah Bahasa Inggris*. Yogyakarta: Pustaka Pelajar.

- Newmark, Peter. 1981. *A Textbook of Translation*. New York: Prentice Hall.
- Norrish, John. 1995. *Language Learners and Their Errors*. UK: Prentice Hall.
- Olk, Harald. 2003. *Cultural Knowledge in Translation*. ELT Journal.
- Richard, Jack C. 1984. *Error Analysis: Perspective on Second Language Acquisition*. Essex: Longman.
- Suharsimi, Arikunto. 1996. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Suryawinata, Zuchridin and Sugeng Hariyanto. 2003. *Translation: Bahasan Teori dan Penuntun Praktis Menerjemahkan*. Yogyakarta: Kanisius.
- Sutrisno, Hadi. 1983. *Methodology Research*. Yogyakarta: UGM Press.
- Syakur, Mohammad. 1987. *Language Testing*. Surakarta: UNS Press.
- Widyamartaya, A. 1989. *Seni Menerjemahkan*. Yogyakarta: Kanisius.
- Yusuf, Suhendra. 1994. *Teori Terjemahan: Pengantar ke Arah Pendekatan Linguistik dan Sociolinguistik*. Bandung: CV Mandar Maju.

APPENDICES



Appendix 01

Blue Print of Test Items

No.	Criteria	Number of Items	Total
1.	Common noun phrases	1, 7, 13, 19, 25	5
2.	Noun phrases introduced by determiners and genitives	2, 8, 14, 20, 26	5
3.	Noun phrases introduced by quantity words	3, 9, 15, 21, 27	5
4.	Bare noun phrases	4, 10, 16, 22, 28	5
5.	Noun phrases introduced by 'a' or 'an'	5, 11, 17, 23, 29	5
6.	A special possibility for proper noun	6, 12, 18, 24, 30	5
Total			30

Appendix 02

Students' Worksheet

NIM:

Translate English Noun Phrases Below into Good Indonesian!

1. North Scotland

2. The first two letters

3. Two cats fighting against each other

4. Mountain climbing in the rainy season

5. A man dressed in an old grey overcoat

6. The Memphis which used to be the capital of Egypt

7. Westminster Bridge

8. The drilling of natural gas and oil

9. Two dozens of eggs on the table

10. Understanding the behavior of foreigners

11. An extremely complicated problem

12. Dr Brown who lives next door

13. Kennedy Airport

14. The boy next to the window

15. Every book which is written to deceive the reader

16. His strong rule over the country for many years

17. A long hand-written article

18. The Cambridge College of Art and Technology

19. Paddington Station

20. The car parked under the tree

21. All the students who had returned from their vacation

22. The collision between a motorcycle and a car

23. A perfect testing on the twin-machine aeroplane

24. The necklace which Elvis had given her

25. California State University

26. The specially equipped plane

27. Each developmental stage of a child's language learning

28. His wife's dependence on him

29. A well-designed room

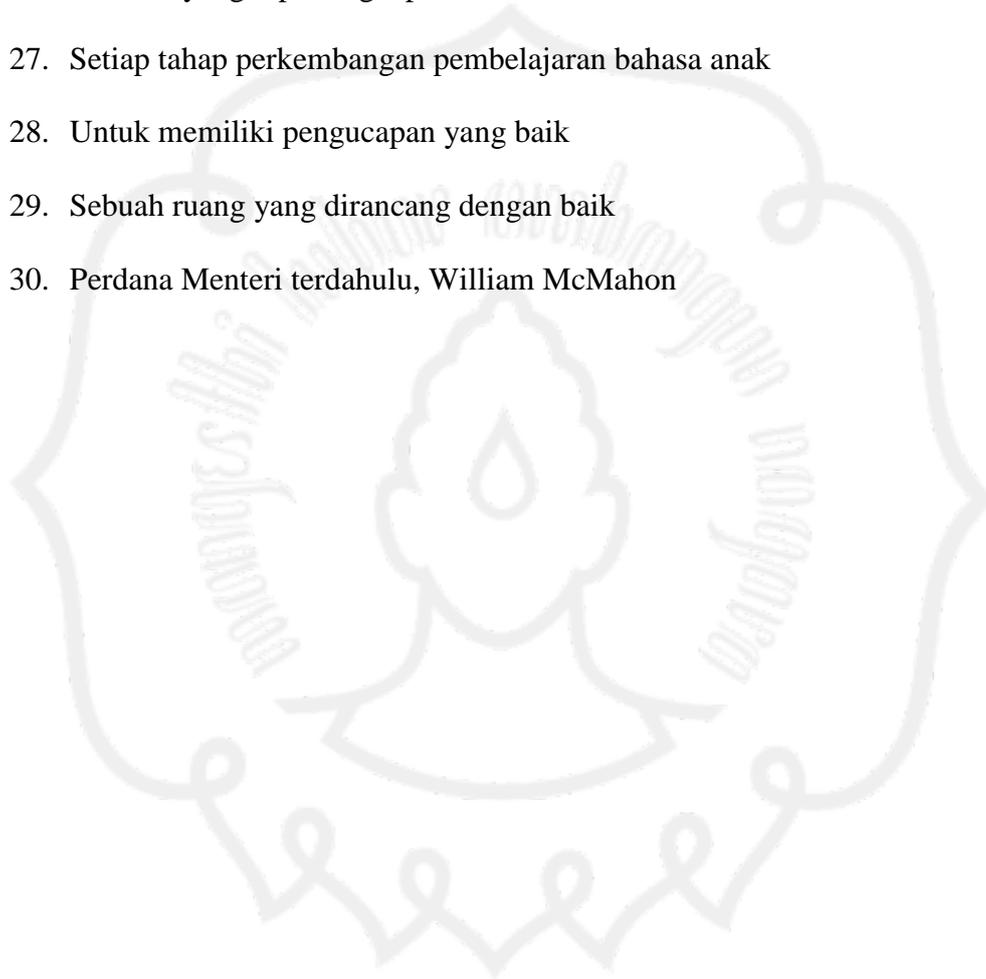
30. The former prime minister, Sir William McMahon

Appendix 03

The Key Answer

1. Skotlandia Utara
2. Dua surat yang pertama
3. Dua kucing yang saling berkelahi
4. Pendakian gunung di musim hujan
5. Seorang lelaki yang memakai pakaian abu-abu tua
6. Memphis yang dulu digunakan menjadi ibukota Mesir
7. Jembatan Westminster
8. Pengeboran gas alam dan minyak
9. Dua lusin telur yang ada di atas meja
10. Memahami perilaku orang asing
11. Suatu masalah yang sangat rumit
12. Dr Brown yang tinggal disebelah
13. Bandara Kennedy
14. Anak laki-laki disamping jendela
15. Setiap buku yang ditulis untuk memperdayakan pembaca
16. Kekuasaannya yang kuat terhadap Negara itu selama bertahun-tahun
17. Sebuah artikel panjang yang ditulis tangan
18. Seni dan teknologi universitas Cambridge
19. Stasiun Paddington
20. Mobil yang diparkir di bawah pohon
21. Semua murid yang sudah kembali dari liburan mereka

22. Untuk menghindari kecelakaan mobil di jalan raya
23. Suatu pengujian yang sempurna pada pesawat bermesin ganda
24. Kalung yang Elvis sudah berikan padanya
25. Universitas California
26. Pesawat yang diperlengkapi secara khusus
27. Setiap tahap perkembangan pembelajaran bahasa anak
28. Untuk memiliki pengucapan yang baik
29. Sebuah ruang yang dirancang dengan baik
30. Perdana Menteri terdahulu, William McMahon



Appendix 04

Table 1: The Number of Errors Based on the Type of Errors

No.	Type of Errors	Number of Errors
1.	Omission	175
2.	Addition	9
3.	Misformation	144
4.	Misordering	27
Total		355

Appendix 05

Table 2: The Percentage of Each Type of Errors

No.	Types of Errors	e	Percentage (%)
1.	Omission	175	49.30
2.	Addition	9	2.53
3.	Misformation	144	40.56
4.	Misordering	27	7.61
Total		355	100

Appendix 06

Table 3: The Distribution of Omission Errors

No.	Type of Errors	e
1.	Omission of article	87
2.	Omission of preposition	9
3.	Omission of possessive pronoun	27
4.	Omission of word	52
Total		175

Appendix 07

Table 4: The Percentage of Omission Errors

No.	Type of Errors	e	Percentage (%)
1.	Omission of article	87	24.51
2.	Omission of preposition	9	2.53
3.	Omission of possessive pronoun	27	7.61
4.	Omission of word	52	14.65
Total		175	49.30

Appendix 08

Table 5: The Rank of Omission Errors

No.	Type of Errors	e	Percentage (%)
1.	Omission of article	87	24.51
2.	Omission of word	52	14.65
3.	Omission of possessive pronoun	27	7.61
4.	Omission of preposition	9	2.53
Total		175	49.30

Appendix 09

Table 6: The Distribution of Addition Errors

No.	Type of Errors	E
1.	Addition of preposition	1
2.	Addition of possessive pronoun	3
3.	Addition of word	5
Total		9

Appendix 10

Table 7: The Percentage of Addition Error

No.	Type of Errors	e	Percentage (%)
1.	Addition of preposition	1	0.28
2.	Addition of possessive pronoun	3	0.84
3.	Addition of word	5	1.41
Total		9	2.53

Appendix 11

Table 8: The Rank of Addition Errors

No.	Type of Errors	E	Percentage (%)
1.	Addition of word	5	1.41
2.	Addition of possessive pronoun	3	0.84
3.	Addition of preposition	1	0.28
Total		9	2.53

Appendix 12

Table 9: The Distribution of Misformation Errors

No.	Type of Errors	E
1.	Misformation of form-based translation	12
2.	Misformation of meaning-based translation	39
3.	Misformation of unduly free translation	93
Total		144

Appendix 13

Table 10: The Percentage of Misformation Errors

No.	Type of Errors	e	Percentage (%)
1.	Misformation of form-based translation	12	3.38
2.	Misformation of meaning-based translation	39	10.985
3.	Misformation of unduly free translation	93	26.195
Total		144	40.56

Appendix 14

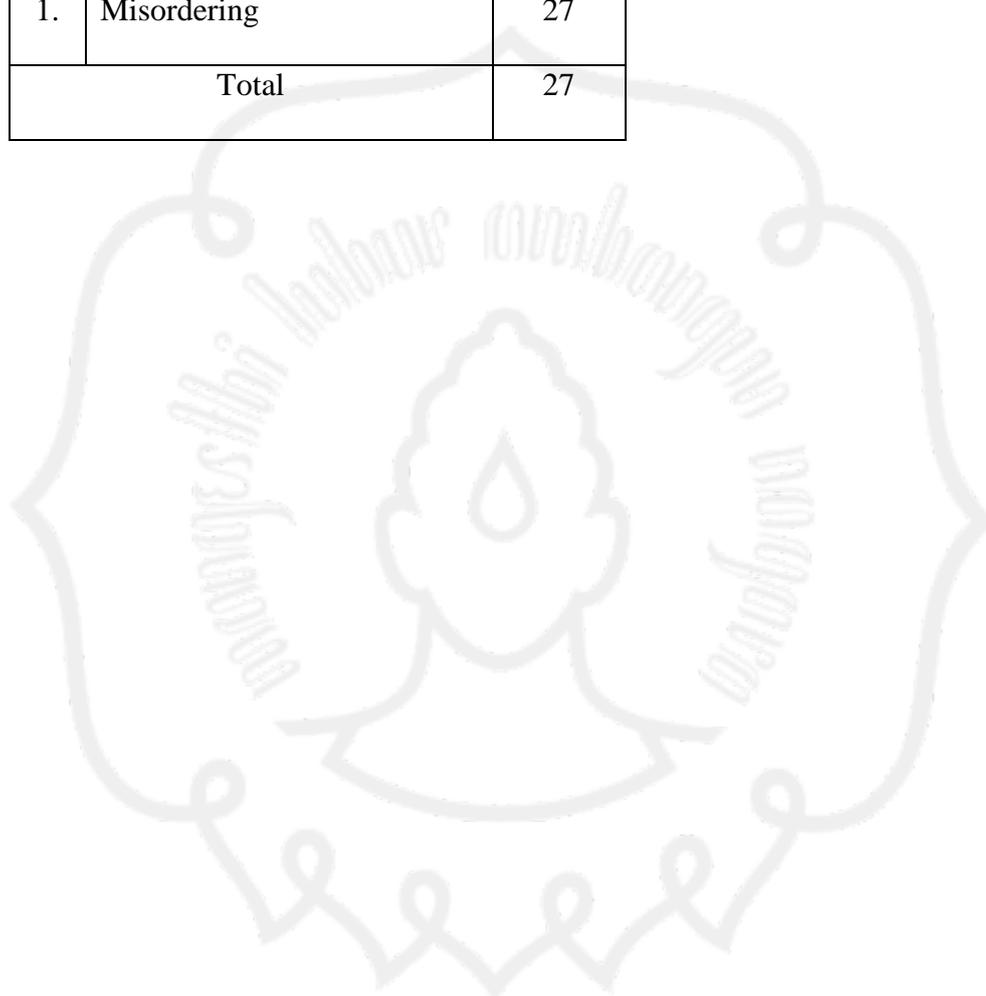
Table 11: The Rank of Misformation Errors

No.	Type of Errors	e	Percentage (%)
1.	Misformation of unduly free translation	93	26.195
2.	Misformation of meaning-based translation	39	10.985
3.	Misformation of form-based translation	12	3.38
Total		144	40.56

Appendix 15

Table 12: The Distribution of Misordering Errors

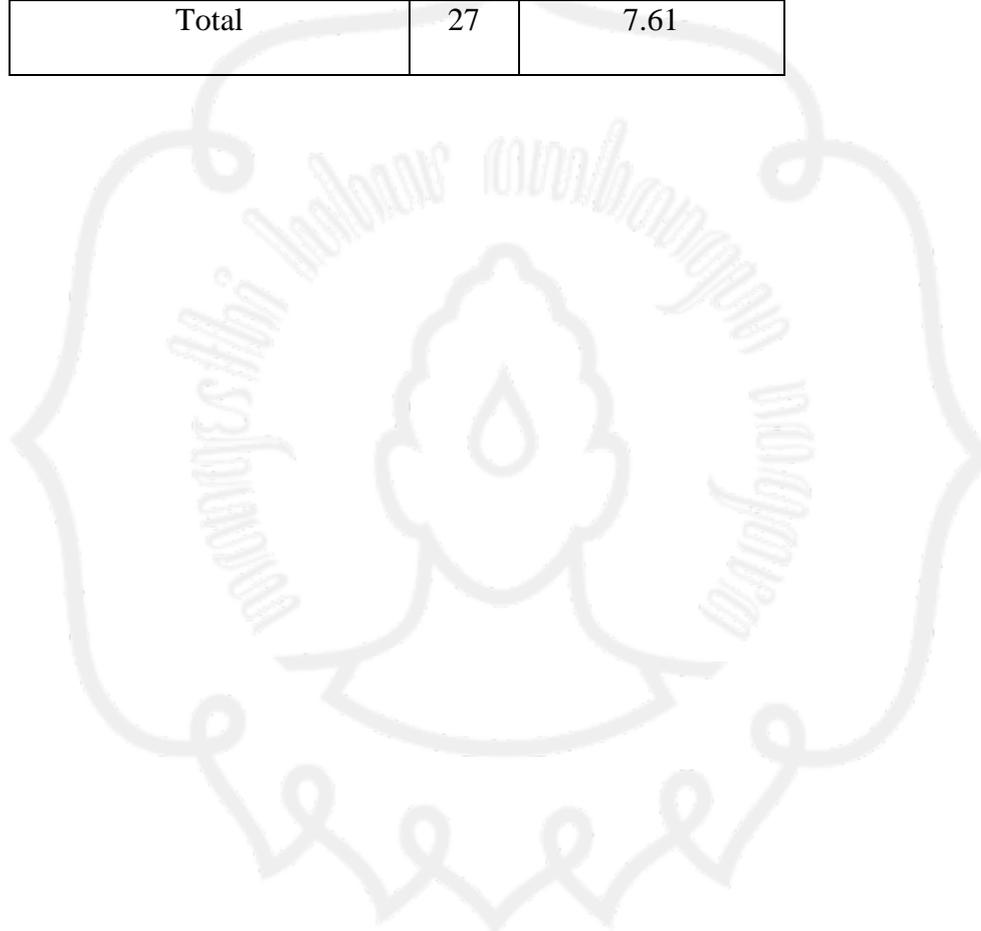
No.	Type of Errors	E
1.	Misordering	27
	Total	27



Appendix 16

Table 13: The Percentage of Misordering Errors

No.	Type of Errors	e	Percentage (%)
1.	Misordering	27	7.61
	Total	27	7.61



Appendix 17

Table 14: The Frequency of Errors Based on the Types of English Noun Phrases

No.	Types of English Noun Phrases	Number of Error	Percentage (%)
1.	Common noun phrases	0	0
2.	Noun phrases introduced by determiners and genitives	40	12.01
3.	Noun phrases introduced by quantity words	54	16.22
4.	Bare noun phrases	78	23.42
5.	Noun phrases introduced by 'a' or 'an'	98	29.43
6.	A special possibility for proper noun	63	18.92
Total		333	100

Appendix 18

Table 15: The Rank of Errors Based on the Types of English Noun Phrases

No.	Types of English Noun Phrases	Number of Error	Percentage (%)
1.	Noun phrases introduced by 'a' or 'an'	98	29.43
2.	Bare noun phrases	78	23.42
3.	A special possibility for proper noun	63	18.92
4.	Noun phrases introduced by quantity words	54	16.22
5.	Noun phrases introduced by determiners and genitives	40	12.01
6.	Common noun phrases	0	0
Total		333	100

Appendix 19

The Sample of Students' Worksheet

B

NIM: K2207006

Translate English Noun Phrases Below into Good Indonesian!

1. North Scotland
Skotlandia Utara
2. The first two letters
Dua Surat yang pertama
3. Two cats fighting against each other
Dua kucing saling berkelahi
4. Mountain climbing in the rainy season
Mendaki gunung di musim hujan
5. A man dressed in an old grey overcoat
Pria dengan jaket hujan berwarna abu-abu tua
6. The Memphis which used to be the capital of Egypt
Memphis dijadikan ibu kota Mesir
7. Westminster Bridge
Jembatan Westminster
8. The drilling of natural gas and oil
Pengeboran gas dan minyak bumi
9. Two dozens of eggs on the table
Dua lusin telur di atas meja
10. Understanding the behavior of foreigners
Memahami kepribadian orang luar negeri

11. An extremely complicated problem
Masalah yang sangat rumit
12. Dr Brown who lives next door
Dr Brown yang tinggal di sebelah
13. Kennedy Airport
Bandara Kennedy
14. The boy next to the window
Anak laki-laki dekat jendela
15. Every book which is written to deceive the reader
Setiap buku yang ditulis untuk pembaca
16. His strong rule over the country for many years
Peraturannya yang kuat mengatur / menguasai Negara selama bertahun-tahun
17. A long hand-written article
Artikel tulisan tangan yang panjang
18. The Cambridge College of Art and Technology
Fakultas Seni dan Teknologi Universitas Cambridge
19. Paddington Station
Stasiun Paddington
20. The car parked under the tree
Mobil yang diparkir di bawah pohon
21. All the students who had returned from their vacation
Semua murid yang telah kembali dari liburannya
22. The collision between a motorcycle and a car
Kecelakaan antara sepeda motor dan mobil

23. A perfect testing on the twin-machine aeroplane
Percobaan yang sempurna pada mesin pesawat terbang
24. The necklace which Elvis had given her
Kalung yang sudah diberikan Elvis padanya
25. California State University
Universitas California
26. The specially equipped plane
Peralatan pesawat yang special
27. Each developmental stage of a child's language learning
Setiap tahap perkembangan pembelajaran bahasa anak
28. His wife's dependence on him
Ketergantungan istri terhadapnya
29. A well-designed room
Ruangan dengan desain / rancangan yang bagus
30. The former prime minister, Sir William McMahon
Perdana menteri pertama, Pak William McMahon

E

NIM: K2207011

Translate English Noun Phrases Below into Good Indonesian!

1. North Scotland
Skotlandia Utara
2. The first two letters
Dua huruf pertama
3. Two cats fighting against each other
Dua kucing saling bertarung
4. Mountain climbing in the rainy season
Pendakian gunung pada musim hujan
5. A man dressed in an old grey overcoat
Lelaki yang mengenakan jas hujan berwarna abu-abu kuno
6. The Memphis which used to be the capital of Egypt
Memphis yang dulu menjadi ibu kota Mesir
7. Westminster Bridge
Jembatan Westminster
8. The drilling of natural gas and oil
Pengeboran gas alam dan minyak bumi
9. Two dozens of eggs on the table
Dua lusin telur di atas meja
10. Understanding the behavior of foreigners
Memahami tingkah laku orang asing

11. An extremely complicated problem
Masalah yang sangat rumit
12. Dr Brown who lives next door
Dr Brown yang tinggal di kamar / rumah sebelah
13. Kennedy Airport
Bandara Kennedy
14. The boy next to the window
Anak laki-laki yang dekat dengan jendela
15. Every book which is written to deceive the reader
Setiap buku yang ditulis untuk pembaca
16. His strong rule over the country for many years
Kekuatannya di atas Negara untuk beberapa tahun
17. A long hand-written article
Sebuah artikel panjang yang ditulis tangan
18. The Cambridge College of Art and Technology
Kampus Seni dan Teknologi Cambridge
19. Paddington Station
Stasiun Paddington
20. The car parked under the tree
Mobil diparkir di bawah pohon
21. All the students who had returned from their vacation
Semua murid yang telah kembali dari libur panjang mereka
22. The collision between a motorcycle and a car
Gabungan antara motor dan mobil

23. A perfect testing on the twin-machine aeroplane
Sebuah tes sempurna pada mesin kembar pesawat
24. The necklace which Elvis had given her
Kalung yang Elvis berikan untuknya
25. California State University
Universitas Negeri California
26. The specially equipped plane
Pesawat dengan peralatan special / khusus
27. Each developmental stage of a child's language learning
Setiap tahap perkembangan pembelajaran bahasa anak
28. His wife's dependence on him
Istrinya tergantung padanya
29. A well-designed room
Ruang yang bagus desainnya
30. The former prime minister, Sir William McMahon
Mantan perdana menteri, Sir William McMahon

L

NIM: K2207022

Translate English Noun Phrases Below into Good Indonesian!

1. North Scotland
Skotlandia Utara
2. The first two letters
Dua huruf pertama
3. Two cats fighting against each other
Dua kucing saling bertengkar
4. Mountain climbing in the rainy season
Mendaki gunung di musim hujan
5. A man dressed in an old grey overcoat
Seorang laki-laki yang memakai jas abu-abu tua
6. The Memphis which used to be the capital of Egypt
Memphis yang dulunya adalah ibu kota Mesir
7. Westminster Bridge
Jembatan Westminster
8. The drilling of natural gas and oil
Pengeboran gas dan minyak
9. Two dozens of eggs on the table
Dua lusin telur di atas meja
10. Understanding the behavior of foreigners
Memahami kebiasaan / perilaku orang asing

11. An extremely complicated problem
Sebuah masalah yang sangat rumit
12. Dr Brown who lives next door
Dr Brown yang tinggal di rumah sebelah (tetangga)
13. Kennedy Airport
Bandara Kennedy
14. The boy next to the window
Anak laki-laki yang ada di balik jendela
15. Every book which is written to deceive the reader
Setiap buku yang ditulis untuk menarik pembaca
16. His strong rule over the country for many years
Peraturan kuat di sebuah negara selama beberapa tahun
17. A long hand-written article
Artikel panjang yang ditulis tangan
18. The Cambridge College of Art and Technology
Fakultas Seni dan Teknologi Universitas Cambridge
19. Paddington Station
Stasiun Paddington
20. The car parked under the tree
Mobil yang diparkir di bawah pohon
21. All the students who had returned from their vacation
Semua murid yang telah kembali dari liburannya / perjalanan
22. The collision between a motorcycle and a car
Gabungan antara motor dan mobil

23. A perfect testing on the twin-machine aeroplane
Uji kelayakan pada mesin kembar di pesawat
24. The necklace which Elvis had given her
Kalung yang telah Elvis berikan kepadanya
25. California State University
Universitas Negeri California
26. The specially equipped plane
Pesawat yang dipersenjatai
27. Each developmental stage of a child's language learning
Setiap tahap perkembangan pembelajaran bahasa anak
28. His wife's dependence on him
Ketergantungan istri padanya
29. A well-designed room
Sebuah desain ruangan yang sangat bagus
30. The former prime minister, Sir William McMahon
Perdana menteri, Sir William McMahon

Q

NIM: K2207030

Translate English Noun Phrases Below into Good Indonesian!

1. North Scotland

Skotlandia Utara

2. The first two letters

Dua surat pertama

3. Two cats fighting against each other

Dua kucing yang saling bertengkar

4. Mountain climbing in the rainy season

Mendaki gunung di musim hujan

5. A man dressed in an old grey overcoat

Lelaki yang mengenakan jas hujan berwarna abu-abu tua

6. The Memphis which used to be the capital of Egypt

Memphis yang digunakan sebagai ibu kota Mesir

7. Westminster Bridge

Jembatan Westminster

8. The drilling of natural gas and oil

Pengolahan gas dan minyak alami

9. Two dozens of eggs on the table

Dua lusin telur di atas meja

10. Understanding the behavior of foreigners

Pemahaman tingkah laku orang asing

11. An extremely complicated problem
Masalah yang sangat rumit
12. Dr Brown who lives next door
Dr Brown yang tinggal di sebelahku
13. Kennedy Airport
Bandara Kennedy
14. The boy next to the window
Lelaki di samping jendela
15. Every book which is written to deceive the reader
Setiap buku yang ditulis untuk pembaca
16. His strong rule over the country for many years
Peraturannya yang kuat terhadap negara selama bertahun-tahun
17. A long hand-written article
Artikel yang sangat panjang
18. The Cambridge College of Art and Technology
Universitas Seni dan Teknologi Cambridge
19. Paddington Station
Stasiun Paddington
20. The car parked under the tree
Mobil diparkir di bawah pohon
21. All the students who had returned from their vacation
Semua siswa yang telah pulang dari wisata

22. The collision between a motorcycle and a car
Gabungan antara motor dan mobil
23. A perfect testing on the twin-machine aeroplane
Sebuah pengujian yang sempurna pada mesin pesawat
24. The necklace which Elvis had given her
Kalung yang diberikan Elvis padanya
25. California State University
Universitas Negeri California
26. The specially equipped plane
Peralatan special pesawat terbang
27. Each developmental stage of a child's language learning
Setiap tahap perkembangan pada proses pembelajaran bahasa pada anak
28. His wife's dependence on him
Ketergantungan istrinya padanya
29. A well-designed room
Sebuah kamar yang didesain baik
30. The former prime minister, Sir William McMahon
Mantan perdana menteri, Sir William McMahon

R

NIM: K2207031

Translate English Noun Phrases Below into Good Indonesian!

1. North Scotland

Skotlandia Utara

2. The first two letters

Dua surat pertama

3. Two cats fighting against each other

Dua kucing bertengkar satu sama lain

4. Mountain climbing in the rainy season

Pendakian gunung di musim hujan

5. A man dressed in an old grey overcoat

Seorang laki-laki memakai mantol butut abu-abu

6. The Memphis which used to be the capital of Egypt

Memphis yang merupakan ibu kota Mesir

7. Westminster Bridge

Jembatan Westminster

8. The drilling of natural gas and oil

Pengeboran gas alam dan minyak bumi

9. Two dozens of eggs on the table

Dua lusin telur di atas meja

10. Understanding the behavior of foreigners

Pemahaman tingkah laku orang asing

11. An extremely complicated problem
Sebuah masalah yang sangat rumit
12. Dr Brown who lives next door
Dr Brown yang tinggal di sebelah
13. Kennedy Airport
Bandara Kennedy
14. The boy next to the window
Laki-laki yang berada di dekat jendela
15. Every book which is written to deceive the reader
Setiap buku yang ditulis untuk menipu pembaca
16. His strong rule over the country for many years
Peraturan kerasnya melebihi negara untuk beberapa tahun
17. A long hand-written article
Sebuah artikel yang panjang
18. The Cambridge College of Art and Technology
Kesenian dan Teknologi dari Universitas Cambridge
19. Paddington Station
Stasiun Paddington
20. The car parked under the tree
Mobil yang diparkir di bawah pohon
21. All the students who had returned from their vacation
Semua murid yang telah pulang dari liburan

22. The collision between a motorcycle and a car
Kolisi antara sebuah motor dan sebuah mobil
23. A perfect testing on the twin-machine aeroplane
Sebuah tes yang sempurna di mesin kembar pesawat
24. The necklace which Elvis had given her
Kalung yang diberikan Elvis untuknya
25. California State University
Universitas Negeri California
26. The specially equipped plane
Perlengkapan khusus pesawat
27. Each developmental stage of a child's language learning
Setiap tahap perkembangan pada pembelajaran bahasa anak
28. His wife's dependence on him
Istrinya bergantung padanya
29. A well-designed room
Sebuah ruangan yang berdisain bagus
30. The former prime minister, Sir William McMahon
Perdana menteri, Sir William McMahon

T

NIM: K2207035

Translate English Noun Phrases Below into Good Indonesian!

1. North Scotland

Skotlandia Utara

2. The first two letters

Dua surat pertama

3. Two cats fighting against each other

Dua kucing saling menyerang

4. Mountain climbing in the rainy season

Pendakian gunung pada musim penghujan

5. A man dressed in an old grey overcoat

Laki-laki memakai jas abu-abu yang lusuh

6. The Memphis which used to be the capital of Egypt

Memphis yang menjadi ibu kota Mesir

7. Westminster Bridge

Jembatan Westminster

8. The drilling of natural gas and oil

Pengeboran gas alam dan minyak

9. Two dozens of eggs on the table

Dua dusin telur di atas meja

10. Understanding the behavior of foreigners

Pemahaman terhadap kebiasaan orang asing

11. An extremely complicated problem
Masalah yang sangat rumit
12. Dr Brown who lives next door
Dr Brown yang tinggal di sebelah
13. Kennedy Airport
Bandara Kennedy
14. The boy next to the window
Anak laki-laki di depan jendela
15. Every book which is written to deceive the reader
Setiap buku yang ditulis untuk menipu pembacanya
16. His strong rule over the country for many years
Peraturannya yang kuat untuk negara itu selama bertahun-tahun
17. A long hand-written article
Artikel panjang yang ditulis tangan
18. The Cambridge College of Art and Technology
Akademi seni dan Teknologi Cambridge
19. Paddington Station
Stasiun Paddington
20. The car parked under the tree
Mobil yang diparkir di bawah pohon
21. All the students who had returned from their vacation
Semua murid yang telah pulang dari liburannya

22. The collision between a motorcycle and a car
Kecelakaan antara motor dan mobil
23. A perfect testing on the twin-machine aeroplane
Tes yang sempurna pada mesin kembar pesawat terbang
24. The necklace which Elvis had given her
Kalung yang diberi oleh Elvis
25. California State University
Universitas Negeri California
26. The specially equipped plane
Perlengkapan khusus pesawat
27. Each developmental stage of a child's language learning
Setiap tahap pembangunan pembelajaran bahasa anak
28. His wife's dependence on him
Ketergantungan istrinya pada dirinya
29. A well-designed room
Ruangan yang bagus tatanannya
30. The former prime minister, Sir William McMahan
Perdana menteri terbentuk, Sir William McMahan

AC

NIM: K22070

Translate English Noun Phrases Below into Good Indonesian!

1. North Scotland

Skotlandia Utara

2. The first two letters

Dua surat pertama

3. Two cats fighting against each other

Dua kucing saling bertengkar

4. Mountain climbing in the rainy season

Pendakian gunung di musim hujan

5. A man dressed in an old grey overcoat

Pria berjas abu-abu tua

6. The Memphis which used to be the capital of Egypt

Kota Memphis yang digunakan sebagai ibu kota Mesir

7. Westminster Bridge

Jembatan Westminster

8. The drilling of natural gas and oil

Tambang minyak dan gas bumi

9. Two dozens of eggs on the table

Dua lusin telur di atas meja

10. Understanding the behavior of foreigners

Pemahaman perilaku orang asing

11. An extremely complicated problem
Masalah yang sangat rumit
12. Dr Brown who lives next door
Dr Brown yang tinggal di sebelah rumahku
13. Kennedy Airport
Bandara Kennedy
14. The boy next to the window
Anak lelaki yang berada di sebelah jendela
15. Every book which is written to deceive the reader
Setiap buku yang ditulis untuk menipu pembacanya
16. His strong rule over the country for many years
Peraturan ketatnya mengikat negara selama bertahun-tahun
17. A long hand-written article
Artikel panjang yang ditulis tangan
18. The Cambridge College of Art and Technology
Perguruan Tinggi Seni dan Teknologi Cambridge
19. Paddington Station
Stasiun Paddington
20. The car parked under the tree
Mobil yang parkir di bawah pohon
21. All the students who had returned from their vacation
Semua siswa yang telah kembali dari liburan

22. The collision between a motorcycle and a car
Tabrakan antara motor dan mobil
23. A perfect testing on the twin-machine aeroplane
Uji kelayakan pada mesin pesawat kembar
24. The necklace which Elvis had given her
Kalung yang telah diberikan Elvis padanya
25. California State University
Universitas Negeri California
26. The specially equipped plane
Pesawat berperangkat khusus
27. Each developmental stage of a child's language learning
Setiap tingkat perkembangan pembelajaran bahasa anak
28. His wife's dependence on him
Ketergantungan si istri pada dirinya
29. A well-designed room
Sebuah ruang yang berdesain baik
30. The former prime minister, Sir William McMahon
Sir William McMahon, Pencetus perdana menteri