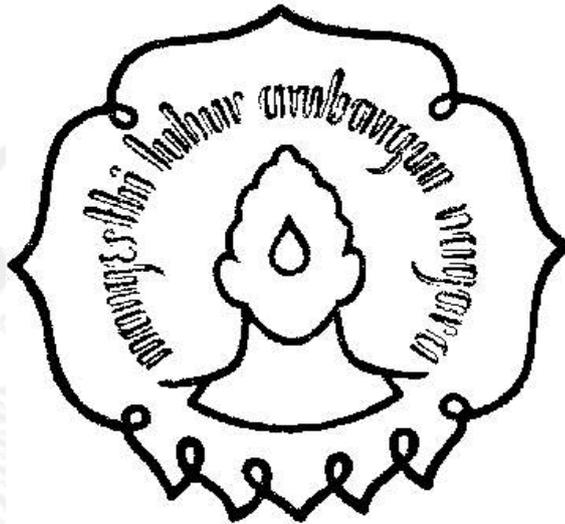


**AN ANALYSIS OF TRANSLATION VARIATIONS OF COMPOUND
NOUNS AND DERIVATIONAL ADJECTIVES IN “ENGLISH FOR
COOKING” WRITTEN BY LYNNE VISUTSKIE AND ELS BELANGER**



THESIS

**Submitted as a Partial Fulfillment of the Requirements for
Sarjana Sastra Degree of English Department**

By:

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**ENGLISH DEPARTEMENT
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA**

2007

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Stated wholeheartedly that the thesis entitled An Analysis of Translation Variations of Compound Nouns and Derivational Adjectives in “English For Cooking” Written by Lynne Visutskie and Els Belanger is originally made by the researcher. It is not plagiarism nor made by others. The things related to other people’s works are written in quotation and included within the bibliography.

If it is proved that this pronouncement is incorrect, the researcher is ready to take responsibility by withdrawing the academic title.

Surakarta, 24 April 2007

The Researcher

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*When you drop every problem, except the simplest one, out of your life then
you will lose the only chance to understand the most real you.*

(Under The Net, Iris Murdoch)

*While experiencing happiness we have difficulty in being conscious of it.
Only when the happiness is past and we look back on it do we suddenly
realize –sometimes with astonishment – how happy we had been.*

(Zorba The Greek)

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there for you as you are always there for me too.

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The researcher,

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ABSTRACT

Metta Dian Setyaningsih. C 1302030. 2007. *An Analysis of Translation Variations of Compound Nouns and Derivational Adjectives in “English For Cooking” Written by Lynne Visutskie and Els Belanger.*

The purposes of this research are to identify kinds of translation variations of compound nouns and derivational adjectives in the bilingual course book *English For Cooking* and their accuracy of the meaning of the compound nouns and derivational adjectives. It has significance especially for the students of English Department that is to have more understanding on the structure of English compound nouns and derivational adjectives.

The research belongs to the descriptive qualitative research. The data of this research are divided into two i.e. primary and secondary. The primary data are the compound nouns and the derivational adjectives in the Source Text (ST) and their translations. There are 42 compound nouns and 22 derivational adjectives taken by applying the purposive sampling technique method. The secondary data are the responds of the respondents commenting on the accuracy of the translation.

The results of the research indicate that the compound nouns in the ST are translated into various ways in the TT i.e. into the simple nouns (23.80%), into the compound nouns (50%), into the noun phrase (19%), into the verbal clause (2.40%) and into the un-translated compound nouns (4.80%). Meanwhile, the derivational adjectives are translated into more various ways in the TT i.e. into simple adjectives (18.20%), into derivational adjectives (22.70%), into noun phrases (4.50%), into nouns (4.50%), into prepositional phrase (4.50%), into verbs (13.60%), into verbal phrase (4.50%), into adjectival phrases (9.40%), into noun clause (4.50%), into un-translated derivational adjectives (13.60%). The translation of the compound nouns is considered accurate since the mean score given by the respondents is 1.77 (on the score 1-4; 1 being very accurate, 2 being accurate, 3 being inaccurate, and 4 being very inaccurate). The translation of the derivational adjective is also considered accurate under the same accuracy rating, of which the mean score is 1.74. It indicates that both translations convey all the meanings of the compound nouns and the derivational adjectives transferred into the TT.

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CHAPTER I

INTRODUCTION

A. Research Background

Language is a means of communication. People convey their ideas and emotions through language. As people have higher mobility each day, they visit places other than ones belong to. The people will meet different cultures and languages in different places, therefore to make them easier to communicate to each other they need a translation, either in oral and written.

In the Indonesian context, translation is generally needed for science and technology advancement as well as entertainment. It is not easy to translate a source language (SL) into target language (TL). As Meetham and Hudson states that to translate means to replace the presentation of a text in one language by a representation of an equivalent text in the second language (1969: 713).

To have a good translation, Larson (1991) defines three requirements of a translator. They are: a translator must (1) use proper form of TL (natural); (2) use as much as possible the same meaning that can be understood by both TL and SL (communicative); (3) stick to current text of SL (accurate). It means a translation excites the TL readers the same as the SL readers.

Nowadays, there are many English books that are translated into Indonesian. One of the book types is an English cooking course book usually written bilingually (both English and Indonesian is within). This type of book is very helpful for students who learn both languages, especially when they need to

express certain expressions in a certain condition. Each language has a certain distinctive characteristics which give it special character and so do English and Indonesian. Furthermore, a translator, in translating a text, has to make some variations to achieve the closest meaning in both languages (SL and TL), for example:

1. a. SL : Beef, carrots, cabbage, *green beans*, eggplant, garlic, coconut milk, onion, and then some spices.
TL : Daging sapi, wortel, kol, *buncis*, terong, bawang putih, santan, bawang, dan beberapa bumbu.
- b. SL : Could this meal be served as a *buffet-dinner* as well as a sit-down dinner?
TL : Dapatkah makanan ini dihidangkan sebagai *makan malam secara buffet* atau juga sebagai makan malam secara duduk?
2. a. SL : There are many ways to cook rice in Indonesia, I'm going to show you the *traditional* way using steamer.
TL : Di Indonesia ada berbagai cara untuk memasak beras. Sekarang akan saya perlihatkan bagaimana memasaknya di dalam dandang.
- b. SL : I've made a *typical* Indonesians vegetable stew, sayur lodeh, for dinner.
TL : Saya telah membuat masakan sayur *khas* Indonesia, sayur lodeh, untuk makan malam. (Visutskie and Belanger, 1996)

The four examples above show us some variations in noun and adjective translation from English to Indonesian. For example, in 1a the English compound

noun *green beans* is translated into *buncis* which is a noun too in Indonesian language. In 1b, another compound noun *buffet-dinner* is translated into *makan malam secara buffet*, which becomes a phrase in Indonesian. Next, 2a the word *traditional* which is a derivational adjective is not translated into any kind of words in Indonesian language. Finally, in 2b the adjective *typical* is translated into *khas*, which is also an adjective in Indonesian system. These variations of translation are interesting to analyse.

On the other hand, there is also an inaccurate translation as mentioned in the example above. The word *buffet-dinner* should be translated into *prasmanan* not *makan malam secara buffet*. The reason is because Indonesian people have more appropriate meaning of *buffet-dinner* that is *prasmanan* than *makan malam secara buffet*. There is another inaccuracy in translation that the word *traditional* is not translated at all in the TT.

Based on the facts revealed above, in this research, the researcher will analyse the compound noun and derivational adjective translation variations in the bilingual course book “English For Cooking” which is written by Lynne Visutskie and Els Belanger, who both are British and Indonesian. Therefore, the title of the research is “AN ANALYSIS OF TRANSLATION VARIATIONS OF COMPOUND NOUNS AND DERIVATIONAL ADJECTIVES IN “ENGLISH FOR COOKING” WRITTEN BY LYNNE VISUTSKIE AND ELS BELANGER”

B. Problem Limitations

The researcher will limit the problems by only analyzing the translation variations of compound nouns and derivational adjectives which occur in the dialogue section. It is because there are more sentences containing compound nouns and derivational adjectives can be found in the section.

C. Problem Statements

In this research, the researcher formulates the problems as follows:

1. What kinds of translation variations of compound nouns can be found in the course book “English For Cooking”?
2. What kinds of translation variations of derivational adjectives can be found in the course book “English For Cooking”?
3. How accurate are the translation variations of compound nouns and derivational adjectives as they are used in the sentences in the course book “English For Cooking”?

D. Research Objectives

From the problem statements above the researcher is intends:

1. To identify kinds of translation variations of compound nouns in the course book “English For Cooking”.
2. To explore kinds of translation variations of derivational adjectives in the course book “English For Cooking”.

3. To reveal the accuracy of the translation variations of compound nouns and derivational adjectives as they are used in the sentences in the course book “English For Cooking”.

E. Research Benefits

This research is expected to give benefits to:

1. The writer as well as the translator.

To give them some inputs on the grammatical aspects, especially in the translation variations of the compound nouns and derivational adjectives and its accuracy.

2. Students of English Department.

To realize that the translation variations which occur in translation process are due to the language system differences. Each language has its own system; therefore the students are hoped to have more understanding on the system of both source language and target language, especially on compound nouns and derivational adjectives structure.

3. Other researchers.

To give them an alternative reference about a research on English compound nouns and derivational adjectives. Moreover, in the future, they can conduct a deeper research on the same subjects or on the other parts of speech as well as higher level like involving phrases, clauses or sentences.

F. Research Methodology

This research is a descriptive research. It uses descriptive qualitative method. This research is conducted by collecting, classifying and analyzing data. The primary data of this research are all compound nouns and derivational adjectives in the translation of the course book “English For Cooking”. The secondary data are the results of the filled-in questionnaires about accuracy which are spread to raters.

G. Population and Sample

The researcher employs Purposive Sampling Technique to get the samples. The researcher only focuses on all of sentences which contain the compound nouns and derivational adjectives in the translation of the course book “English For Cooking”.

H. Thesis Organization

This thesis is divided into five chapters and each chapter is subdivided further. It can be arranged as follows:

Chapter I : Introduction consists of Research Background, Problem Limitations, Problem Statements, Research Objectives, Research Benefits, Research Methodology, Population and Samples, and Thesis Organization.

Chapter II : Literature review of related sources consists of Definition of Translation, Process of Translation, Principles of Translation,

Accuracy, Assessment of Accuracy, Rank Shift in Translation, Definition of Noun, Characteristics of Noun, Types of Noun, Differences Between Compounds and Phrases, Definition of Adjective, Characteristics of Adjective, Types of Adjective, Indonesian Parts of Speech, Indonesian Phrases, Indonesian Clauses, Review on Other Related Study.

Chapter III : Research Methodology consists of Research Method, Data and Source of Data, Population and Sample, Research Procedure, Technique of Analyzing Data.

Chapter IV : Data Analysis consists of Introduction and Data analysis.

Chapter V : Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

Translation

1. Definition of Translation

There are some definitions of translation stated by some experts. Nida defines translation as “translating consists of reproducing in the receptor language (TL) the closest natural equivalent of the SL, first in terms of meaning and secondly in terms of style” (1975:33). The definition clearly states that the important one is finding the closest equivalence. Kridalaksana asserts a similar idea as follows:

“menerjemahkan dapat didefinisikan sebagai memindahkan suatu amanat dari bahasa sumber ke dalam bahasa sasaran dengan pertama-tama mengungkapkan maknanya dan kedua mengungkapkan gaya bahasanya.” (1985:77)

While Bell states that translation is the expression in another language (or target language) of what has been expressed in another (or source language) preserving semantic and stylistic equivalences (1997:5). Those linguists above have the similar explanation that translation preserves the equivalence of both the meaning and the style of the SL.

Besides, Bassnett asserts a definition of translation as follows:

What is generally understood as translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted. (1980:2).

ANALYSIS**RESTRUCTURING****TRANSFER****Diagram 2.1**

According to Nida, in the analysis part, a translator must analyze the grammatical relationship between constituent parts, the referential meanings of semantic units and the connotative values of the grammatical structures and semantic unit. (1975: 80). In this phase, the translator should understand the meaning of the text appropriate with the context clearly. It will make the translator easier to decide the right word in translating. Hence, a translator must have knowledge of both source and target languages; including their linguistic and socio-cultural aspects.

While in the process of transferring, the translator starts to transfer the analyzed meaning in source language into the target language. In this stage, a translator needs to render the meaning of all words, phrases, clauses and sentences in the SL into the TL.

Finally, the translator will check the transferred meaning to make some corrections or revisions to make the target text more natural. This will assist the target reader easier to understand the message.

3. Principles of Translation

The principles of translation deal with the requirements of a good or an ideal translation. A good translation is simply one that conveys the original message fully and accurately across the linguistic and cultural barrier that separates the writer from the intended reader (<http://www accurapid.com/journal/18theory.htm>).

Larson (1991) mentions some translation principles as follows:

- a. The ideal translation should be accurate. It means the translation should reproduce as exactly as possible the meaning of the source text.
- b. The ideal translation should be natural. It means the translation should apply natural forms of the target text in a way that is appropriate to the kind of text which is being translated.
- c. The ideal translation should be communicative. It means the translation should express all aspects of the meaning in a way that is readily understandable to the intended reader.

From the principals of translation above we can draw a conclusion that an ideal translation is a translation that conveys the meaning from the ST into the TT accurately, naturally and communicatively to the target readers.

To produce a good translation, an ideal translator is needed. Retmono describes that:

The ideal translator should be a person who “knows” both languages equally well, know the cultural background of the peoples speaking both languages, conversant and well-acquainted with different registers and genres used in the source and receptor (target) languages (2003: 106).

Dolet in Bassnett proposes five principles for the translator. Firstly, the translator must fully understand the sense and the meaning of the original author, although he is at liberty to clarify obscurities. The translator may not add any

information on his translation although the ST being translated is unclear for him. Secondly, the translator should have a perfect knowledge of both SL and TL. Thirdly, the translator should avoid word-for-word renderings because there must be differences between the grammar of SL and TL. Next, the translator should use forms of speech in common use in order to produce more natural translation. The last principle is that the translator should choose and order words appropriately to produce the correct tone. (1980: 54)

4. Accuracy

According to Oxford Advanced Learner's Dictionary, accuracy is the state of being correct or exact and without error, especially as a result of careful effort (1995:9). Moreover, Shuttleworth and Cowie add that accuracy is a term in translation evaluation to refer to the extent to which a translation matches its original (1997:3). It means that an accurate translation must be the translation of which meaning is correctly transferred from SL into TL.

Accuracy is one of the factors that determine the quality of a translation. As Barnwell in Suparman states that the quality of translation is determined from three components, namely accuracy, clarity, and naturalness (2003:142). Accuracy means the correctness of the message that is transferred from the SL into TL. For example, "*They always do homework on time.*" is translated into "*Mereka selalu mengerjakan PR tepat waktu*". The word *homework* is delivered accurately into *PR* in Indonesian by using an abbreviation.

Next is clarity that means the idea is to be expressed clearly. For example, “*We ordered a catering service for this party.*” is translated into “*Kami memesan jasa catering untuk pesta ini.*” The word *catering* is better to be rendered into *katering* in Indonesian, than *jasa boga* although these are originally Indonesian words. It is because the word *katering* is more common used among Indonesians.

Finally, naturalness means that translation is effective and has high acceptability. For example, “*...he was caught red-handed*” should be replaced “*...dia tertangkap basah*” not “*tangannya kelihatan berwarna merah.*” The first translation will be more acceptable for the readers than the second translation.

In addition, Mustakim says “*Ketepatan dalam pemilihan kata berkaitan dengan kemampuan memilih kata yang dapat mengungkap gagasan secara tepat dan gagasan itu dapat diterima secara tepat pula oleh pembaca/pendengarnya.*” (1994:42). Choosing the right word is very important because when a translator chooses a wrong word this will cause difficulties for the reader to understand the target text. For example, in Indonesian language there are words *bini* and *istri*. Both have the same meaning, that is a married woman. However, a translator must know that *bini* has a connotation to a more informal conversation context than *istri*. In addition, the word *bini* is usually used in lower social group of society.

This definition shows that choosing the accurate words when a translator is doing a translation process will preserve the meaning in the original text, as accuracy in translation refers to preserving the meaning of the original text. (http://www.geocities.com/bible_translation/glossa.htm#accuracy).

Accuracy, is no doubt an important aim in translation, but it is also important to bear in mind that the use of common target-language patterns which are familiar to the reader plays an important role in keeping the communication channel open. (Baker, 1992:57).

5. Assessment of Accuracy

Nababan states that an evaluation of the accuracy of the translation at the sentential level is intended to find out whether the content of the SL sentences are accurately rendered into the TL sentences (2004:130). Therefore an accuracy rating instrument is needed to evaluate an accuracy of a translation.

In this research, the researcher employs the accuracy rating instruments brought by Nagao, Tsujii and Nakamura. The researcher uses scores in analyzing the accuracy of data i.e. score 1 given to the data which are very accurate, score 2 for the data which are accurate, score 3 for the data which are inaccurate and score 4 for the data which are very inaccurate. The detail definition of each scale is explained as follows:

Table 2.1 : Accuracy Rating Instrument by Nagao, Tsujii and Nakamura

Scale	Definition
1	The content of the source sentence is accurately conveyed into the target sentence. The translated sentence is clear to the evaluator and no rewriting is needed.
2	The content of the source sentence is accurately conveyed into the

	target sentence. The translated sentence can be clearly understood by the evaluator, but some rewriting and some change in word order are needed.
3	The content of the source sentence is not accurately conveyed into the target sentence. There are some problems with the choice of lexical items and with the relationships between phrase, clause and sentence elements.
4	The source sentence is not translated at all into the target sentence, i.e. it is omitted or deleted.

Source: Nagao, Tsujii and Nakamura in Nababan, 2004

6. Rank Shift in Translation

In relation to rank shift in translation, Al-Zoubi and Al-Hasnawi asserts that:

Shifts are all the mandatory actions of the translator (those dictated by the structural discrepancies between the two language systems involved in this process) and the optional ones (those dictated by the his personal and stylistic preferences) to which he resorts consciously for the purpose of natural and communicative rendition of an SL text into another language.

(<http://www accurapid.com/journal/18theory.htm>.)

While, Newmark simply illustrates that shift is a translation procedure involving a change in the grammar from SL to TL (1988:85). In connection with this Catford states that by shifts we mean departures from formal correspondence in the process of going from the SL to the TL (1965:73).

In addition, a shift is a structural adjustment as another important strategy for achieving equivalence. Nida states in Nababan that a structural adjustment has various purposes including: 1) to permit adjustment of the form of the message to the requirements of structure of the receptor language, 2) to produce semantically

equivalent structures, 3) to provide equivalent stylistics appropriateness, and 4) to carry an equivalent communication load (2004: 42-43).

From the explanations above we can conclude that a shift may change the categories, word classes and word orders of the ST. Shift is needed to achieve the equivalence in the TT semantically and stylistically, as well as to carry an equivalent communication load; which is dictated by the differences of the language systems between ST and TT and sometimes dictated by personal and stylistic preferences of translator.

According to Newmark there are four types of shifts:

1. The change from singular to plural or in the position of the adjective. The adjective position in English is usually before a noun. But in Indonesian it is placed after a noun. It is exemplified as the following sentences: a beautiful girl is translated into seorang gadis cantik.
2. The change when an SL grammatical structure does not exist in the TL. For example (Nababan, 2004:43): the cohesion *however* in English is put at beginning or middle sentence, while in Indonesian the cohesive devices such as *meskipun begitu* always occur at the beginning of a sentence.
3. The change where literal translation is grammatically possible but may not accord with the natural usage in the TL. For example: the words *in which* in English are translated into *dalam mana* in Indonesian. This literal translation is accurate in content but does not sound Indonesian.

4. The replacement of a virtual lexical gap by a grammatical structure. For example (in Masruroh, 2006:35): to translate Present Future Continuous Tense sentence: *When you get back late in the night, we'll be all sleeping*, we can say *Bila kamu pulang larut malam, maka kami sudah tidur* rather than to say *Apabila kamu pulang jauh malam, kami semua (akan) sedang tidur*.

On the other hand, in <http://www accurapid.com/journal/18theory.htm> it is stated that there are two types of rank shifts in translation, namely upward rank shift and downward rank shift. The upward shifts take place when SL unit is substituted by a higher-in-rank TL unit. For example: the English prepositional phrase *the lady in white* is translated into an Indonesian clause *wanita yang berbaju putih*. This change of a phrase into a clause is called as an upward shift. Meanwhile, the downwards shifts take place when an SL unit is substituted by a lower-in-rank TL unit. For example (in Isdiharto, 1997:36): the English sentence *She acts as if she is beautiful* is translated into one Indonesian word *kemayu*. However, the word (*dia*) *kemayu* is syntactically accompanied by stress and intonation; of which we can say that it is a sentence consists of one word that has a subject *dia*, but implicitly pronounced in the utterances.

Moreover, Catford (1965:73) states two major types of translation shifts as follows:

1. Level shift that SL item at one linguistics level such as grammar has a TL equivalent at a different level. For example the shift from Present Future Continuous (ST) translated into Indonesian language (TT) in

the sentence “*By the time we’ll get there, they will be waiting for us*” translated into “*Saat kita sampai di sana, mereka sedang menunggu*”. The TT is shifted from “*Pada saat kita sampai di sana, mereka akan sedang menunggu kita*” that the construction is rarely used in the target culture.

2. Category shift that the shift happens in the theoretical categories such as structures, class, unit and system.

Structure shift. It involves a grammatical change between the structure of the ST and that of the TT. In grammar, structure shift can occur at all ranks. Halliday defines that a structure is an organic whole, in which the different elements play different roles (1985: 26). For example: *blue skirt*, *blue* functions as a modifier and *skirt* as a head. The elements of *blue* and *skirt* form a structure.

Class shift occurs when the translation equivalent of a SL item is a member of a different class from the original item (when a SL item is translated with a TL item which belongs to a different grammatical class, for example: a verb may be translated into a noun)

Unit shift. It involves changes in rank for example the change in structural language of change in class or words. For example the unit ‘word’ in ST is translated into ‘phrase’ in the TT. This unit shift refers to the translation unit or grammatical rank in the translation, i.e. word, phrase, clause, sentence, paragraph or text.

Intra system shift: "... occurs internally, within a system; that I, for those cases where SL and TL posses systems which approximately correspond formally as to their constitution, but when translation involves selection of non-corresponding term in the TL system". For example: when the SL singular becomes a TL plural. (1965: 80).

English Noun

1. Definition of Noun

Huddleston (1997:90) states that a noun is a word used as the name of a living being or lifeless thing. This statement is the same as Fayden's statement (1996) that a noun is a word to name a person, animal, place, thing, and abstract idea.

Examples:

- a. Late last *year* our *neighbors* bought a *goat*.
- b. According to *Plutarch*, the *library* at the *Alexandria* was destroyed in 48 BC.

Based on the definition above it is known that the word *year*, *neighbors*, *Plutarch*, *library*, and *Alexandria* are nouns.

Meanwhile, House and Harman (1950:20) define a noun as a name of anything. It maybe the name of a person, an object, a quality or condition, a weight or quantity of something, measure, an action, a state, an occurrence, a sense, impression, and a great many other sort of things.

In addition, Frank (1972:2) coins that the noun is one of the most important parts of speech since noun functioning as a subject, object, or complement in a central core of a complete sentence. For example:

Sentence: The boy threw the ball into the water.

Central core: <u>Boy</u>		<u>threw</u>		<u>ball.</u>
(subject)		(predicating word)		(object)

b. Sentence: Mary is a pretty girl.

Central core: <u>Mary</u>		<u>is</u>		<u>girl.</u>
(subject)		(linking word)		(complement)

It is shown from the example above that *Mary* and *boy* are nouns as subjects, *ball* is also a noun as an object and *girl* is noun as a complement.

2. Characteristics of Noun

There are some characteristics of an English noun. Frank (1972:19) mentions them as markers of nouns. A marker is a structure word that signals the part of speech, in this case is noun, of a word following it. They are:

a. Determiners

1) Articles

(a) indefinite a – an (*a pencil, an eraser*)

(b) definite the (*the refrigerator*)

2) possessives (*my aunt, John's book*)

3) demonstratives (*this child, those boys*)

4) numbers (*four girls, the fifth girl*)

5) words of indefinite quantity (*some people, more books*)

b. Prepositions (*in the house, after the storm*)

In addition, descriptive adjectives help to characterize the nouns that follow them (the *beautiful* painting, a *long* speech). All the underlined words are nouns because they are preceded by their markers.

3. Types of Noun

House and Harman (1950:21) classify nouns into two major types of classification. They are classified (1) as to form and (2) as to meaning. Further, they explain the classifications as follows:

a. Nouns classified as to form

- 1) Simple nouns include all primary nouns in the language, which have not been formed by combining two separate words (*boy, man, wife*).
- 2) Compound nouns include all nouns, which have been formed by combining two or more words having individual meaning of their own when standing alone. They may be formed by combining two nouns (*bookcase, moonlight*), an adjective and a noun (*blue-fish, greenhouse*), a verb and a noun (*earthquake, breakfast*), or an adverb and a verb (*walkout, outlet*).
- 3) Phrasal nouns are groups of related words, written separately or with hyphens, serving for the names of persons, places, or ideas (*Alfred the Great, Duke of Winsor, maid-of-honor*).

b. Nouns as classified as to meaning

- 1) A common noun is the name of a class of objects. Usually, it should not be written in capital letter, except if it begins a sentence. Examples: *sign, town, teacher*.
- 2) A proper noun is an individual name. It is always written in capital letter. Examples: *English, Osama Bin Laden, Donald Duck*.
- 3) A concrete noun is a noun, which names a person, a place, or a thing, which exists as a tangible and definite substance. Examples: *tree, car, wall*.
- 4) An abstract noun is a noun which names a quality, a condition, or an activity thought of separately and hence abstracted from a concrete substance to which it belongs. Examples: *justice, blueness, truth*.
- 5) A collective noun is a noun naming a group of things, animals, places, or persons gathered together into a unit. Examples: *audience, crowd, class*.
- 6) An individual noun is a noun naming a unit that represents or belongs to a class of objects. Examples: *bear, cat, girl*.
- 7) A mass noun is a noun naming a bulk or mass or quantity of a matter of things united in one body. Examples: *iron, flour, water*.

(House and Harman, 1950: 21-25)

Almost similar to House and Harman, Frank (1972:6-9) differentiates the noun into three classifications. They are meaning classification, form classification, and words having the form of other parts of speech. Detail classifications are explained below:

Noun is classified by meaning includes proper and common nouns (*ex. Easter, Saturday*), concrete and abstract nouns (*e.g. flower, beauty*), countable and uncountable nouns (*ex. two girls, coffee*), and collective nouns (*committee, audience*).

Noun is classified by form includes noun compounds. It refers to a group of words-usually two or more-joined together into one vocabulary unit that functions as a single part of speech. There are some composite forms of noun compounds:

- a. noun + noun (*bathroom, grammar book*)
- b. possessive noun + noun (*traveler's checks, a citizen's bank*)
- c. adjective + noun (*common sense, blue print*)
- d. verb + noun (*pickpocket, dance team*)
- e. noun + verb (*handshake, garbage dump*)
- f. gerund + noun (*dining room, wearing apparel*)
- g. noun + gerund (*fortune telling, water skiing*)
- h. preposition + noun (*overalls, by-way*)
- i. verb + preposition (*makeup, grown-up*)
- j. noun + prepositional phrase (*son-in-law, editor-in-chief*)

Words having the form of other parts of speech include adjective forms used as nouns (*ex. the rich, the poor, the best*) and verb forms used as nouns (*ex. Swimming is a great sport*).

However, in this research, the researcher only employs the compound nouns. In addition, in Longman Dictionary of Grammar and Usage, it is inserted that compound words consist of two or more words that are both used together to form one word (e.g. *goldfish*, *father-in-law*) and used as a group of separate words that refer to one thing or idea (e.g. *personal computer*, *yellow pages*) (1999:74).

Moreover, Nida proposes two types of multiple-word units or compound nouns that have more specific meaning namely unitary complexes and composites. Unitary complexes consist of two or more potential free forms, that is, words, in which the combination as a whole operates differently from the semantic class of the headword. For example: *poison oak* is not a kind of oak, but a plant of sumac family. The two words together designate a single referent and one which is different from that of the head word *oak*. Other examples: *pineapple*, *White House* and *black-eyed Susan* (1975:114).

While composites differ from unitary complexes in that the headword of the combination belongs to the same semantic class as the combination as a whole, but the attributive expressions are not sufficient to determine the meaning of composite expression. For example: *white oak* is not merely an oak which is white. In fact, it is not white and none of it which involves whiteness. The combination of *white oak* identifies a single class of referents and one which differs from all other classes of oak by many features other than the feature of “whiteness”. Therefore it is important to treat such a combination as a single semantic unit and not to treat *white* in that combination as a peculiar meaning

of *white*. Other examples: *pitch pine*, *mule-tale deer*, and *blackbird*.

(1975:115).

From the sources above, it can be concluded that a compound noun is a combination of two words or more which are considered as a single semantic unit having one meaning as a noun refers to a substance, to a single referent or to a single class of referents.

4. Differences Between Compounds and Phrases

Kridalaksana defines a phrase as two words or more which are combined having non-predicative characteristics. For example: *a high mountain* (as a phrase compared to *'the mountain is high'* which is a sentence). While a compound word is defined as a combined basic-morpheme which has specific phonological, grammatical and semantics patterns (2001:147). He states that compound word is phrase in English composed by two words or more having stress pattern that stresses on the first part. For example: *White House* in the sentence *'The President of America lives in the White House'* is a compound since it refers to a political institution. But in *'He stays in that white house.'* is a phrase since it refers to a house that is painted in white color.

In line with Kridalaksana, Hatch and Brown assert tests to distinct a compound and a phrase as follows:

One test has been that if word stress falls on the first part of the compound, then it is truly a lexical compound (e.g. *armchair*)... A second test is whether the traditional patterns for adjectives can be used – can *very* and *rather* precede the compound? (e.g. *flying*

spacecraft is a compound since it can not be preceded by *very*) (1995:190).

Bloomfield in Kridalaksana (1988:32) coins the differences between compound and phrase as follows:

1. Compound words have two (or more) free forms among their immediate constituents.
2. Compound words are usually more specialized than phrases.
3. In languages which use a single high stress on each word, this feature distinguishes compound words from phrases...Certain types of compound, chiefly some whose members are adverbs and prepositions, stress the second member.
4. The order of the members in a compound word may be fixed, while that of the phrases is free.

By observing the differences of compound and phrase above, we can make a distinction that a compound has many specific characteristics which are phonologically, grammatically and semantically different from a phrase.

C. English Adjective

1. Definition of Adjective

A word to modify a noun or pronoun is called an adjective. To modify means to change. A modifier can change a vague, general idea to one that is clear, detailed, and specific (Blumenthal, 1963:271). Therefore, an adjective, in modifying a noun or pronoun, does not change the whole meaning, but only specifies them. For examples: (a) *rich* guy; and (b) *legal* stuff. Both of the italic words function as modifiers. They do not change the whole meaning of *guy* and *stuff*. They just make them clearer and more specific. In other words, we can express (a) The guy that is *rich*; and (b) The stuff which is *legal*.

House and Harman (1950:73) define an adjective as a word used with a noun or other substantive as a modifier to describe or define it. It means that an adjective is a modifier giving a certain or more specific condition of a noun. For examples: (a) The *smart* students; and (b) A *big* crocodile. The word *smart* in (a) distinguishes the students from the *stupid* students. *Smart* students have a quality that students as a whole do not possess and they are fewer of them in the world. Next, a *big* crocodile is more definite than crocodile. Based on the definition above, it is clear that the words *smart* and *big* are adjectives.

Furthermore, Fayden (1996) states that an adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. It means that in modifying the noun, an adjective does not only describe but also identify and quantify it. For instance: (a) *tall* buildings (*tall* describes the buildings); (b) *much* money (*much* shows the quantity of money); and (c) *that* boy (*that* identify a boy whom the speaker refers to).

2. Characteristics of Adjective

There are some characteristics of an English adjective, i.e.:

- a. An adjective is signaled by adverbs of degree like *very*, *pretty*, *quite*, *rather*, *extremely* (Frank, 1972:122). Examples: (1) *very* quiet; (2) *rather* useless; (3) *quite* big.

The underlined words are adjectives because they are preceded by the adverbs of degree *very*, *rather*, *quite*.

- b. An adjective usually precedes the noun or the pronoun which it modifies (Fayden,1996). Examples: (1) The *small* boat foundered on the wine dark sea; (2) *Many* stores have already begun to play Christmas music.

The underlined words are adjectives since they proceed and modify the noun.

- c. An adjective follows the verbs of the five senses, such as *taste, smell, feel, sound, appear, look*. (Shurter, 1959: 21). Examples: (1) I've *felt better*. (2) You *look great*.

Both *better* and *great* are adjectives because they follow the words *felt* (the past form of feel) and *look* which are included in five senses.

- d. An adjective occurs as a head in phrase functioning as predicate. It usually comes after the verb *to be* (Huddleston, 1997: 229) Examples: (1) He *was careless*; (2) You *are wrong*.

The words *careless* and *wrong* are adjectives not only because of their function as the predicates but also because they come after the verbs *was* and *are*.

- e. An adjective makes the meaning of a noun or a pronoun more exact by telling what kind, which one (s), or how many (Blumenthal, 1963: 271).

Examples:	1) What kind of man is he?	<i>An old</i> man.
	2) Which one is your car?	The <i>red</i> one.
	3) How many families did he have?	<i>Three</i> families.

3. Types of Adjective

An adjective may be classified by form, meaning and derivation. Each classification has a number of subdivisions (House and Harman, 1950:73,81).

Detail explanation is as follows:

Adjective classified by form

Simple adjectives. They are those whose primary function is adjectival. For instance: *good, tough, young, old, and blue*.

Compound adjectives. They are words or phrases combined to describe or combine noun-words which are sometimes joined by hyphens, such as *homesick, alive, asleep, matter-of-fact, and twice-told*.

Adjective classified by meaning.

Descriptive adjective names a quality, feature, or characteristics of the thing modified, i.e. *red apples, honest man, brave heart, sour cherry*.

Definitive adjective, limits the application or scope of a substantive by specifying quantity or number, i.e. *much grain, three men, and enough time*.

The derivational adjective is an adjective, which is formed from word coming from other parts of speech by the addition of suffixes (*-ful, -less, -y, -ly, etc.*)

For example: *hopeful, useless, obvious, imaginable, appropriate, etc.*

Another grammarian divides the adjective into two classifications. They are determiner and descriptive adjectives (Frank, 1972:109). The adjectives are included in determiners if they have one of the following requirements:

articles (*the, a, an*)

demonstrative adjectives (*this – these, that – those*)

possessive adjectives (*my, your, Andy's, etc*)

numeral adjectives (*four, five hundreds, second, etc*)

adjectives of definite quantity (*some, few, all, more, etc*)

relative and interrogative adjectives (*which, what*)

In relation to the descriptive adjectives, Frank asserts the inflectional and derivational endings into it. Inflectional adjectives have special forms only for indicating comparison (-er, -est, more--than, most-, least-, less-, as--as). For example: *dirtier, prettiest, more dirty than, most beautiful, the least tall, less bitter, as clever as* (1972:118). Next, the derivational adjectives mostly merely serve as parts-of-speech indicators. It is indicated by suffixes that usually added to nouns or verbs. They are:

- a. Suffixes changing nouns to adjectives: *-(i)al, -ar, -ary or -ery, -ed, -en, -esque, -ful, -ic(al), -ish, -istic, -less, -like, -ly, -ous, -ward, -wide, -y*. For instance: *monumental, familiar, elementary, talented, picturesque, hopeful, historic(al), stylish, characteristic, useless, lifelike, friendly, famous, backward, world-wide, windy*.
- b. Suffixes changing verbs to adjectives: *-able or -ible, -ent or -ant, -ed, -ile, -ing, -(at)ory*. For instance: *sensible, dependent, frustrated, hostile, boring, attractive, congratulatory*. (1972:121)

In relation to derivational, Hurford and Heasley adds that derivation is a process of forming new words according to a (fairly) regular pattern on the basis of pre-existing words (1996: 206). In further, they mention that the process of derivation is actually not one process, but three simultaneous processes, namely

morphological, syntactic and semantic process. Morphological process is the process of changing the shape of a word by adding prefix or suffix. While syntactic process is the changing of part of speech of a word (e.g. from a verb into a noun). Finally, the semantic process is the producing a new sense (1996:206).

See the following table as example:

Table 2.2 Examples of Derivation Process by Hurford and Heasley

	Morphological	Syntactic	Semantics
Laugh - laughter	Added by suffix <i>-ter</i>	Changing form from verb into noun	Producing a word denoting an act or activity
Red – redness	Added by suffix <i>-ness</i>	Changing form from adjective into noun	Producing a word denoting a property

Source: Hurford and Heasley, 1996:206.

Based on the sources above, it can be concluded that derivational adjectives are originally coming from non-adjectives word class for then they are derived into adjectives by adding suffixes. In this research, the researcher analyzes the derivational adjectives as the data of this research.

D. Indonesian Parts of Speech

A sentence may be distinguished according to the function, which each word has in the subject-predicate relationship (Frank, 1972: 1). From the statement we can derive that the parts of speech are the divisions into which words are classified according to their functions in a sentence.

In addition, Huddleston coins that the parts of speech classification plays a central role in the organization of traditional grammar (1997:90). Each part of speech has a special use (or part) in the make up of the sentence of which it is a

unit (House and Harman, 1950:16). Whereas Keraf (1991: 52) states that parts-of-speech are the words having a particular characteristic based on the same criteria.

Furthermore, Ramlan divides the Indonesian parts of speech into twelve classes. They are “*kata verbal, kata nominal, kata keterangan, kata tambah, kata bilangan, kata penyukat, kata sandang, kata tanya, kata suruh, kata penghubung, kata depan, dan kata seruan*” (1991:57).

Almost similar with Ramlan, Kridalaksana splits up the parts of speech into thirteen classes. They are “*verba, ajektiva, nomina, pronominal, adverbial, numeralia, interogativa, demonstrativa, artikula, preposisi, konjungsi, kategori fatis, dan interjeksi*” (2005:49). To analyze the data, the researcher only employs three word classes namely verb, adjective and noun. In the following is more explanation of them.

1. Verbs (Verba)

Shurter (1957:2) states that the verbs are words or word-groups used to make an assertion or to express a state or condition. Kridalaksana defines the verb characteristics as the following (2005:51):

a. The characteristics

- 1) Verbs function as a predicate in a sentence.
- 2) Verbs cannot be accompanied by preposition *di, ke, dari*, and the words *sangat, lebih, or agak*.
- 3) Verbs have the meaning of an action, a process, or a state of being which is not a character or a quality.

4) Verbs can be negated by *tidak*. (Ramlan, 1991:58).

b. The forms

The following forms of verb are stated by Kridalaksana (2005:51):

1) Simple Verbs (*Verba Dasar Bebas*)

Examples: *duduk, makan, tidur*.

2) Derivative Verbs (*Verba Turunan*)

a) Affixed Verbs

Examples: *ajari, bertaburan, terpikirkan*, etc.

b) Reduplicated Verbs

Examples: *ingat-ingat, marah-marah, makan-makan*, etc.

c) Reduplicated with prefix Verbs

Examples: *bersenang-senang, bernyanyi-nyanyi, tersenyum-senyum*, etc.

d) Compound Verbs

Examples: *cuci mata, campur tangan, unjuk rasa*, etc.

c. The types

Ramlan (1991:59) divides the verb into two types. They are:

1) Transitive Verbs

Examples: *membaca, mengarang, menjual*, etc.

2) Intransitive Verbs

Examples: *berdiri, datang, berbicara*, etc.

2. Adjectives (Ajektiva)

Adjectives are words used with a noun or other substantive as a modifier to describe or define it. Kridalaksana gives explanation of the characteristics and forms of adjectives as the following (2005:57):

a. The characteristics

- 1) Adjectives can be preceded by *tidak*.
- 2) Adjectives can be modified by the words *lebih*, *agak*, or *sangat*.
- 3) Adjectives accompany nouns.
- 4) Adjectives form nouns by adding confix *ke-....-an*.

b. The forms

1) Simple Adjectives (*Ajektiva Dasar*)

Examples: *agung*, *baru*, *gelisah*, etc.

2) Derivative Adjectives (*Ajektiva Turunan*)

Examples: *terhormat*, *duniawi*, *kebelanda-belandaan*, etc.

3) Compound Adjectives (*Ajektiva Paduan Leksem*)

a) Subordinative

Examples: *berat lidah*, *keras kepala*, *tipis bibir*, etc.

b) Coordinative

Examples: *aman sentosa*, *gagah berani*, *suka duka*, etc.

3. Nouns (*Nomina*)

A noun is a name of anything. Furthermore, Kridalaksana (2005: 66) explains the characteristics and forms of nouns.

a. The characteristics

- 1) Nouns can be preceded by *dari*.
- 2) Nouns cannot be preceded by *tidak* but they can be preceded by *bukan*.
- 3) Nouns function as a subject, an object, or a complement in a verbal sentence.

Below is the characteristic Ramlan added (1991:60).

- 4) Nouns function as predicate.

Examples: *Itu buku*.

b. The forms

- 1) Simple Nouns (*Nomina Dasar*)

Examples: *batu, kertas, udara*, etc.

- 2) Derivative Nouns (*Nomina Turunan*)

Examples: *keuangan, pepatah, batu-batuan*, etc.

- 3) Compound Nouns (*Nomina Paduan Leksem*)

Examples: *daya juang, loncat indah, jejak langkah*, etc.

- 4) Joined Compound Nouns (*Nomina Paduan Leksem Gabungan*)

Examples: *pengambilalihan, pendayagunaan, ketatausahaan*, etc.

E. Indonesian Phrases

In Longman Dictionary Grammar and Usage, it is noted that a phrase is a group of two or more words which can be used as a grammatical unit within a sentence. For example: *the old man* (is a noun phrase), *should have been* (a verb phrase), *about the tiger* (an adverb phrase) and *in the jungle* (an adjective phrase) are phrases which can be combined to form this sentence “*The old man should have been told about the tiger in the jungle*”. (1999:80).

In line with the definition above, Ramlan defines Indonesian phrase as follows:

“Frase merupakan satuan gramatik yang terdiri dari dua kata atau lebih, yang tidak melebihi batas fungsi unsur klausa, maksudnya frase itu selalu terdapat dalam satu fungsi unsur klausa, yaitu Subyek, Predikat, Obyek atau Keterangan. (2001:139)

For example: The sentence “*Dua orang mahasiswa sedang membaca buku baru di perpustakaan*” is formed from a subject which is a noun phrase *dua orang mahasiswa*. Next it is followed by a verbal phrase *sedang membaca* as the predicate. Another noun phrase *buku baru* follows as the object and finally a prepositional phrase *di perpustakaan* comes as an adverb of place.

In addition Ramlan inserts five types of Indonesian phrases based on the category of words, namely noun phrase, verbal phrase, numeral phrase, adverbial phrase and prepositional phrase. A noun phrase is a phrase having the same distribution as a noun. For example: *baju baru, kakak saya*, etc.

A verbal phrase is a phrase having the same distribution as a verb. For example: *baru tidur, akan pergi*, etc. A numeral phrase is a phrase having the same distribution as numeral. For instance: *tiga ekor (ayam), sepuluh saja*, etc.

An adverbial phrase is a phrase having the same distribution as an adverb. For instance: *kemarin pagi*, *besok sore*, etc.

The last type is prepositional phrase of which Ramlan coins the definition that prepositional phrase is “*frase yang terdiri dari kata depan sebagai penanda, diikuti oleh kata atau frase sebagai aksisnya.*” (2001:163). For example: (a) *di sebuah rumah*, (b) *dari tadi pagi*.

Kridalaksana adds that in prepositional phrase, the preposition indicates the meaning. As in (a) the word *di* has meaning of the existence of something somewhere. In (b) the word *dari* indicates the meaning of a beginning or a start.

Furthermore, in *Tata Bahasa Baku Bahasa Indonesia* it is defined that preposition is an integral part of the prepositional phrase since it forms a prepositional phrase. Its position is in the beginning of a phrase and can be followed by nouns, adjectives or verbs (1988:230). For examples: *bagi*, *untuk*, *ke*, *dengan*, *sekitar*, *kepada*, etc.

Indonesian Clauses

Clause is a part of a sentence containing Subject and Predicate or Finite but not yet explaining a complete idea (Wiratno, 2002:21). Similarly, Ramlan defines that “*klausa sebagai satuan gramatik yang terdiri dari Subyek dan Predikat baik disertai Obyek, Pelengkap dan Keterangan maupun tidak...namun demikian subyek seingkali dihilangkan*” (2001:79). In short, we can say that a clause must have a subject and predicate but must not have an object, complement or an adverb. For example: (a) the form of *Karmila menangis*

shows the existence of subject (*Karmila*) and predicate (*menangis*); (b) the form of *Sedang bermain-main* can be actually an answer of a question “*Anak-anak sedang melakukan apa?*”. The subject in clause (b) is omitted because it is a reply of a question. The complete clause is *anak-anak itu sedang bermain-main* (2001:80).

Different than English clauses that have three major clauses namely adjective clause, noun clause and adverb clause as mentioned in Longman Dictionary of Grammar and Usage, Ramlan proposes four types of Indonesian clauses based on the word class position as predicate in the sentence (2001:129). The clauses are:

1. Noun Clause (*Klausula Nomina*)

Noun clause is a clause in which the predicate is a noun or a noun phrase. For example: (a) *ia guru*; (b) *rumah-rumah itu rumah Dinas Departemen Penerangan*.

2. Verb Clause (*Klausula Verbal*)

Verb clause is a clause in which the predicate is a verb or a verb phrase. For example: (a) *petani sedang mengerjakan sawah*; (b) *Arifin menghirup kopinya*.

3. Numeral Clause (*Klausula Bilangan*)

Numeral clause is a clause in which the predicate is a numeral or a numeral phrase. For example: (a) *roda truk itu enam*; (b) *anaknyanya dua orang*.

4. Prepositional Clause (*Klausa Depan*)

Prepositional clause is a clause in which the predicate is a prepositional phrase. For example: (a) beras itu *dari Delanggu*; (b) kredit *untuk para pengusaha lemah*.

G. Review on Other Related Studies

There is a study related to this research, which was conducted by Ninik Masruroh. The title of the research is “The Analysis of The Shift Variations in The Translation of The Compound Nouns in The Novel E-Love by Caroline Plaisted Translated into *Kisah Cinta Pertama Lewat Internet* by Sutanty Lesmana”.

The study that belongs to a descriptive qualitative research uses two primary and secondary data. The primary data are the compound nouns in the ST and its translation in the TT. This data are taken from a translated novel *Kisah Cinta Pertama Lewat Internet* by Sutanty Lesmana, which is published in 2004 by Gramedia Pustaka Utama. On the other hand, the secondary data are the respond of the respondents commenting on the accuracy and the acceptability of the translation.

This study has purposes that are to find out the shifts variations of the translation of the English compound nouns translated into Indonesian, to reveal the accuracy of meaning of the translation and acceptability of the translation.

The results of the study indicate that:

1. There are 6 kinds of translation variations of the compound nouns translated into Indonesian:
 - a. English compound nouns translated into noun phrases (32.26%)
 - b. English compound nouns translated into compound nouns (19.35%)
 - c. English compound nouns translated into noun (19.35%)
 - d. English compound nouns translated into adjective (6.45%)
 - e. English compound nouns translated into adverbial phrases (3.23%)
 - f. English compound nouns are not translated into TT (19.35%)
2. Most of the translations were accurate. It is shown by the accuracy percentage is 90.33%. On the other hand, the rest is inaccurate (9.67%) caused by the distortion of the meaning in the ST.
3. Most of the translations were acceptable. Its percentage is 93.55%, while the rest is 6.45% is unacceptable.

The research conducted by Ninik Masruroh above has a relationship with this research since it has the same research subject that is the translation variations of the compound nouns translated from English into Indonesian language. However, there are differences between them. This research is conducted to analyze data, which are related to cooking materials and method whereas Masruroh's data are taken from a novel with daily language style. On the other hand, Masruroh analyzes only the data of compound nouns constructed by [noun+noun], while this current research analyses data with more various constructions of compound nouns such as [preposition+noun, noun+verb, etc].

Moreover, the accuracy of translation on derivational adjectives will be analyzed too, while in Masruroh's is not employed.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Determining the research method will help the researcher to do the next steps. This research uses a descriptive qualitative method, which employs technique of collecting, classifying, analyzing and interpreting data. Surakhmad defines that “*pelaksanaan metode-metode deskriptif tidak hanya tertuju sampai pada pengumpulan data tetapi meliputi analisa dan interpretasi tentang arti data itu.*” (1994:139). Meanwhile, Aminuddin stated that the data of descriptive study are in form of words, phrases, clauses, sentences, analyzed and interpreted to produce the result of research (1991:16).

According to Suryawinata and Hariyanto, “*penelitian mengenai kesalahan-kesalahan penerjemahan, prosedur penerjemahan sesuai dengan jenis teksnya, dan sebagainya, tentunya lebih bebas didekati dengan ancangan kualitatif.*” (2003:173).

In this research, the researcher analyzes the English compound nouns and derivational adjectives in the course book “English For Cooking” and their translation variations.

B. Data and Source of Data

Data of the research are all compound nouns and derivational adjectives in the sentences of the course book “English for Cooking” and the result of questionnaires of accuracy assessment.

The data of the research are taken from some sources. According to Arikunto, source of data is the subject from which the data are taken. It can be person (people who give data through interview or answer questionnaire), place (source of data which serves a certain situation), paper (source of data which serves signs like letter, number, picture, etc.). (1998:114-115)

The data sources of this research are:

1. The course book “English for Cooking” written by Lynne Visutskie and Els Belanger who are both British and Indonesian. The reasons of the researcher choose the book are: (a) this book is written bilingually, which means consumed not only by Indonesian people but also by people from other countries; (b) this book is not only to be a course book but more to be manual instructions for cooking. This book may not have mistranslated words, which cause misinterpretation on the procedure of cooking.
2. Three professional translators who will provide data in relation to the accuracy of the translation.

C. Population and Sample

A population is a set or collection of all elements possessing one or more attributes of interest (Arikunto, 1998:115). Population of this research covers all of sentences which contain compound nouns and derivational adjectives in the course book “English For Cooking” and its translation.

Sample is a part of population which will be investigated (Arikunto, 1998:117). To get a sample from population is needed a certain technique. Sutrisno Hadi states that sampling is a technique used to get a sample (1983:24). The researcher uses the purposive sampling to get samples. It means the researcher investigates the compound nouns and derivational adjectives that can be found in the text. Therefore, the researcher collects 42 sentences that contain compound nouns and 22 sentences which contain derivational adjectives.

D. Research Procedure

The research procedure is set up to determine steps in research in order to get result clearly and orderly. This research will use the following procedures:

1. Collecting data

The researcher collects and writes all of the sentences which contain compound nouns and derivational adjectives in the translation of the course book “English For Cooking”. Then the researcher determines the instruments of the research like making questionnaire. Next, the researcher asks three professional translators to compare source sentences and target sentences to know the accuracy of the translation by completing the questionnaire. The questionnaire contains open-ended question. The raters give the reasons about

their statements whether the translation accurate or not and give examples taken from the content and revise it.

2. Classifying data

The researcher classifying the data based on the translation variations of the compound nouns and derivational adjectives.

3. Coding data

To make the data classification easier, the researcher makes a code for each datum. The data code in this research is as follows:

- a. The datum number.
- b. The word class.
- c. The page number where the datum is found in the original book.
- d. The page number where the translated datum is found in the translation.
- e. Whether or not the datum is translated.
- f. Into which part of Indonesian parts of speech the translated datum belongs to.

For example:

Yes, there is garlic, onion, tomato and shrimp paste in it.

= Memang, ada bawang putih, bawang merah, tomat dan terasi di dalamnya.

(7 / CN / 15 ST / 15 TT / TR / N)

↓	↓	↓	↓	↓	↓
a	b	c	d	e	f

The datum code means:

The datum number is 7, the word class is noun, the English line is found in page 15 of the source text, as well as the Indonesian line in page 15 of the target text, it is translated into Indonesian into noun.

4. Data analysis

Based on the problem statements, there will be three perspectives that the researcher focuses on:

- a. Identifying kinds of translation variations of compound nouns which can be found in the course book “English for Cooking”.
- b. Exploring kinds of translation variations of derivational adjectives which can be found in the course book “English for Cooking”
- c. Assessing the accuracy in content of the translation of the sentences which contain compound nouns and derivational adjectives.

5. Drawing conclusion.

E. Technique of Analyzing Data

In analyzing the data, the researcher uses techniques as follows:

1. After collecting and coding the data, the researcher classifying them based on their parts of speech in the SL (whether noun or adjective).
2. Determining each datum of each data group whether or not the nouns and adjectives are translated.
3. Analyzing the translation variations. Into what parts of speech the nouns and the adjectives in the ST translated into the TT.
4. Analyzing the result of the questionnaire related to accuracy assessment.

The researcher collects the data from three professional translators as raters. There are three raters whom are chosen considering their knowledge both in SL and TL including its grammar and culture, and also based on their experiences in translating text from SL into TL. They are given questionnaires with two types of questions that are closed choice questions which means raters give score on the translation to measure the translation accuracy. The measurement of the translation accuracy will be done based on a scale of four levels (1, 2, 3, and 4 which indicate the degree of the accuracy of the translation). (Nababan, 2004:11). Next step is to fill the open-ended questions. It means the raters is needed to state reasons why they give a certain score for each datum.

5. Drawing a conclusion.

CHAPTER IV

DATA ANALYSIS

A. Introduction

This chapter analyzes the data in order to identify kinds of translation variations of compound nouns, types of translation variations of derivational adjectives, and finally to reveal the accuracy of the translation variations of compound nouns and derivational adjectives. In the translation variations analysis, the data will be analyzed based on the changes from compound nouns and derivational adjectives in the bilingual course book “English For Cooking”.

The researcher uses an instrument of questionnaires given to three professional translators as raters to assess the accuracy level of the translation. The analysis is done by using the scale of four levels. Score 1 given to the data which are very accurate, score 2 for the data which are accurate, score 3 for the data which are inaccurate and score 4 for the data which are very inaccurate.

B. Data Analysis

1. Translation Variations of Compound Nouns

The compound nouns in the Source Text have various types of translation variations. They are translated into simple nouns, compound nouns, noun phrases and verbal phrases.

The table below shows the general analysis on translation variations of compound nouns:

Table 4.1: Translation Variations of Compound Nouns

No.	Variations	Number of Data	Percentage
1.	Compound Nouns into Simple Nouns	02, 06, 07, 08, 10, 16, 24, 34, 35, 36	23.80%
2.	Compound Nouns into Compound Nouns	04, 05, 09, 11, 12, 13, 14, 17, 20, 21, 22, 23, 25, 26, 29, 30, 31, 38, 39, 40, 42	50%
3.	Compound Nouns into Noun Phrase	03, 15, 19, 27, 28, 33, 37, 41	19 %
4.	Compound Nouns into Verbal Clause	18	2.40 %
5.	Compound Nouns not translated	01, 32	4.80 %
Total			100 %

a. *The Compound Nouns in ST Translated into Simple Nouns in TT*

In this translation variation, the compound nouns are translated into simple nouns in a percentage of 33.30 %. It is exemplified as follows:

Datum 02:

ST: Yes, there is garlic, onion, tomato and shrimp paste in it.

TT: Memang, ada bawang putih, bawang merah, tomat dan terasi di dalamnya.

02 / CN / 15ST / 15TT / TR / SN

The compound nouns *shrimp paste* in ST is translated into *terasi* in TT which is a simple noun. There is a unit shift in this example as it refers to the change in the grammatical rank of translation. It is described that the compound noun *shrimp paste* is formed by two words as noun phrase and it is translated into simple noun which consists of one word *terasi* in the TT. Therefore, the *shrimp paste* is rendered into the lower rank that is simple noun word *terasi*.

Datum 36:

ST: Oh you mean mangoes, papaya, pineapple and bananas?

TT: Ooo...maksudnya mangga, pepaya, nanas dan pisang?

36 / CN / 107ST / 107TT / TR / SN

The same case occurs in the datum 36. The *pineapple* in ST is translated into *nanas* in TT, which indicates that there is also a unit-shift because of the change from compound noun, which contains of two words into the word unit.

There are 14 data included in this translation variation:

Table 4.2. The Compound Nouns Translated into Simple Nouns

Data no.	ST	TT
02	shrimp paste	terasi
06	green beans	buncis
07	eggplant	terong
08	coconut milk	santan
10	sticky rice	ketan
16	swamp cabbage	kangkung
24	charcoals	api
34	beansprout	tauge
35	sweet potatoes	ubi
36	pineapple	nanas

b. The Compound Nouns in ST Translated into Compound Nouns in TT

The data included are the compound nouns translated into compound nouns in the TT. There are 50% of data included in this category. Some of them are explained as follows:

Datum 22:

ST: My family likes red snapper.

TT: Keluarga saya senang ikan kakap.

22/ CN / 67ST / 67TT / TR / CN

Datum 22 indicates that the compound noun in ST *red snapper* is directly translated into compound noun *ikan kakap* in TT. The configuration is completely different. In the ST *red snapper* is formed from an adjective *red*, which modifies *snapper* as the head, to make a limit on its meaning. The construction is also different since the *snapper* as the *head* is on the second part and *red* as the *modifier* is on the first part. While the compound noun in the TT that is *ikan kakap*, the head *ikan* is placed on the first part then followed by *kakap* on the second part.

From the analysis above we can conclude that there is a structure shift in the translation variation as there is a change in the grammatical structure in the ST and TT.

Datum 31:

ST: Indonesians like to use Chinese cabbage, celery and green onion.

TT: Orang Indonesia senang pakai kol Cina, seledri, dan daun bawang.

49 / CN / 99ST / 99TT / TR / CN

Datum 50 indicates that the English compound nouns *green onion* is also translated into compound noun *daun bawang* in TT. In *green onion*, the head is *onion* and positioned in the second place. While *green* is in the second part. On the other hand, in *daun bawang*, it is vice versa. The head is *daun* and is placed in the first part then followed by *bawang* in the second part.

Similar with the previous example that the English compound noun is translated into compound noun too, but the construction is different in terms of the position of the head and the modifier. It means that there is a structure shift in the translation.

The complete translation variations included in this category are as follows:

Table 4.3. The Compound Nouns Translated into Compound Nouns

Data no.	ST	TT
04	French bread	roti perancis
05	French onion soup	sop bawang Bombay
09	Japanese rice	nasi Jepang
11	rice cooker	pemasak beras
12	rice salad	selada nasi
13	weekends	akhir pekan
14	left-overs	sisa-sisa makanan
17	yard long beans	kacang panjang
20	peanut butter	sele kacang
21	cookbook	buku masak
22	red snapper	ikan kakap
23	seaweed	biji wijen
25	bamboo stick	tusukan bamboo
26	garlic bread	roti bawang putih
29	cottage cheese	keju cottage
30	Chinese cabbage	kol Cina
31	green onion	daun bawang
38	dinner fork	garpu makan
39	butter knife	pisau mentega
40	bread plate	piring roti
42	soupspoon	sendok sop

c. The Compound Nouns in ST Translated into Noun Phrases in TT

This category which comprises 16.10% are exemplified in the following:

Datum 03:

ST: Yes, soto ayam is served in virtually every Indonesian “fast-food”
restaurant.

TT: Ya, soto ayam disediakan di setiap rumah makan pelayanan cepat di
Indonesia.

03 / CN / 19ST / 19TT / TR / NP

The English compound noun *fast-food restaurant* is translated into *rumah makan pelayanan cepat* in TT. In the translation, the translator cannot find a direct equivalence of the compound noun in the TT and translate the compound noun into noun phrase.

In the construction of the compound noun *fast-food restaurant*, it is recognized that it contains a compound word *fast-food* which functions as a modifier and it is placed in the first position. In the second position there is the head *restaurant*. This type of compound is possible to be constructed in English, as stated by O’Grady, Dobrovolsky and Katamba that compounds can be combined with other lexical categories to create larger compounds (1996:125)

On the other hand, in translation *rumah makan pelayanan cepat*, the head is *rumah makan* on the first place and similar to the ST it is also known as compound noun in TT. The head is followed by a modifier which is a noun phrase *pelayanan cepat* in the second place. It is a structure shift since there is a change in the structure of the compound noun from ST into TT.

Datum 19:

ST: Yes, the washing up is a nightmare.

TT: Betul, memang mencuci piringnya merupakan sesuatu mimpi buruk.

19 / CN / 58ST / 58TT / TR / NP

In datum 19, the English compound noun *nightmare* is translated into noun phrase *mimpi buruk*. It shows a different pattern of how compound noun is translated into noun phrase. In the compound noun *nightmare*, the head is *mare* on the second part and the modifier is *night* on the first part. The construction is rather different in the noun phrase *mimpi buruk*. The head is *mimpi* on the first part and the modifier is *buruk* on the second part. Therefore, the data has a structure shift shown by a change in the structure of the compound noun in the ST translated into TT.

Data which belong to this category include:

Table 4.4. The Compound Nouns Translated into Noun Phrases

Data no.	ST	TT
03	fast-food	pelayanan cepat
15	breakfast	sarapan pagi
19	nightmare	mimpi buruk
27	buffet dinner	makan malam secara buffet
28	sit-down dinner	makan malam secara duduk
33	garlic paste	adonan bawang putih
37	chocolate cake	kue coklat
41	teaspoon	sendok kecil

d. The Compound Nouns in ST Translated into Verbal Clause in TT

In this sub-category, there is only one datum of compound noun that is translated into verbal phrase in TT and it comprises of 2.40%.

Datum 18:

ST: Yes, the washing up is a nightmare.

TT: Betul, memang mencuci piringnya merupakan sesuatu mimpi buruk.

18 / CN / 58ST / 58TT/ TR / VP

In datum 18, the English compound noun *washing up* is translated into a verbal clause *mencuci piring* in TT. The construction of *washing up* is a compound noun of which *washing* is the head on the first part, while *up* modifies the head on second part. It means that the washing up of plates, cutlery, etc after a meal (Oxford Learner's Pocket Dictionary, 1995). The English compound noun is rendered into *mencuci piring* which is recognized as a verbal clause. It is marked by the verb *mencuci* as the predicate on the first place and followed by *piring* as the object on the second place. It involves changes in rank from a compound noun into a verbal clause that means it belongs to a unit-shift of translation.

e. *The Compound Nouns in ST Not Translated in TT*

There are 4.80% of the whole data included in this sub-category. The percentages represent two data of which they are not translated at all or they use the words in the ST as loan words. One of them is discussed as follows:

Datum 01:

ST: Is it cooler in here since I turned on the air-conditioning?

TT: Apakah disini lebih sejuk karena saya pasang AC?

01 / CN / 13ST / 13TT / UN / -

The English compound noun *air-conditioning* in ST is not translated at all into any parts of speech in the TT, but it uses the abbreviation of *air-conditioning* that is *AC*.

Datum 32:

ST: We use a mortar and pestle but if you do not have one you could use a food processor.

TT: Kita pakai batu ulekan tapi bila anda tidak memilikinya kita dapat memakai "food processor".

32 / CN / 101ST / 101TT / UN / -

It happens the same reasons on datum number 32. The English compound word *food processor* is not translated at all into the TT. In fact, it uses the original term *food processor* as a loan word to explain the meaning to the reader. Therefore, there is no classification of translation variation on this data.

2. Translation Variations of Derivational Adjectives

There are more kinds of translation variations of derivational adjective can be found in the analysis process. The researcher has analyzed 24 derivational adjectives that can be found in the TT and classified them as the table below:

Table 4.5: Translation Variations of Derivational Adjectives

No.	Variations	Number of Data	Percentage
1.	Derive. Adj. into Simple Adj.	02, 03, 04, 22	18.20%
2.	Derive. Adj. into Derive. Adj.	10, 18, 19, 20, 21	22.70%
3.	Derive. Adj. into Noun Phrases	11	4.50%
4.	Derive. Adj. into Nouns	13	4.50%
5.	Derive. Adj. into Prep. Phrase	16	4.50%
6.	Derive. Adj. into Verbs	01, 08, 09	13.60%
7.	Derive. Adj. into Verbal Phrase	12	4.50%
8.	Derive. Adj. into Adjectival Phrase	07, 17	9.40%
9.	Derive. Adj. into Noun Clause	05	4.50%
10.	Derive. Adj. Not Translated	06, 14, 15	13.60%
Total			100%

a. Derivational Adjectives in ST Translated Into Simple Adjectives in TT

There are four data or 18.20 % of the whole data which are included in this sub-category. One of them is exemplified as follows:

Datum 04:

ST: There are two kinds: one is dark brown and sweet, the other is light brown and salty.

TT: Ada dua macam: satu warnanya coklat hitam dan manis, dan yang satu lagi warnanya coklat muda dan asin.

03 / DA / 11ST / 11TT / TR / SA

The English derivational adjective *salty* in ST is translated into simple adjective *asin* in TT. The word *salty* comes from a noun *salt* added by a suffix *-y* that derived the noun into an adjective. In fact, *asin* is a simple adjective without suffixes addition. Even though they have different types of adjectives to each other, however, they are still in the same word class that is adjective. Therefore there is no rank shift from ST into TT.

The complete data are:

Table 4.6. The Derive.Adj. Translated into Simple Adjectives

Data no.	ST	TT
02	tasty	enak
03	salty	asin
04	typical	khas
22	complicated	ruwet

b. *Derivational Adjectives in ST Translated Into Derivational Adjectives in TT*

In this subcategory, the researcher analyzes the derivational adjectives that are translated into derivational adjectives in TT that comprises of 22.70%. Some of them are exemplified in the followings:

Datum 19:

ST: Yes, I supposed durian is quite famous because of its smell.

TT: Ya, saya kira durian cukup terkenal karena baunya.

19 / DA / 107ST / 107TT / TR / DA

The English derivational adjective *famous* is translated into derivational adjective too in TT as *terkenal*. *Famous* is a derivation of a noun *fame* added by a suffix *-ous*. This derivation process changes the word class from a noun into an adjective.

It is similar with the TT *terkenal*. It is derived from a verb *kenal* added by a prefix *ter-* therefore it changes the word class into an adjective. Kridalaksana named this process as *deverbalisasi* means that an adjective which is derived from a verb (2005:61).

Datum 21:

ST: Yes, but be careful to follow the instruction exactly.

TT: Ya, tetapi hati-hati mengikuti dengan tepat petunjuk-petunjuknya.

21 / DA / 110ST / 110TT / TR / DA

The same translation variation comes to the word *careful*. It is translated into derivational adjective in TT as *hati-hati*. In the ST, *careful* is a derivation of a noun *care* which means serious attention or thought, worry and protection (Oxford Learner's Pocket Dictionary, 1995:57). The word is added by a suffix – *ful* which changes the class into an adjective *careful*, means cautious. On the other hand, *hati-hati* in the TT is a derivation of a noun *hati* means feeling or part of human organs in Indonesian; which is reduplicated into *hati-hati* to become an adjective.

From the two data above it is concluded that there is no rank shift in this subcategory because the English derivational adjectives are translated into Indonesian derivational adjectives. It also means that it does not change the word class.

In the following are the complete data:

Table 4.7. *The Derivational Adjectives Translated into Derivational Adjectives*

Data no.	ST	TT
----------	----	----

10	greasy	berlemak
18	famous	terkenal
19	seasonal	musiman
20	addicted	ketagihan
21	careful	hati-hati

c. Derivational Adjectives in ST Translated Into Noun Phrases in TT

There is only one data which belong to this subcategory comprises of 4.50%.

One of them is discussed as follows:

Datum 11:

ST: The ingredients vary according to the vegetables available but the Koreans always mix the vegetables with rice noodles and sesame oil and sesame seed, whereas in the Indonesian version they are optional.

TT: Bahan-bahannya berbeda tergantung sayur-sayuran yang ada, tetapi orang Korea selalu mencampur sayur-sayuran dengan vermicelli dan minyak wijen sedangkan secara Indonesia, bebas, boleh pakai atau tidak.

11 / DA / 57ST / 57TT / TR / NP

The English derivational adjective *available* in datum 11 is translated into *yang ada* in the TT. *Available* originally comes from the verb *avail* added by a suffix *-able* which changes the word class into an adjective. Meanwhile, in the TT the derivational adjective has changed in its unit from a word into a phrase *yang ada*. This phrase

belongs to noun phrase in the Indonesian parts of speech as it contains a noun word *ada* as the head in the second place and *yang* as the modifier in the first place to refer to the word *ada*. It can be concluded that there is a unit-shift in this translation variation.

d. Derivational Adjectives in ST Translated Into Nouns in TT

There are 4.50% of all data or only one datum of derivational adjectives included in this subcategory. It is:

Datum 13:

ST: Peanut butter and jelly sandwiches.

TT: Roti berlapis yang berisi sele kacang dan sele.

13 / DA / 62ST / 62TT / TR / N

The English adjective in ST *jelly* is a derivation of a verb *jell* added by the suffix *-y* and change the word class into adjective. While in the TT it is simply translated into a noun as *sele*. It shows that the class changes from adjective in ST into a noun in the TT and is categorized as a class shift.

e. Derivational Adjectives in ST Translated Into Prepositional Phrase in TT

The researcher only found one datum or 4.50% of all data under the same category in this part, namely:

Datum 16:

ST: They make healthy, delicious meals and they are inexpensive.

TT: Bakmi itu dapat membuat masakan yang bagus untuk kesehatan, enak dan harganya tidak begitu mahal.

16 / DA / 88ST / 88TT / TR / PP

The English derivational adjective in ST *healthy* is translated into *bagus untuk kesehatan*, which belongs to prepositional phrase in the Indonesian parts of speech or the TT. *Healthy* is an English adjective which is derived from a noun *health* added by a suffix *-y*. On the other side, the translation *bagus untuk kesehatan* is indicated as prepositional phrase by the marker *untuk*. It belongs to the prepositional category in the TT as stated by Kridalaksana that prepositions are not always be the simple prepositions as *di*, *ke*, and *dari* but also *pada*, *tanpa*, *tentang*, *untuk*, etc (2005: 95).

f. Derivational Adjectives in ST Translated Into Verbs in TT

This subcategory which comprises of 13.60% of the total data are described as follows:

Datum 09:

ST: How did you get the rice so sticky and shiny.

TT: Bagaimana caranya sehingga nasi ini bisa melekat dan mengkilap.

09 / DA / 40ST / 40TT / TR / V

Shiny is a derivational adjective formed from a verb *shine* means to give out or reflect a light added by a suffix *-y*. Next, it is changed into adjective means shining or bright (of silverware, a dress, etc) (Kamus Inggris Indonesia,

1996:520). In the TT, it is translated into *mengkilap*. It is derived from a Indonesian prefix *meng-* added by a noun *kilap* which has a function as a verb in the TT. It can be seen that there is a shift from an adjective into a verb, which means this translation has a class shift.

There are three data in this subcategory. They are:

The complete data are listed in the following:

Table 4.8. The Derivational Adjectives Translated into Verbs

Data no.	ST	TT
01	helpful	menolong
08	sticky	melekat
09	shiny	mengkilap

g. *Derivational Adjectives in ST Translated Into Verbal Phrase TT*

In this part, the researcher has found only one datum considering to the subcategory, or it comprises 4.50%. The datum is:

Datum 12:

ST: The ingredients vary according to the vegetables available but the Koreans always mix the vegetables with rice noodles and sesame oil and sesame seed, whereas in the Indonesian they are optional.

TT: Bahan-bahannya berbeda tergantung sayur-sayuran yang ada, tetapi orang Korea selalu mencampur sayur-sayuran dengan vermicelli dan minyak wijen sedangkan secara Indonesia, bebas, boleh pakai atau tidak.

12 / DA / 57ST / 57TT / TR / VP

In the ST, the English derivational adjective *optional* is derived from a noun *option* added by a suffix *-al*. However, it is changed in the TT that the

derivational adjective is translated into an Indonesian verbal phrase *boleh pakai atau tidak*. The translation contains a conjunction *atau* that seems separate two different phrases. In fact, the two phrases are verbal, which have the same head that is the verb *pakai* and *boleh* as the modifier. Even though there is only a negation *tidak* after the conjunction and the head and the modifier is omitted, the form of the phrase still have the same head and modifier. Therefore, they can be categorized as verbal phrase. This datum has a unit-shift, since it changes from adjective into verbal phrase.

h. Derivational Adjectives in ST Translated into Adjectival Phrase in TT

In this subcategory, there are two data are classified as adjectival phrases into TT. It comprises 9.20% and one of them is exemplified as follows:

Datum 07:

ST: Is this washed enough?

TT: Apakah ini sudah cukup bersih?

07 / DA / 37ST / 37TT / TR / AP

The English derivational word in the ST *washed* is formed by a verb *wash* added by a suffix *-ed*. In the TT, it is translated into *sudah...bersih* which belongs to an adjectival phrases. The headword is *bersih* positioned in the first place, while the modifier *sudah* is in the second place. Therefore it can be seen that there is a change from the derivational adjective into an adjectival phrase. The data belong to this subcategory has a unit-shift as there is a change in structural language that refers to the translation unit or grammatical rank.

The complete data are as follows:

Table 4.9. *The Derivational Adjectives Translated into Adjectival Phrase*

Data no.	ST	TT
07	washed	sudah bersih
17	inexpensive	tidak begitu mahal

i. *Derivational Adjectives in ST Translated into Noun Clause in the TT*

The researcher only finds one data belongs to this sub category in a percentage of 4.50%. it is discussed as follows:

Datum 05:

ST: Is it too spicy?

TT: Apakah bumbunya terlalu banyak?

05 / DA / 31ST / 31TT / TR / NP

The derivational adjective in ST *spicy* is translated into a noun clause *bumbunya...banyak*. *Spicy* is derived from a noun *spice* means substance added by a suffix *-y* and change the word class into an adjective *spicy* means containing spice (Oxford Learner's Pocket Dictionary, 1995:399). Meanwhile, in the TT the derivational adjective has changed in its unit from a word into a clause *bumbunya banyak*. This clause belongs to clause phrase in the Indonesian parts of speech as it contains a noun word *bumbunya* as the head in the first place and also as the Subject, while *banyak* as the modifier in the second place. It can be concluded that there is a unit-shift in this translation variation.

j. Derivational Adjectives in ST Not Translated in TT

In this last subcategory of derivational adjective, the researcher figures out that there are 3 data, comprises 13.60% of all data, which are not translated. Three of them are totally not translated at all into TT. One of them is exemplified in the following:

Datum 15:

ST: What are the various types of pasta?

TT: Apa saja yang disebut dengan pasta?

15 / DA / 87ST / 87TT / UN / -

The English adjective word in ST *various* is derived from a verb *vary* means be different in size or amount (Oxford Learner's Dictionary, 1995:457) added by a suffix *-ous*. Meanwhile, in the TT it is not translated at all into any kind of Indonesian parts of speech.

There are three data belong to this subcategory:

Table 4.10. Derivational Adjectives not Translated into TT

Data no.	ST	TT
06	traditional	---
14	different	---
15	various	---

3. Accuracy of Compound Nouns and Derivational Adjectives

This subchapter evaluates the translation accuracy of both the compound nouns and derivational adjectives. This evaluation is done to find out whether the translation is rendered accurately from the ST into TT.

To assess the translation accuracy, the researcher distributed questionnaires as the instrument to three professional translators as the evaluators. There are 62 data of compound nouns and 22 data of derivational adjectives. The evaluators are asked to give scores for data with scale from 1 to 4. As mentioned in the previous chapter before, this rate is adapted from Nagao, Tsuuji, and Nakamura. The score 1 is for the data which are translated very accurately, score 2 is for those translated accurately, score 3 is for the inaccurate translation and score 4 is for the very inaccurate translation.

The mean of each datum shows accuracy level of the translation. The total average of mean for all data is the result of accuracy level of the translation. The mean between 1.00 – 1.50 is included in scale 1. The mean between 1.60 – 2.50 is included in scale 2. The mean between 2.60 – 3.50 is included in scale 3, and the mean between 3.60 – 4.00 is included in scale 4.

a. Accuracy of Compound Nouns Translation

The questionnaire results of the accuracy of compound nouns translation are shown in the following table:

Table 4.11 The Accuracy of The Compound Nouns Translation

No. Data	Raters			Mean Score
	R1	R2	R3	
01	2	2	2	2
02	1	1	1	1
03	2	2	3	2.33
04	2	3	3	2.67
05	3	1	2	2
06	3	1	1	1.67
07	1	1	1	1
08	1	1	1	1
09	1	1	3	1.67
10	1	1	3	1.67
11	3	2	3	2.67
12	1	1	1	1
13	1	2	1	1.33
14	1	1	1	1
15	2	1	1	1.33
16	1	1	1	1
17	1	1	1	1
18	2	1	2	1.67
19	3	1	2	2
20	2	1	2	1.67
21	2	1	2	1.67
22	2	1	2	1.67
23	4	3	4	3.66
24	3	3	3	3
25	2	3	3	2.67
26	2	2	2	2
27	3	2	3	2.67
28	2	3	2	2.33
29	2	1	2	1.67
30	3	3	3	3
31	2	1	2	1.67
32	1	4	1	2
33	3	3	2	2.67
34	1	1	1	1
35	1	1	1	1
36	1	1	1	1
37	1	1	1	1
38	2	1	1	1.33
39	1	1	1	1

40	1	1	1	1
41	3	4	3	3.33
42	1	2	1	1.33
Average score of mean				1.77

Table 4.11 shows the accuracy of translation of sentences which contain compound nouns in the *English For Cooking* book. The lowest mean is 1 and the highest mean is 3.66. In addition, the average score of the mean is 1.77 that means all compound nouns are translated accurately from ST into TT.

Based on the accuracy rating, the researcher divides the accuracy categorization as follows:

1. Very Accurate

The mean scores included in this sub classification are between 1.00 – 1.50. They are the data of which the source sentence contents are translated clearly to the evaluators and no rewriting is needed.

Datum 07:

ST: Beef, carrots, cabbage, green beans, eggplant, garlic, coconut milk, onion, and then some spices.

TT: Daging sapi, wortel, kol, buncis, terong, bawang putih, santan, bawang, dan beberapa bumbu.

07 / CN / 31ST / 31TT / TR / SN

The mean of this data is 1. All raters give score 1 which shows that all raters have the same opinion that the compound noun *eggplant* in the ST is translated very accurately into *terong* in the TT. The word *eggplant* is compounded from the word *egg* and *plant*. It is defined in Oxford Learner's Pocket Dictionary

that the word *egg* has three different meaning that are a round object with a hard shell containing a baby bird, hen's egg used as food and female reproductive cell (1995:134). On the other hand, *plant* means living thing that grows in the earth that has stem, leaves and root. However, they means differently when are compounded. The compound noun *eggplant* does not mean a plant of egg but refers to a type of fruit, which is large dark purple and is used as vegetable. It is also popular as aubergine.

Datum 57:

ST: Could I help you bake the chocolate cake?

TT: Dapatkah saya bantu anda membuat kue coklat itu?

57 / CN / 109ST / 109TT / TR / NP

The word *chocolate cake* in the ST is considered as a compound noun though it seems like a phrase made up of noun *cake* modified by an adjective *chocolate*. However, the word is recognized as meaningful objects in and of itself. Therefore it is considered as a compound noun (Hatch and Brown, 1995:190). It is translated very accurately into *kue coklat* in the TT. All raters give score 1 of which the mean score is 1 also. It means that the content of the compound noun *chocolate cake* is rendered very accurately and clearly into *kue coklat* in the TT.

There are 27 data are included into this subcategory, they are:

Table 4.12. The Very Accurate Compound Nouns Translation

Data no.	ST	TT
02	shrimp paste	terasi
07	eggplant	terong

08	coconut milk	santan
12	rice salad	selada nasi
13	weekends	akhir pekan
14	left-overs	sisa-sisa makanan
15	breakfast	sarapan pagi
16	swamp cabbage	kangkung
17	yard long beans	kacang panjang
34	beansprout	tauge
35	sweet potatoes	ubi
36	pineapple	nanas
37	chocolate cake	kue coklat
38	dinner fork	garpu makan
39	butter knife	pisau mentega
40	bread plate	piring roti
42	soupspoon	sendok sop

2. Accurate

This sub classification has mean scores in between 1.60 – 2.50. The data that belong to this sub classification are actually almost similar to the first one, only there are needs for some rewriting and changes in word order.

Datum 09:

ST: Japanese rice is already sticky but when we use Indonesian rice we add sticky rice to it.

TT: Nasi Jepang memang sudah lengket, tapi kalau kita pakai beras dari Indonesia kita tambahkan ketan.

09 / CN / 41ST / 41TT / TR / CN

In this subcategory, the mean of the data is 1.67. Two raters give score 1 that means the message of the compound noun of *Japanese rice* is conveyed very accurately into TT as *nasi Jepang*. However, the other rater gives score 3 that means the translation is inaccurate. According to the last rater, it should be

translated into *nasi dari Jepang* because if it is translated into *nasi Jepang* it only refers to one type of *Japanese rice* that is sticky one. In fact, there are some other types of rice in Japan like other countries have. On the contrary, the two raters who give score 1 think that *Japanese rice* is more well known as sticky rice in all over the world than the other types of rice. The Japanese rice is the basic ingredient for making various types of Japanese food namely *sushi*. In Japanese the rice is called *shari*. (http://en.wikipedia.org/wiki/Sushi#Types_of_sushi). In conclusion, the translation is accurate because it has clear meaning.

Datum 26:

SL: Yes, we serve larger portions at dinner and sometimes serve soup first and usually serve garlic bread and salad with the meal.

TT: Ya, kami menghidangkannya dalam porsi yang lebih besar pada waktu makan malam dan kadang-kadang kami menghidangkan sop terlebih dahulu dan biasanya dengan roti bawang putih dan slada.

26 / CN / 88ST / 88TT / TR / CN

The mean of this data is 2. All raters give the same score that is 2. The first rater states a reason that there is no term for this kind of bread in Indonesia as it is originally type of European food. However, it is unnecessary to preserve the English term or the target readers will not be able to understand it. Moreover, there is no specific cultural term in it hence it is possible and is better to translate *garlic bread* into *roti bawang putih* because it is clearer. The second rater suggests giving further explanation, such as a footnote about what kind of bread it is to make it clearer to target readers.

The complete data which belong to this sub classification are as follows:

Table 4.13. The Accurate Compound Nouns Translation

Data no.	ST	TT
01	air-conditioning	AC
03	fast-food	pelayanan cepat
05	French onion soup	sop bawang Bombay
06	green beans	buncis
09	Japanese rice	nasi jepang
10	sticky rice	ketan
18	washing up	mencuci piring
19	nightmare	mimpi buruk
20	peanut butter	sele kacang
21	cookbook	buku masak
22	red snapper	ikan kakap
26	garlic bread	roti bawang putih
28	sit-down dinner	makan malam secara duduk
29	cottage cheese	keju cottage
31	green onion	daun bawang
32	food processor	food processor

3. Inaccurate

The data belong to this sub classification are those which have the mean scores of between 2.60 – 3.50. They are the data of which content of the source sentence is not accurately conveyed to the target sentence.

Datum 11:

ST: Yes, although these days most Japanese housewives have a rice cooker.

TT: Ya, sekalipun akhir-akhir ini ibu-ibu rumahtangga Jepang mempunyai pemasak beras.

11 / CN / 41ST / 41TT / TR / CN

For datum 11, the first and the third rater give scores 3 for the reasons that the English compound *rice cooker* is a term for a modern household to cook rice. Therefore, it should be maintained to distinguish it from the traditional rice cooker namely steamer. On the contrary, the second rater gives score 2, although it is needed to revise the translation to make it more familiar for reader. He suggests translating the *rice cooker* into *penanak nasi* rather than *pemasak beras*. The mean score for this datum is 2.67.

Datum 24:

ST: Don't worry, the waiter is just getting the charcoals ready.

TT: Jangan khawatir pelayan itu sedang mempersiapkan api.

24 / CN / 77ST / 77TT / TR / SN

In this data, all raters give the same score that is 3. The total mean score is 3. The English compound noun *charcoals* is translated into *api* which is inaccurate. There is the equivalence of it, that is *arang kayu* (Echols and Shadilly, 1996:108). When it is translated into *api*, it does not convey the real meaning of the word in the ST which causes misunderstanding for target readers. Because the word *api* means fire that comes from not only charcoal but also from a stove or any other material which is being burnt. The data is taken from a chapter which tells about Korean roasted meat namely *pulgogi*. It is clearly improper to roast meat on a fire of stove; therefore the translation

should not be *api* but *arang*. One rater suggests to translate it into *bakaran arang*.

The examples above represent the total 12 data, they are:

Table 4.14. The Inaccurate Compound Nouns Translation

Data no.	ST	TT
04	French bread	roti Perancis
11	rice cooker	pemasak beras
24	charcoals	api
25	bamboo stick	tusukan bamboo
27	buffet dinner	makan malam secara berdiri
30	Chinese cabbage	kol Cina
33	garlic paste	adonan bawang putih
41	teaspoon	sendok kecil

4. Very Inaccurate

This sub classification conveys the very inaccurate translations which means not translated at all, i.e. it is omitted or deleted. The mean score belong to this sub classification are between 3.60 – 4.00. The researcher finds only one datum in this subcategory, that is:

Datum 23:

ST: Make the broth for the tempura sauce from seaweed and dried bonito?

TT: Buatlah kuah untuk saos tempura dari biji wijen dan bonito yang dikeringkan?

23 / CN / 74ST / 74TT / TR / CN

The mean score for this data is 3.66. Two raters give score 4 and the other one gives 3. Basically all raters state the same reasons of giving the scores that is because the English compound noun *seaweed* is not translated into proper choice of word in the TT. *Seaweed* should be translated into *rumput laut*. However, it is translated into *biji wijen*, which if it is translated back into English will be *sesame seed*. Therefore it is considered as a wrong translation.

b. Accuracy of Derivational Adjectives Translation

The questionnaire result of the accuracy of compound nouns translation are shown the following table:

Table 4.15 The Accuracy of Derivational Adjective Translations

No. Data	Raters			Mean Score
	R1	R2	R3	
01	1	1	2	1.33
02	3	1	1	1.67
03	2	1	1	1.33
04	2	1	2	1.67
05	1	1	1	1
06	3	4	3	3.33
07	2	1	1	1.33
08	3	2	2	2.33
09	2	1	2	1.67
10	3	1	2	2
11	1	1	1	1
12	1	1	1	1
13	2	1	3	2
14	2	3	1	2
15	3	4	2	3
16	3	3	3	3
17	1	2	2	1.67
18	2	1	1	1.33
19	1	1	1	1
20	1	1	1	1
21	2	1	2	1.67
22	3	1	2	2

Average score of mean	1.74
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From the table above, it is obvious that the lowest mean is 1 and the highest mean is 3.33. The total average of the mean score for the translation of the derivational adjectives is 1.74. It belongs to the second level of accuracy rating instrument. It means that the English derivational adjective in the ST is accurately translated into the TT.

Based on the accuracy rating, the researcher divides the accuracy categorization as follows:

1. Very Accurate

The mean scores included in this sub classification are between 1.00 – 1.50. They are the data of which the source sentence contents are translated clearly to the evaluators and no rewriting is needed. One of the very accurate data is exemplified as follows:

Datum 03:

ST: There are two kinds: one is dark brown and sweet, the other is light brown and salty.

TT: Ada dua macam: satu warnanya coklat hitam dan manis, dan yang satu lagi warnanya coklat muda dan asin.

03 / DA / 11ST / 11TT / TR / SA

The mean score for datum number 03 is 1.33. There are two raters give score 1 and the other one gives score 2. It is very accurate and very clear that the English derivational adjective *salty* in the ST is rendered into *asin* in the TT.

Datum 19:

ST: Yes, I supposed durian is quite famous because of its smell.

TT: Ya, saya kira durian cukup terkenal karena baunya.

19 / DA / 107ST / 107TT / TR / DA

For this data all raters give score 1, which resulted the mean score 1. It is similar to the previous data that the English derivational adjective *famous* is equivalent to the Indonesian derivational adjective that is *terkenal*. Therefore, the message in the ST is conveyed very accurately into TT without rewriting and is very clear.

The complete very accurate data are:

Table 4.16 The Very Accurate Compound Nouns Translation

Data no.	ST	TT
01	helpful	menolong
03	salty	asin
05	spicy	bumbunya ... banyak
07	washed	sudah bersih
11	available	yang ada
12	optional	boleh pakai atau tidak
18	seasonal	musiman
19	famous	terkenal
20	addicted	ketagihan

2. Accurate

This sub classification has mean scores in between 1.60 – 2.50. In this sub classification, the data are also considered as accurate translation; only needed for some rewriting and changes in word order.

Datum 08:

ST: How did you get the rice so sticky and shiny?

TT: Bagaimana caranya sehingga nasi ini bisa melekat dan mengkilap?

08 / DA / 40ST / 40TT / TR / V

The translation above is accurate as it can be seen that the mean score for this data is 2.33. Two raters give score 2 and the other rater scores it 3. The English derivational adjective *sticky* is actually accurate enough to be translated into Indonesian adjective *melekat*. However, the raters suggest to translate it into another Indonesian adjective *lengket*, which is considered as more clearer translation.

Datum 17:

ST: They make healthy, delicious meals and they are inexpensive.

TT: Bakmi itu dapat membuat masakan yang bagus untuk kesehatan, enak dan harganya tidak begitu mahal.

17 / DA / 88ST / 88TT / TR / VC

This data has a mean score 1.67. There are one rater scores it 1 and the other two score it 2. The English word *inexpensive* is conveyed accurately and clearly into Indonesian words *tidak begitu mahal*. However, the two raters state that it will be better if the word is simply translated into *tidak mahal*, because if

it is translated back will be a bit different that is *not really expensive* or *not quite expensive*. Still the translation is considered accurate enough.

There are 10 data belong to this sub classification:

Table 4.17. The Accurate Compound Nouns Translation

Data no.	ST	TT
02	tasty	enak
04	typical	khas
08	sticky	melekat
09	shiny	mengkilap
10	greasy	berlemak
13	jelly	sele
14	different	---
17	inexpensive	tidak begitu mahal
21	careful	hati-hati
22	complicated	ruwet

3. Inaccurate

The data belong to this sub classification are those which have the mean scores of between 2.60 – 3.50. They are the data of which content of the source sentence is not accurately conveyed to the target sentence for there are some problems with the choice of words and the relationships between phrase, clause and sentence elements.

Datum 06:

ST: There are many ways to cook rice in Indonesia, I'm going to show you the traditional way using steamer.

TT: Di Indonesia ada berbagai cara untuk memasak beras. Sekarang akan saya perlihatkan bagaimana memasaknya di dalam dandang.

06 / DA / 36ST / 36TT / UN / -

This data has a mean score 3.33. Two raters give score 3 and the other gives score 4. The English derivational adjective *traditional* is not translated at all into any Indonesian parts of speech. Even though one rater states that it is very inaccurate, however the two raters state that the whole content or meaning of the sentence is not totally destroyed. It is true that even the word *traditional* is not translated into any parts of speech in the TT, still the target readers are very possible to know that to cook rice using steamer or *dandang* is the traditional way.

The data above represents total data in this sub category, they are:

Table 4.18. The Inaccurate Compound Nouns Translation

Data no.	ST	TT
06	traditional	---
15	various	---
16	healthy	bagus untuk kesehatan

4. Very Inaccurate

This sub classification conveys the very inaccurate translations which means not translated at all, i.e. it is omitted or deleted. The mean scores belong to this sub classification are between 3.60 – 4.00. However, the researcher did not find any data, which can be classified into this sub classification.

The assessment of accuracy level has been presented above. It can be seen that both translation of compound noun and derivational adjective are translated accurately. Although there are some words not translated into TT, however that still preserve the content of the source sentence. Moreover, the translator can add

footnote or explanation since there are some translations still contain some loan words.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this last chapter the researcher draws conclusion of the result of the research based on the data analysis that has been done in the previous chapter and it answers the problem statements stated in the first chapter. They are to identify kinds of translation variations of compound nouns and derivational adjectives that can be found in the data and to reveal the accuracy of the translation variations of compound nouns and derivational adjectives that can be found in the data.

From the analysis, the researcher finds that:

1. The translation variations of compound noun are:
 - a. The compound nouns in the ST translated into the simple nouns in the TT (23.80%). The compound nouns which are grammatically included in a phrase unit (a joining of two words or more) are shifted into a different unit that is a word.
 - b. The compound nouns in the ST translated into the compound nouns too in the TT (50%). There is a structure shift in this subcategory. The researcher finds the different construction of compound nouns between the English and the Indonesian. The English compound noun has the head in the second part and the modifier in the first part while the Indonesia compound noun has them in vice versa.

- c. The compound nouns in the ST translated into the noun phrase (19%).
Under the same reason with the previous subcategory above, the compound noun in this subcategory is structurally shifted into the noun phrase in the TT.
- d. The compound nouns in the ST translated into the verbal clause (2.40%).
The change from the compound noun to the verbal clause poses a unit-shift. The compound noun in the ST that is constructed by the modifier followed by the head belongs to a word class. It is shifted into a clause which is constructed by a predicate followed by an object which belong to the verbal clause.
- e. The compound nouns in the ST are not translated in the TT (4.80%). In this subcategory the compound nouns in the ST are not translated at all because they are omitted or deleted.

From the explanation above, it can be concluded that most of the compound nouns in the ST are translated into compound nouns too in the TT. It is because the translator can easily find the equivalence in the compound nouns too in the TT.

While the least of the compound nouns are translated into verbal clause as a solution when the translators do not find the equivalence in the same form. From the data presented above it is also shown that the rank shift occurrence in the translation activity is needed because of the structural differences between the SL and the TL.

2. The translation variations of derivational adjectives are:
 - a. The derivational adjectives in the ST translated into simple adjectives in the TT (18.20%). Even though there are different type of adjectives in the ST and the TT however they are not shifted into any other parts of speech from the ST into the TT. Therefore there are no rank shifts in this subcategory.
 - b. The derivational adjectives in the ST translated into derivational adjectives in the TT (22.70%). There is no rank shift either in this subcategory since the derivational adjectives in the ST translated into the same word class in the TT.
 - c. The derivational adjectives in the ST translated into noun phrases in the TT (4.50%). Unit shift occurs in this subcategory since the derivational adjectives which belong to an adjective word class shifted into noun phrases in the TT.
 - d. The derivational adjectives in the ST translated into noun in the TT (4.50%). The researcher finds a class shift in this subcategory. It is obviously can be seen from the word class that is adjective in the ST is shifted into the noun in the TT.
 - e. The derivational adjectives in the ST translated into prepositional phrase in the TT (4.50%). The structure shift occurs in this part where the derivational adjective in the ST is translated into a prepositional phrase in the TT with a prepositional as the marker in the TT.
 - f. The derivational adjectives in the ST translated into verbs in the TT (13.60%). The changes of the derivational adjectives in this subcategory

clearly show a class shift for an adjective word is translated into a verb word.

g. The derivational adjectives in the ST translated into verbal phrase in the TT (4.50%). The shift that can be seen in this subcategory is a unit shift. The derivational adjective is composed by a word added by a suffix then translated into a verbal phrase which have a head and a modifier.

h. The derivational adjectives in the ST translated into adjectival phrases in the TT (9.40%). The data belong to this subcategory has a unit-shift as there is a change in structural language that refers to the translation unit or grammatical rank from the adjective into the phrase.

i. The derivational adjectives in the ST translated into noun clause in the TT (4.50%). Under the same reasons with the previous subcategory that the translation variation at this point is structurally shifted from the adjective into a clause.

j. The derivational adjectives in the ST are not translated into the TT (13.60%). In this subcategory the compound nouns in the ST are not translated at all because they are omitted or deleted.

The results of data analysis above describes more translation variations and rank shifts that can be found in the data of derivational adjectives. It is also interesting that there are even more of them do not have any rank shift. It is because the derivational adjectives in the ST are simply and more easily translated into the same word class in the TT.

3. The accuracy analysis on the translation of the compound nouns and the derivational adjectives are done based on the information of the three respondents
 - a. The total mean score of the accuracy of compound nouns translation is 1.77. It reveals that the meaning of the compound nouns in the ST is accurately conveyed into the TT. Most of the compound nouns in the ST are translated differently in the TT because of the structural differences between both texts. In detail, there are 40.50% data are very accurate, 38.10% data are accurate, 19% data are inaccurate and last is 2.40% data are very inaccurate. The data that are very inaccurate are caused by inappropriate word choice in the TT.
 - b. In the accuracy of the derivational adjectives the researcher finds that there are 40.9% data are very accurate, 45.5% data are accurate, and 13.6% data are inaccurate. Even though there are some data not translated at all in the TT however they are not considered as very inaccurate data because this phenomenon do not destroy the whole meanings of the sentences. In average, the mean score of the translation accuracy of the derivational adjectives is 1.74. It is obviously can be concluded that the translation of this category is accurate.

Finally, from the results of accuracy analysis above, it can be concluded that the accuracy of the compound nouns and the derivational adjectives are both accurate. Even though there are some words not translated into TT, however the content of the source sentence is still preserved. There are some translations still

contain some loan words, hence the translator can add footnote or explanation for the loan words that will help readers to understand the meaning of the words more.

B. Suggestion

Based on the conclusion of this study, the researcher proposes suggestions as follows:

1. To the translators of the original course book of “English For Cooking” and the publisher

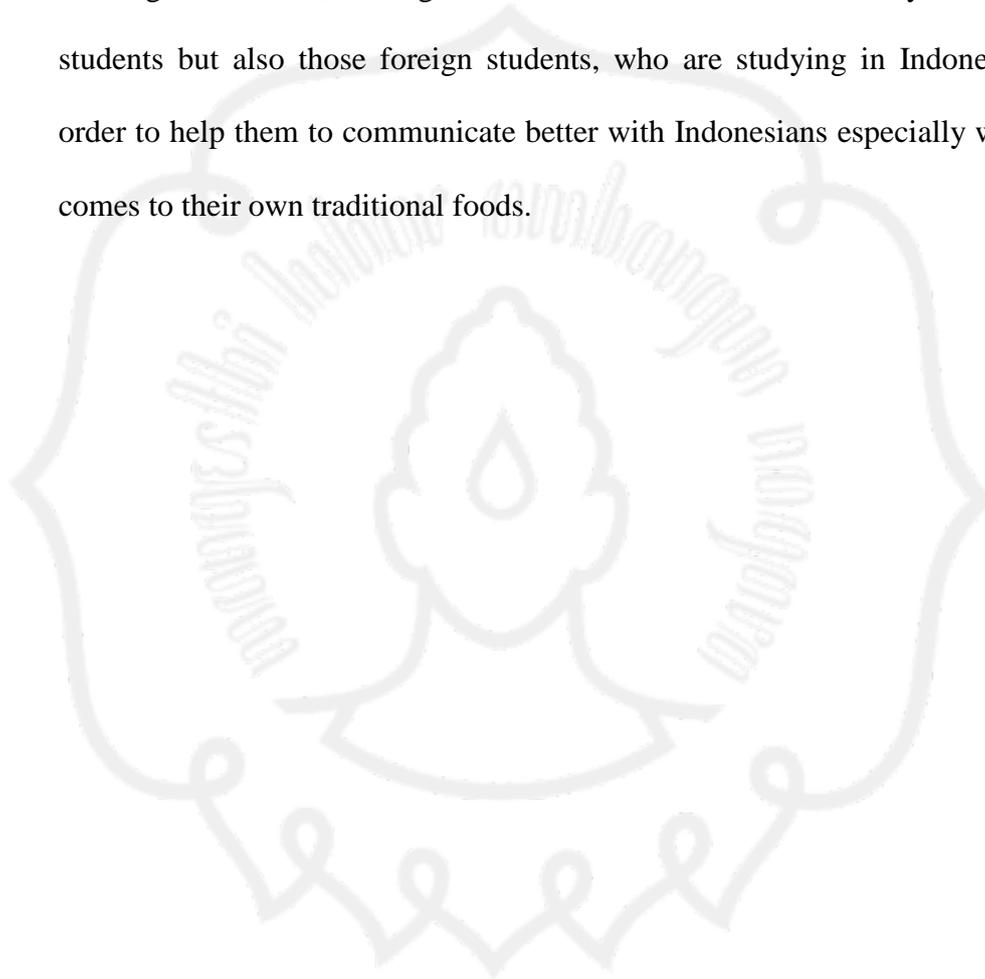
Based on the results of this study, it is known that the translation variations of the compound nouns and derivational adjectives are accurate. However, some corrections are still needed as the raters said that out of the two word classes there are some inappropriateness of word choice in other classes. There is also a need for further editing process on some mistyped words. It is also necessary to give further explanation to the readers when there are some terms are not translated such as giving footnotes; therefore readers are easier to understand.

2. To the other researchers

This research only focuses on the analysis of the translation variations of compound nouns and derivational adjectives and their accuracies. The future researchers may conduct a research in other linguist’s theories on the same subjects, or based on the readability and acceptability analysis. Moreover, they also can conduct a study on the other grammatical subjects.

3. To the students

For the students of English Department, this “English For Cooking” book is another optional reference for studying the translation subject. It is also good reference for them to learn more the English conversation especially about cooking. In addition, the target readers of this book cannot be only Indonesian students but also those foreign students, who are studying in Indonesia; in order to help them to communicate better with Indonesians especially when it comes to their own traditional foods.



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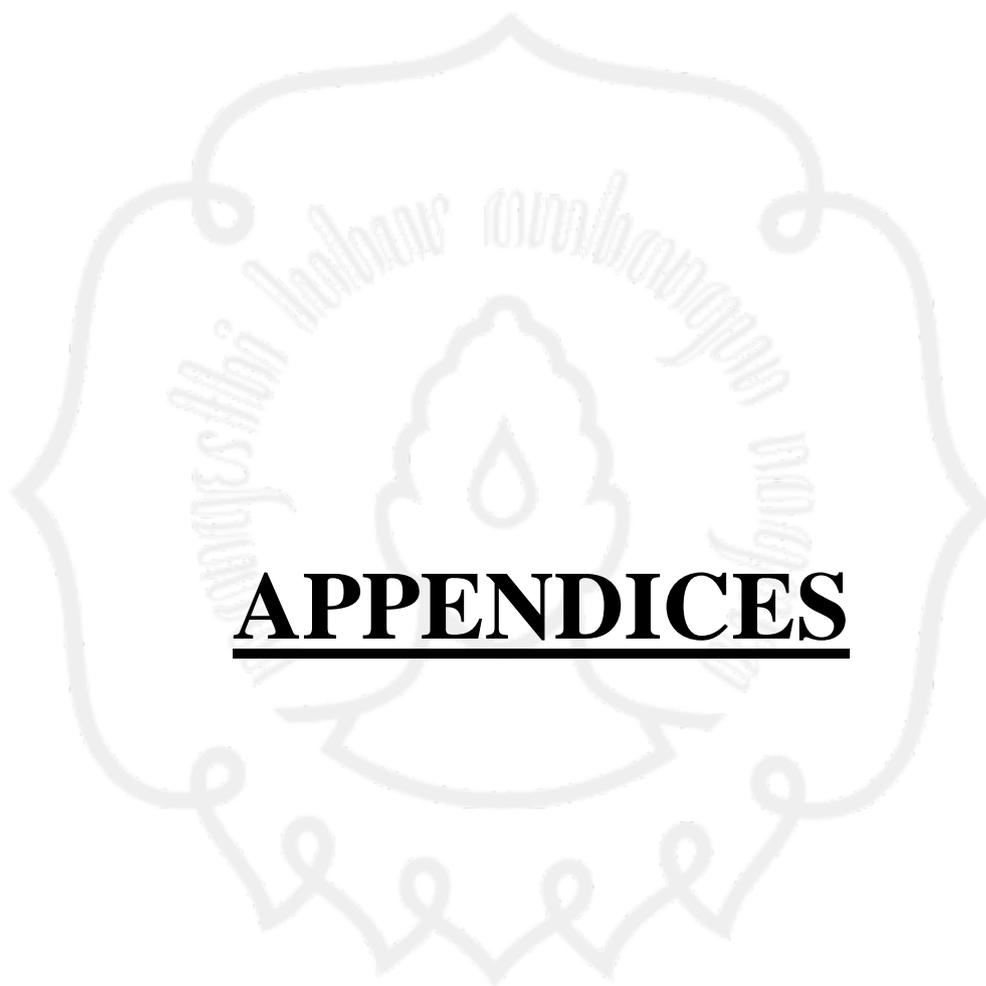
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APPENDICES

Appendix 1. Data of English Compound Nouns

01 / CN / 13ST / 13TT / UN / -

ST: Is it cooler in here since I turned on the air-conditioning?

TT: Apakah disini lebih sejuk karena saya pasang AC?

02 / CN / 15ST / 15TT / TR / SN

ST: Yes, there is garlic, onion, tomato and shrimp paste in it.

TT: Memang, ada bawang putih, bawang merah, tomat dan terasi didalamnya.

03 / CN / 19ST / 19TT / TR / NP

ST: Yes, soto ayam is served in virtually every Indonesian "fast-food" restaurant.

TT: Ya, soto ayam disediakan di setiap rumah makan pelayanan cepat di Indonesia.

04 / CN / 25ST / 25TT / TR / CN

ST: I don't know where to buy French bread.

TT: Saya tidak tahu di mana bisa beli roti Perancis.

05 / CN / 26ST / 26TT / TR / CN

ST: French onion soup could be served at the beginning of a meal or in larger servings as a meal in itself, as it's very filling.

TT: Sop Bawang Bombay bisa dihidangkan sebagai pembuka atau dapat dihidangkan sebagai hidangan yang komplit dalam porsi yang lebih besar, karena sop itu cukup mengenyangkan.

06 / CN / 31ST / 31TT / TR / SN

ST: Beef, carrots, cabbage, green beans, eggplant, garlic, coconut milk, onion, and then some spices.

TT: Daging sapi, wortel, kol, buncis, terong, bawang putih, santan, bawang, dan beberapa bumbu.

07 / CN / 31ST / 31TT / TR / SN

ST: Beef, carrots, cabbage, green beans, eggplant, garlic, coconut milk, onion, and then some spices.

TT: Daging sapi, wortel, kol, buncis, terong, bawang putih, santan, bawang, dan beberapa bumbu.

08 / CN / 31ST / 31TT / TR / SN

ST: Beef, carrots, cabbage, green beans, eggplant, garlic, coconut milk, onion, and then some spices.

TT: Daging sapi, wortel, kol, buncis, terong, bawang putih, santan, bawang, dan beberapa bumbu.

09 / CN / 41ST / 41TT / TR / CN

ST: Japanese rice is already sticky but when we use Indonesian rice we add sticky rice to it.

TT: Nasi Jepang memang sudah lengket, tapi kalau kita pakai beras dari Indonesia kita tambahkan ketan.

10 / CN / 41ST / 41TT / TR / SN

ST: Japanese rice is already sticky but when we use Indonesian rice we add sticky rice to it.

TT: Nasi Jepang memang sudah lengket, tapi kalau kita pakai berasa dari Indonesia kita tambahkan ketan.

11 / CN / 41ST / 41TT / TR / CN

ST: Yes, although these days most Japanese housewives have a rice cooker.

TT: Ya, sekalipun akhir-akhir ini ibu-ibu rumahtangga Jepang mempunyai pemasak beras.

12 / CN / 42ST / 42TT / TR / CN

ST: In Japanese we call it “chirashi sushi”, in English it would be rice salad.

TT: Di dalam bahasa Jepang kami sebut “chirashi sushi”, di dalam bahasa Inggris adalah selada nasi.

13 / CN / 45ST / 45TT / TR / CN

ST: Or else it’s just eaten once a week at weekends.

TT: Atau dimakan sekali seminggu pada akhir pekan.

14 / CN / 46ST / 46TT / TR / CN

ST: We can have “acar” and “sambal” with it as well and other left-overs if eaten for breakfast.

TT: Dapat juga dimakan dengan acar dan sambal dan pula dengan sis-sis makanan bila di makan untuk sarapan pagi.

15 / CN / 46ST / 46TT / TR / NP

ST: We can have “acar” and “sambal” with it as well and other left-overs if eaten for breakfast.

TT: Dapat juga dimakan dengan acar dan sambal dan pula dengan sisa-sisa makanan bila di makan untuk sarapan pagi.

16 / CN / 51ST / 51TT / TR / SN

ST: The basic ingredients of gado-gado are: cucumber, swamp cabbage, yard longbeans, cabbage, and spicy peanut sauce.

TT: Bahan-bahan utama dari gado-gado adalah ketimun, kangkung, kacang panjang, kol, dan saos (bumbu) kacang yang telah dibumbui.

17 / CN / 51ST / 51TT / TR / CN

ST: The basic ingredients of gado-gado are: cucumber, swamp cabbage, yard longbeans, cabbage, and spicy peanut sauce.

TT: Bahan-bahan utama dari gado-gado adalah ketimun, kangkung, kacang panjang, kol, dan saos (bumbu) kacang yang telah dibumbui.

18 / CN / 58ST / 58TT / TR / VC

ST: Yes, the washing up is a nightmare.

TT: Betul, memang mencuci piringnya merupakan sesuatu mimpi buruk.

19 / CN / 58ST / 58TT / TR / NP

ST: Yes, the washing up is a nightmare.

TT: Betul, memang mencuci piringnya merupakan sesuatu mimpi buruk.

20 / CN / 61ST / 61TT / TR / CN

ST: Peanut butter and jelly sandwiches.

TT: Roti berlapis yang berisi sele kacang dan sele.

21 / CN / 67ST / 67TT / TR / CN

ST: I got the recipe from an Indonesian cookbook, maybe you can give me some advice on how to prepare it.

TT: Saya dapat resepnya dari buku masak Indonesia, mungkin anda dapat menasehatkan saya bagaimana menyiapkannya.

22/ CN / 67ST / 67TT / TR / CN

ST: My family likes red snapper.

TT: Keluarga saya senang ikan kakap.

23/ CN / 74ST / 74TT / TR / CN

ST: Make the broth for the tempura sauce from seaweed and dried bonito?

TT: Buatlah kuah untuk saos tempura dari biji wijen dan bonito yang dikeringkan?

24/ CN / 77ST / 77TT / TR / SN

ST: Don't worry, the waiter is just getting the charcoals ready.

TT: Jangan khawatir pelayan itu sedang mempersiapkan api.

25/ CN / 82ST / 82TT / TR / CN

ST: It's small cubes of meat on a bamboo stick.

TT: Sate Tambulinas adalah potongan-potongan kecil daging yang ditusuk ke dalam tusukan bambu.

26/ CN / 88ST / 88TT / TR / CN

SL: Yes, we serve larger portions at dinner and sometimes serve soup first and usually serve garlic bread and salad with the meal.

TT: Ya, kami menghidangkannya dalam porsi yang lebih besar pada waktu makan malam dan kadang-kadang kami menghidangkan sop terlebih dahulu dan biasanya dengan roti bawang putih dan slada.

27 / CN / 92ST / 92TT / TR / NP

SL: Could this meal be served as a buffet-dinner as well as a sit-down dinner?

TT: Dapatkah makanan ini dihidangkan sebagai makan malam secara buffet atau juga sebagai makan malam secara duduk?

28 / CN / 92ST / 92TT / TR / NP

SL: Could this meal be served as a buffet-dinner as well as a sit-down dinner?

TT: Dapatkah makanan ini dihidangkan sebagai makan malam secara buffet atau juga sebagai makan malam secara duduk?

29 / CN / 93ST / 93TT / TR / CN

ST: You could easily substitute cottage cheese for the ricotta.

TT: Keju ricotta mudah diganti dengan keju cottage.

30 / CN / 99ST / 99TT / TR / CN

ST: Indonesians like to use Chinese cabbage, celery and green onion.

TT: Orang Indonesia senang pakai kol Cina, seledri, dan daun bawang.

31 / CN / 99ST / 99TT / TR / CN

ST: Indonesians like to use Chinese cabbage, celery and green onion.

TT: Orang Indonesia senang pakai kol Cina, seledri, dan daun bawang.

32 / CN / 101ST / 101TT / UN / -

ST: We use a mortar and pestle but if you do not have one you could use a food processor.

TT: Kita pakai batu ulekan tapi bila anda tidak memilikinya kita dapat memakai "food processor".

33 / CN / 101ST / 101TT / TR / NP

ST: Now we simply stir-fry the shallots and garlic paste in a hot wok.

TT: Sekarang kita hanya menumis daun bawang dan adonan bawang putih di dalam penggorengan yang sudah panas.

34 / CN / 101ST / 101TT / TR / SN

ST: Yes, they do, along with the beansprouts and tomatoes.

TT: Ya, sama-sama dengan tauge dan tomat.

35 / CN / 106ST / 106TT / TR / SN

ST: Oh like it but I have never eaten sweet potatoes for dessert before.

TT: Wah, saya senang. Tapi saya belum pernah makan ubi sebagai dessert.

36 / CN / 107ST / 107TT / TR / SN

ST: Oh you mean mangoes, papaya, pineapple and bananas?

TT: Ooo...maksudnya mangga, pepaya, nanas dan pisang?

37 / CN / 109ST / 109TT / TR / NP

ST: Could I help you bake the chocolate cake?

TT: Dapatkah saya bantu anda membuat kue coklat itu?

38 / CN / 117ST / 117TT / TR / CN

ST: When a knife is not used, you may place the dinner fork at the right of the plate.

TT: Bilamana pisau tidak digunakan, anda dapat meletakkan sebuah garpu makan di sebelah kanan piring.

39 / CN / 117ST / 117TT / TR / CN

ST: It is called a butter knife and is placed across the bread plate with the handle to the right.

TT: Disebut pisau mentega dan diletakkan miring disebelah atas piring roti dengan gagangnya disebelah kanan.

40 / CN / 117ST / 117TT / TR / CN

ST: It is called a butter knife and is placed across the bread plate with the handle to the right.

TT: Disebut pisau mentega dan diletakkan miring disebelah atas piring roti dengan gagangnya disebelah kanan.

41 / CN / 119ST / 119TT / TR / NP

ST: The small teaspoons to the right of the knife, and the soup spoon to the right of the teaspoons.

TT: Sendok kecil diletakkan di sebelah kanan pisau., dan sendok sop di sebelah kanan sendok kecil.

42 / CN / 119ST / 119TT / TR / CN

ST: The small teaspoons to the right of the knife, and the soup spoon to the right of the teaspoons.

TT: Sendok kecil diletakkan di sebelah kanan pisau., dan sendok sop di sebelah kanan sendok kecil.

Appendix 2. Data of English Derivational Adjectives

01 / DA / 2ST / 2TT / TR / V

ST: We often use these expressions in response to information that is given to us which will be helpful, when we are given good news.

TT: Ungkapan-ungkapan ini sering dipakai dalam menanggapi informasi yang sangat menolong bagi kita ketika kita diberi tahu tentang kabar baik.

02 / DA / 11ST / 11TT / TR / SA

ST: How is this chicken cooked, it's really very tasty.

TT: Bagaimana ayam ini dimasak, rasanya enak sekali.

03 / DA / 11ST / 11TT / TR / SA

ST: There are two kinds: one is dark brown and sweet, the other is light brown and salty.

TT: Ada dua macam: satu warnanya coklat hitam dan manis, dan yang satu lagi warnanya coklat muda dan asin.

04 / DA / 30ST / 30TT / TR / SA

ST: I've made a typical Indonesians vegetable stew, sayur lodeh, for dinner.

TT: Saya telah membuat masakan sayur khas Indonesia, sayur lodeh, untuk makan malam.

05 / DA / 31ST / 31TT / TR / NP

ST: Is it too spicy?

TT: Apakah bumbunya terlalu banyak?

06 / DA / 36ST / 36TT / UN / -

ST: There are many ways to cook rice in Indonesia, I'm going to show you the traditional way using steamer.

TT: Di Indonesia ada berbagai cara untuk memasak beras. Sekarang akan saya perlihatkan bagaimana memasaknya di dalam dandang.

07 / DA / 37ST / 37TT / TR / AP

ST: Is this washed enough?

TT: Apakah ini sudah cukup bersih?

08 / DA / 40ST / 40TT / TR / V

ST: How did you get the rice so sticky and shiny?

TT: Bagaimana caranya sehingga nasi ini bisa melekat dan mengkilap?

09 / DA / 40ST / 40TT / TR / V

ST: How did you get the rice so sticky and shiny.

TT: Bagaimana caranya sehingga nasi ini bisa melekat dan mengkilap.

10 / DA / 46ST / 46TT / TR / DA

ST: Moreover it is rather greasy, hard on the digestion.

TT: Lagipula agak berlemak dan berat untuk pencernaan.

11 / DA / 57ST / 57TT / TR / NP

ST: The ingredients vary according to the vegetables available but the Koreans always mix the vegetables with rice noodles and sesame oil and sesame seed, whereas in the Indonesian version they are optional.

TT: Bahan-bahannya berbeda tergantung sayur-sayuran yang ada, tetapi orang Korea selalu mencampur sayur-sayuran dengan vermicelli dan minyak wijen sedangkan secara Indonesia, bebas, boleh pakai atau tidak.

12 / DA / 57ST / 57TT / TR / VP

ST: The ingredients vary according to the vegetables available but the Koreans always mix the vegetables with rice noodles and sesame oil and sesame seed, whereas in the Indonesian they are optional.

TT: Bahan-bahannya berbeda tergantung sayur-sayuran yang ada, tetapi orang Korea selalu mencampur sayur-sayuran dengan vermicelli dan minyak wijen sedangkan secara Indonesia, bebas, boleh pakai atau tidak.

13 / DA / 62ST / 62TT / TR / N

ST: Peanut butter and jelly sandwiches.

TT: Roti berlapis yang berisi sele kacang dan sele.

14 / DA / 67ST / 67TT / UN / -

ST: There are so many different kind of fish to choose from, I don't know which kind to buy.

TT: Ada begitu banyak pilihan ikan, saya tidak tahu yang mana akan dibeli.

15 / DA / 87ST / 87TT / UN / -

ST: What are the various types of pasta?

TT: Apa saja yang disebut dengan pasta?

16 / DA / 88ST / 88TT / TR / PP

ST: They make healthy, delicious meals and they are inexpensive.

TT: Bakmi itu dapat membuat masakan yang bagus untuk kesehatan, enak dan harganya tidak begitu mahal.

17 / DA / 88ST / 88TT / TR / VC

ST: They make healthy, delicious meals and they are inexpensive.

TT: Bakmi itu dapat membuat masakan yang bagus untuk kesehatan, enak dan harganya tidak begitu mahal.

18 / DA / 107ST / 107TT / TR / DA

ST: Yes, but mangoes are seasonal. We can get the others all year long.

TT: Betul, tapi mangga itu musiman. Kita bisa dapat yang lainnya sepanjang tahun.

19 / DA / 107ST / 107TT / TR / DA

ST: Yes, I supposed durian is quite famous because of its smell.

TT: Ya, saya kira durian cukup terkenal karena baunya.

20 / DA / 107ST / 107TT / TR / DA

ST: Not everybody likes it because of the smell and it is quite rich, but those who do become addicted.

TT: Tidak semua orang senang dengan baunya dan juga menggemukkan.

Mereka yang senang bisa ketagihan.

21 / DA / 110ST / 110TT / TR / DA

ST: Yes, but be careful to follow the instruction exactly.

TT: Ya, tetapi hati-hati mengikuti dengan tepat petunjuk-petunjuknya.

22 / DA / 115ST / 116TT / TR / SA

ST: It is a little complicated, but I will show you how it is usually done.

TT: Agak ruwet, tetapi saya akan tunjukkan kepada anda bagaimana biasanya dilakukan.

Appendix 3: The Questionnaire of Accuracy

KUESIONER UNTUK MENENTUKAN KEAKURASIAN PENERJEMAHAN KATA MAJEMUK (COMPOUND NOUN) DAN AJEKTIVA TURUNAN (DERIVATIONAL ADJECTIVE) DALAM BUKU “ENGLISH FOR COOKING”

Latar belakang responden:

Nama :

Pendidikan :

Pekerjaan :

Usia :

Petunjuk pengisian:

1. Apakah kata yang digaris bawah dalam Target Text (TT) di bawah ini adalah akurat? Berikan jawaban Bapak/Ibu/Sdr/Sdri dengan memberikan poin sesuai dengan skala keakurasian sebagai berikut:

Skala 1	Sangat akurat	Jika pesan dari bahasa sumber diterjemahkan dengan jelas kedalam struktur bahasa, diksi dan ejaan yang benar.
Skala 2	Akurat	Jika pesan dari bahasa sumber diterjemahkan dengan jelas kedalam struktur bahasa, diksi dan ejaan yang benar, namun masih memerlukan sedikit perbaikan karena kesalahan struktur atau lainnya.
Skala 3	Tidak akurat	Jika pesan dari bahasa sumber tidak diterjemahkan dengan

		benar, terdapat kesalahan yang cukup fatal dalam struktur bahasa, diksi dan ejaan.
Skala 4	Sangat tidak akurat	Jika pesan tidak diterjemahkan sama sekali ke dalam bahasa sasaran atau diterjemahkan ke dalam kalimat yang sama sekali berbeda dari bahasa sumber.

2. Mohon memberikan komentar atau alasan secukupnya dan perbaikan yang seharusnya dilakukan pada kolom bagian bawah.

Kata Majemuk (Compound Nouns)

No.	Teks	Skala
1.	ST: Is it cooler in here since I turned on the <u>air-conditioning</u> ? (EFC/p.13) TT: Apakah disini lebih sejuk karena saya pasang <u>AC</u> ? (EFC/p.13)	
Alasan/Perbaikan:		
2.	ST: Yes, there is garlic, onion, tomato and <u>shrimp paste</u> in it. (EFC/p.15) TT: Memang, ada bawang putih, bawang merah, tomat dan <u>terasi</u> didalamnya. (EFC/p.15)	
Alasan/Perbaikan:		
3.	ST: Yes, soto ayam is served in virtually every Indonesian " <u>fast-food</u> " <u>restaurant</u> . (EFC/p.19) TT: Ya, soto ayam disediakan di setiap <u>rumah makan pelayanan cepat</u> di Indonesia. (EFC/p.19)	
Alasan/Perbaikan:		

4.	ST: I don't know where to buy <u>French bread</u> . (EFC/p.25) TT: Saya tidak tahu di mana bisa beli <u>roti Perancis</u> . (EFC/p.25)	
Alasan/Perbaikan:		
5.	ST: <u>French onion soup</u> could be served at the beginning of a meal or in larger servings as a meal in itself, as its very filling. (EFC/p.26) TT: <u>Sop Bawang Bombay</u> bisa dihidangkan sebagai pembuka atau dapat dihidangkan sebagai hidangan yang komplit dalam porsi yang lebih besar, karena sop itu cukup mengenyangkan. (EFC/p.26)	
Alasan/Perbaikan:		
6.	ST: Beef, carrots, cabbage, <u>green beans</u> , eggplant, garlic, coconut milk, onion, and then some spices. (EFC/p.31) TT: Daging sapi, wortel, kol, <u>buncis</u> , terong, bawang putih, santan, bawang, dan beberapa bumbu. (EFC/p.31)	
Alasan/Perbaikan:		
7.	ST: Beef, carrots, cabbage, green beans, <u>eggplant</u> , garlic, coconut milk, onion, and then some spices. (EFC/p.31) TT: Daging sapi, wortel, kol, buncis, <u>terong</u> , bawang putih, santan, bawang, dan beberapa bumbu. (EFC/p.31)	
Alasan/Perbaikan:		
8.	ST: Beef, carrots, cabbage, green beans, eggplant, garlic, <u>coconut milk</u> , onion, and then some spices. (EFC/p.31) TT: Daging sapi, wortel, kol, buncis, terong, bawang putih, <u>santan</u> , bawang, dan	

	beberapa bumbu. (EFC/p.31)	
Alasan/Perbaikan:		
9.	ST: <u>Japanese rice</u> is already sticky but when we use Indonesian rice we add sticky rice to it. (EFC/p.41) TT: <u>Nasi Jepang</u> memang sudah lengket, tapi kalau kita pakai beras dari Indonesia kita tambahkan ketan. (EFC/p.41)	
Alasan/Perbaikan:		
10.	ST: Japanese rice is already sticky but when we use Indonesian rice we add <u>sticky rice</u> to it. (EFC/p.41) TT: Nasi Jepang memang sudah lengket, tapi kalau kita pakai berasal dari Indonesia kita tambahkan <u>ketan</u> . (EFC/p.41)	
Alasan/Perbaikan:		
11.	ST: Yes, although these days most Japanese housewives have a <u>rice cooker</u> . (EFC/p.41) TT: Ya, sekalipun akhir-akhir ini ibu-ibu rumah tangga Jepang mempunyai <u>pemasak beras</u> . (EFC/p.41)	
Alasan/Perbaikan:		
12.	ST: In Japanese we call it “sarashi sushi”, in English it would be <u>rice salad</u> . (EFC/p.42) TT: Di dalam bahasa Jepang kami sebut “sarashi sushi”, di dalam bahasa Inggris adalah <u>selada nasi</u> . (EFC/p.42)	
Alasan/Perbaikan:		

13.	ST: Or else it's just eaten once a week at <u>weekends</u> . (EFC/p.45) TT: Atau dimakan sekali seminggu pada <u>akhir pekan</u> . (EFC/p.45)	
Alasan/Perbaikan:		
14.	ST: We can have "acar" and "sambal" with it as well and other <u>left-overs</u> if eaten for breakfast. (EFC/p.46) TT: Dapat juga dimakan dengan acar dan sambal dan pula dengan <u>sisa-sisa makanan</u> bila di makan untuk sarapan pagi. (EFC/p.46)	
Alasan/Perbaikan:		
15.	ST: We can have "acar" and "sambal" with it as well and other left-overs if eaten for <u>breakfast</u> . (EFC/p.46) TT: Dapat juga dimakan dengan acar dan sambal dan pula dengan sisa-sisa makanan bila di makan untuk <u>sarapan pagi</u> . (EFC/p.46)	
Alasan/Perbaikan:		
16.	ST: The basic ingredients of gado-gado are: cucumber, <u>swamp cabbage</u> , yard longbeans, cabbage, and spicy peanut sauce. (EFC/p.51) TT: Bahan-bahan utama dari gado-gado adalah ketimun, <u>kangkung</u> , kacang panjang, kol, dan saos (bumbu) kacang yang telah dibumbui. (EFC/p.51)	
Alasan/Perbaikan:		
17.	ST: The basic ingredients of gado-gado are: cucumber, swamp cabbage, <u>yard longbeans</u> , cabbage, and spicy peanut sauce. (EFC/p.51) TL: Bahan-bahan utama dari gado-gado adalah ketimun, kangkung, <u>kacang</u>	

	<u>panjang</u> , kol, dan saos (bumbu) kacang yang telah dibumbui. (EFC/p.51)	
Alasan/Perbaikan:		
18.	ST: Yes, the <u>washing up</u> is a nightmare. (EFC/p.58) TT: Betul, memang <u>mencuci piringnya</u> merupakan sesuatu mimpi buruk. (EFC/p.58)	
Alasan/Perbaikan:		
19.	ST: Yes, the washing up is a <u>nightmare</u> . (EFC/p.58) TT: Betul, memang mencuci piringnya merupakan sesuatu <u>mimpi buruk</u> . (EFC/p.58)	
Alasan/Perbaikan:		
20.	ST: <u>Peanut butter</u> and jelly sandwiches. (EFC/p.61) TT: Roti berlapis yang berisi <u>sele kacang</u> dan sele. (EFC/p.61)	
Alasan/Perbaikan:		
21.	ST: Yes, that's right. I got the recipe from an Indonesian <u>cookbook</u> , maybe you can give me some advice on how to prepare it. (EFC/p.67) TT: Betul, saya dapat resepnya dari <u>buku masak</u> Indonesia, mungkin anda dapat menasehatkan saya bagaimana menyiapkannya. (EFC/p.67)	
Alasan/Perbaikan:		
22.	ST: My family likes <u>red snapper</u> . (EFC/p.67) TT: Keluarga saya senang <u>ikan kakap</u> . (EFC/p.67)	

Alasan/Perbaikan:		
23.	ST: Make the broth for the tempura sauce from <u>seaweed</u> and dried bonito? (EFC/p.74) TT: Buatlah kuah untuk saos tempura dari <u>biji wijen</u> dan bonito yang dikeringkan? (EFC/p.74)	
Alasan/Perbaikan:		
24.	ST: Don't worry, the waiter is just getting the <u>charcoals</u> ready. (EFC/p.77) TT: Jangan khawatir pelayan itu sedang mempersiapkan <u>api</u> . (EFC/p.77)	
Alasan/Perbaikan:		
25.	ST: It's small cubes of meat on a <u>bamboo stick</u> . (EFC/p.82) TT: Sate Tambulinas adalah potongan-potongan kecil daging yang ditusuk ke dalam <u>tusukan bamboo</u> . (EFC/p.82)	
Alasan/Perbaikan:		
26.	SL: Yes, we serve larger portions at dinner and sometimes serve soup first and usually serve <u>garlic bread</u> and salad with the meal. (EFC/p.88) TL: Ya, kami menghidangkannya dalam porsi yang lebih besar pada waktu makan malam dan kadang-kadang kami menghidangkan sop terlebih dahulu dan biasanya dengan <u>roti bawang putih</u> dan slada. (EFC/p.88)	
Alasan/Perbaikan:		

27.	SL: Could this meal be served as a <u>buffet-dinner</u> as well as a sit-down dinner? (EFC/p.92) TL: Dapatkah makanan ini dihidangkan sebagai <u>makan malam secara buffet</u> atau juga sebagai makan malam secara duduk? (EFC/p.92)	
Alasan/Perbaikan:		
28.	SL: Could this meal be served as a buffet-dinner as well as a <u>sit-down dinner</u> ? (EFC/p.92) TL: Dapatkah makanan ini dihidangkan sebagai makan malam secara buffet atau juga sebagai <u>makan malam secara duduk</u> ? (EFC/p.92)	
Alasan/Perbaikan:		
29.	ST: You could easily substitute <u>cottage cheese</u> for the ricotta. (EFC/p.93) TT: Keju ricotta mudah diganti dengan <u>keju cottage</u> . (EFC/p.93)	
Alasan/Perbaikan:		
30.	ST: Indonesians like to use <u>Chinese cabbage</u> , celery and green onion. (EFC/p.99) TT: Orang Indonesia senang pakai <u>kol Cina</u> , seledri dan daun bawang. (EFC/p.99)	
Alasan/Perbaikan:		
31.	ST: Indonesians like to use Chinese cabbage, celery and <u>green onion</u> . (EFC/p.99) TT: Orang Indonesia senang pakai kol Cina, seledri dan <u>daun bawang</u> .	

	(EFC/p.99)	
Alasan/Perbaikan:		
32.	<p>ST: We use a mortar and pestle but if you do not have one you could use a <u>food processor</u>. (EFC/p.101)</p> <p>TT: Kita pakai batu ulekan tapi bila anda tidak memilikinya kita dapat memakai "<u>food processor</u>". (EFC/p.101)</p>	
Alasan/perbaikan:		
33.	<p>ST: Now we simply stir-fry the shallots and <u>garlic paste</u> in a hot wok. (EFC/p.101)</p> <p>TT: Sekarang kita hanya menumis daun bawang dan <u>adonan bawang putih</u> di dalam penggorengan yang sudah panas. (EFC/p.101)</p>	
Alasan/perbaikan:		
34.	<p>ST: Yes, they do, along with the <u>beansprouts</u> and tomatoes. (EFC/p.101)</p> <p>TT: Ya, sama-sama dengan <u>tauge</u> dan tomat. (EFC/p.101)</p>	
Alasan/perbaikan:		
35.	<p>ST: Oh like it but I have never eaten <u>sweet potatoes</u> for dessert before. (EFC/p.106)</p> <p>TT: Wah, saya senang. Tapi saya belum pernah makan <u>ubi</u> sebagai dessert. (EFC/p.106)</p>	

Alasan/Perbaikan:	
36.	ST: Oh you mean mangoes, papaya, <u>pineapple</u> and bananas? (EFC/p.107) TT: Ooo...maksudnya mangga, pepaya, <u>nanas</u> dan pisang? (EFC/p.107)
Alasan/Perbaikan:	
37.	ST: Could I help you bake the <u>chocolate cake</u> ? (EFC/p.109) TT: Dapatkah saya bantu anda membuat <u>kue coklat</u> itu? (EFC/p.109)
Alasan/Perbaikan:	
38.	ST: When a knife is not used, you may place the <u>dinner fork</u> at the right of the plate. (EFC/p.117) TT: Bilamana pisau tidak digunakan, anda dapat meletakkan sebuah <u>garpu makan</u> di sebelah kanan piring. (EFC/p.117)
Alasan/Perbaikan:	
39.	ST: It is called a <u>butter knife</u> and is placed across the bread plate with the handle to the right. (EFC/p.117) TT: Disebut <u>pisau mentega</u> dan diletakkan miring disebelah atas piring roti dengan gagangnya disebelah kanan. (EFC/p.117)
Alasan/Perbaikan:	
40.	ST: It is called a butter knife and is placed across the <u>bread plate</u> with the handle to the right. (EFC/p.117) TT: Disebut pisau mentega dan diletakkan miring disebelah atas <u>piring roti</u>

	dengan gagangnya disebelah kanan. (EFC/p.117)	
Alasan/Perbaikan:		
41.	ST: The small <u>teaspoons</u> to the right of the knife, and the soup spoon to the right of the teaspoons. (EFC/p.119) TT: <u>Sendok kecil</u> diletakkan di sebelah kanan pisau., dan sendok sop di sebelah kanan sendok kecil. (EFC/p.119)	
Alasan/Perbaikan:		
42.	ST: The small teaspoons to the right of the knife, and the <u>soup spoon</u> to the right of the teaspoons. (EFC/p.119) TT: Sendok kecil diletakkan di sebelah kanan pisau., dan <u>sendok sop</u> di sebelah kanan sendok kecil. (EFC/p.119)	
Alasan/Perbaikan:		

Ajektiva Turunan (Derivational Adjective)

No.	Teks	Skala
1.	<p>ST: We often use these expressions in response to information that is given to us which will be <u>helpful</u>, when we are given good news. (EFC/p.2)</p> <p>TT: Ungkapan-ungkapan ini sering dipakai dalam menanggapi informasi yang sangat <u>menolong</u> bagi kita ketika kita diberi tahu tentang kabar baik. (EFC/p.2)</p>	
Alasan/perbaikan:		
2.	<p>ST: How is this chicken cooked, it's really very <u>tasty</u>. (EFC/p.11)</p> <p>TT: Bagaimana ayam ini dimasak, rasanya <u>enak</u> sekali. (EFC/p.11)</p>	
Alasan/Perbaikan:		
3.	<p>ST: There are two kinds: one is dark brown and sweet, the other is light brown and <u>salty</u>. (EFC/p.11)</p> <p>TT: Ada dua macam: satu warnanya coklat hitam dan manis, dan yang satu lagi warnanya coklat muda dan <u>asin</u>. (EFC/p.11)</p>	

Alasan/perbaikan:		
4.	ST: I've made a <u>typical</u> Indonesians vegetable stew, sayur lodeh, for dinner. (EFC/p.30) TT: Saya telah membuat masakan sayur <u> khas </u> Indonesia, sayur lodeh, untuk makan malam. (EFC/p.30)	
Alasan/Perbaikan:		
5.	ST: Is it too <u>spicy</u> ? (EFC/p.31) TT: Apakah <u>bumbunya</u> terlalu <u>banyak</u> ? (EFC/p.31)	
Alasan/Perbaikan:		
6.	ST: There are many ways to cook rice in Indonesia, I'm going to show you the <u>traditional</u> way using steamer. (EFC/p.36) TT: Di Indonesia ada berbagai cara untuk memasak beras. Sekarang akan saya perlihatkan bagaimana memasaknya di dalam dandang. (EFC/p.36)	
Alasan/Perbaikan:		
7.	ST: Is this <u>washed</u> enough? (EFC/p.37) TT: Apakah ini <u>sudah</u> cukup <u>bersih</u> ? (EFC/p.37)	
Alasan/Perbaikan:		
8.	ST: How did you get the rice so <u>sticky</u> and shiny. (EFC/p.40) TT: Bagaimana caranya sehingga nasi ini bisa <u>melekat</u> dan mengkilap. (EFC/p.40)	

Alasan/Perbaikan:		
9.	ST: How did you get the rice so sticky and <u>shiny</u> . (EFC/p.40) TT: Bagaimana caranya sehingga nasi ini bisa melekat dan <u>mengkilap</u> . (EFC/p.40)	
Alasan/Perbaikan:		
10.	ST: Moreover it is rather <u>greasy</u> , hard on the digestion. (EFC/p.46) TT: Lagipula agak <u>berlemak</u> dan berat untuk pencernaan. (EFC/p.46)	
Alasan/Perbaikan:		
11.	ST: The ingredients vary according to the vegetables <u>available</u> but the Koreans always mix the vegetables with rice noodles and sesame oil and sesame seed, whereas in the Indonesian version they are optional. (EFC/p.57) TT: Bahan-bahannya berbeda tergantung sayur-sayuran <u>yang ada</u> , tetapi orang Korea selalu mencampur sayur-sayuran dengan vermicelli dan minyak wijen sedangkan secara Indonesia, bebas, boleh pakai atau tidak. (EFC/p.57)	
Alasan/Perbaikan:		
12.	ST: The ingredients vary according to the vegetables available but the Koreans always mix the vegetables with rice noodles and sesame oil and sesame seed, whereas in the Indonesian version they are <u>optional</u> . (EFC/p.57) TT: Bahan-bahannya berbeda tergantung sayur-sayuran yang ada, tetapi orang Korea selalu mencampur sayur-sayuran dengan vermicelli dan minyak wijen sedangkan secara Indonesia, bebas, <u>boleh pakai atau tidak</u> . (EFC/p.57)	

Alasan/Perbaikan:	
13.	ST: Peanut butter and <u>jelly</u> sandwiches. (EFC/p.62) TT: Roti berlapis yang berisi sele kacang dan <u>sele</u> . (EFC/p.62)
Alasan/Perbaikan:	
14.	ST: There are so many <u>different</u> kind of fish to choose from, I don't know which kind to buy. (EFC/p.67) TT: Ada begitu banyak pilihan ikan, saya tidak tahu yang mana akan dibeli. (EFC/p.67)
Alasan/Perbaikan:	
15.	ST: What are the <u>various</u> types of pasta? (EFC/p.87) TT: Apa saja yang disebut dengan pasta? (EFC/p.87)
Alasan/Perbaikan:	
16.	ST: They make <u>healthy</u> , delicious meals and they are inexpensive. (EFC/p.88) TT: Bakmi itu dapat membuat masakan yang <u>bagus untuk kesehatan</u> , enak dan harganya tidak begitu mahal. (EFC/p.88)
Alasan/Perbaikan:	
17.	ST: They make healthy, delicious meals and they are <u>inexpensive</u> . (EFC/p.88) TT: Bakmi itu dapat membuat masakan yang bagus untuk kesehatan, enak dan harganya <u>tidak begitu mahal</u> . (EFC/p.88)

Alasan/Perbaikan:		
18.	ST: Yes, but mangoes are <u>seasonal</u> . We can get the others all year long. (EFC/p.107) TT: Betul, tapi mangga itu <u>musiman</u> . Kita bisa dapat yang lainnya sepanjang tahun. (EFC/p.107)	
Alasan/Perbaikan:		
19.	ST: Yes, I supposed durian is quite <u>famous</u> because of its smell. (EFC/p.107) TT: Ya, saya kira durian cukup <u>terkenal</u> karena baunya. (EFC/p.107)	
Alasan/Perbaikan:		
20.	ST: Not everybody likes it because of the smell and it is quite rich but those who do become <u>addicted</u> . (EFC/p.107) TT: TT: Tidak semua orang senang dengan baunya dan juga menggemukkan. Mereka yang senang bisa <u>ketagihan</u> . (EFC/p.107)	
Alasan/Perbaikan:		
21.	ST: Yes, but be <u>careful</u> to follow the instruction exactly. (EFC/p.110) TT: Ya, tetapi <u>hati-hati</u> mengikuti dengan tepat petunjuk-petunjuknya. (EFC/p.110)	
Alasan/Perbaikan:		
22.	ST: It is a little <u>complicated</u> , but I will show you how it is usually done. (EFC/p.115)	

	TT: Agak <u>ruwet</u> , tetapi saya akan tunjukkan kepada anda bagaimana biasanya dilakukan. (EFC/p.116)	
Alasan/Perbaikan:		

Appendix 4: The Respondents of Accuracy

1. Name : Ratih Kumala, S.S.
Occupation : Writer and Editor in Metafor Publishing, Jakarta
2. Name : Dedi Wahyu Purnomo, S.Pd.
Occupation : Editor in Mediatama Publishing
3. Name : Anak Agung Gede Putra Partanta, ST
Occupation : Translator and Assistant Center Manager EF English First
Sidoarjo..