

THE CORRELATION BETWEEN UNDERSTANDING NOUN PHRASE AND TRANSLATING ABILITY FROM ENGLISH INTO INDONESIAN

(A Correlational Study at the Tenth Grade Students of SMA P3SB Cililin)

A Research Paper

**Submitted to the English Program Language and Art Department STKIP
Siliwangi Bandung as a Partial fulfillment of the Requirement for
the Sarjana Pendidikan Degree**



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2016**

STATEMENT

I hereby certify that this paper is completely my own work. I really realize that I quoted some statement and ideas from other sources as references for my paper and they are really acknowledged in the text.

Bandung, June 2016

The writer

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APPROVAL SHEET

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ABSTRACT

To comprehend texts is closely related to translating ability and this ability needs to be supported by understanding noun phrase. The objective of this research is to test whether there is correlation or not between understanding noun phrase and translating ability from English into Indonesian. The quantitative design and correlational method are used in this research. The population in this research is 45 students taken from the tenth grade of SMA P3SB Cililin and the sample is 30 students taken with simple random sampling. The instruments used in this research are tests. The collected data were analyzed using Pearson Product Moment Correlation. Based on the results of the research findings, the writer analyzed that the correlation is positive. The score of r_{obs} which was 0.565 categorized strong correlation. The writer analyzed as well that there was a significant correlation between the two variables due to the score of significant correlation was 0.001 less than 0.01 (1-tailed). The writer concluded that the alternative hypothesis proposed in this research is accepted. It means that understanding noun phrase and ability in translating from English into Indonesian is correlated.

Key words: correlation, noun phrase, translating ability

PREFACE

Assalamualaikum Wr. Wb.

Alhamdulillah, by favor of Allah, most gracious, most merciful, the writer has been able to finish writing the paper entitled The Correlation Between Understanding Noun Phrase And Translating Ability From English Into Indonesian (A Correlational Study at the Tenth Grade Students of SMA P3SB Cililin)

The paper is submitted to fulfill a partial requirement for taking the Sarjana degree examination at STKIP Siliwangi Bandung.

The writer realized that this paper is far from being perfect therefore she expects any comments and criticism to improve the paper. At last, hopefully the paper will give contribution to the teaching and learning English and provide some information for those who are interested in elaborating further study on the same topic.

Wassalamualaikum Wr. Wb.

Bandung, June 2016

The writer

ACKNOWLEDGEMENTS

Bismillahirrahmannirrahim

First of all, I would like to thank Allah SWT, Most precious, most merciful because of His blessing and mercy. Finally, I can finish this paper. Sholawat and salam may be upon Rasullullah Muhammad SAW who has brought us to Allah's way.

In finishing the paper, I have been greatly improved by some comments, correction, information, and idea of many people who have been very kind to be involved during the process of writing. Therefore, in this respect, I would like to express my sincere gratitude and deep appreciation to:

1. Dr. H. Heris Hendriana, M.Pd. as the head of STKIP Siliwangi Bandung.
2. Dasep Suprijadi, S.Pd, M.Pd. As the head of English Education Program of STKIP Siliwangi Bandung.
3. Kaswan, S.Pd. M.M. as the first supervisor, who guided the writer during the process of finishing the paper.
4. Neny Triana Wulandari, S.Pd. as the second supervisor for her help and guidance in completing the paper.
5. All lecturers of English Education Program of STKIP Siliwangi Bandung who have taught many precious knowledge to the writers during her study.
6. Rinrin Noorfaidah, S.Pd. M.Pd the headmaster of SMA P3SB Cililin.

7. Novita sari, The guidance teacher of SMA P3SB Cililin in collecting the data.
8. The students of the tenth grade of SMA P3SB Cililin.
9. The writer's beloved parents and family who gave their motivation and support in writing this research paper.
10. Meriam Sakinah, for the way you back me up.
11. Diki Lesmana, Irma Indriyani, Nurdiani, Riska Dania, Siti Hamidah, Yanti Srimulyani, Sinta Kania, Susi Santi, and Dina Rosdiana, for spending good time with me.
12. Wisnu P, Aris H, Tiyan T, Dadan and Agi, thanks guys for hanging around with me.
13. All of his friends who kept supporting to finish the paper.

Finally, I would like thanks you to all the people who have involved in writing this paper. All constructive criticism and comments are extremely expected by the writer for completing this paper.

Bandung, June 2016

Abdul Gopur

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MOTTO AND DEDICATION

Knowing is not enough; we must apply.

Willing is not enough; we must do.

Johann Wolfgang von Goethe

This graduating paper is dedicated to my beloved family

Who are always caring me well and be there

They are the best I ever had in my life

Thank you for all support

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ABSTRACT

To comprehend texts is closely related to translating ability and this ability needs to be supported by understanding noun phrase. The objective of this research is to test whether there is correlation or not between understanding noun phrase and translating ability from English into Indonesian. The quantitative design and correlational method are used in this research. The population in this research is 45 students taken from the tenth grade of SMA P3SB Cililin and the sample is 30 students taken with simple random sampling. The instruments used in this research are tests. The collected data were analyzed using Pearson Product Moment Correlation. Based on the results of the research findings, the writer analyzed that the correlation is positive. The score of r_{obs} which was 0.565 categorized strong correlation. The writer analyzed as well that there was a significant correlation between the two variables due to the score of significant correlation was 0.001 less than 0.01 (1-tailed). The writer concluded that the alternative hypothesis proposed in this research is accepted. It means that understanding noun phrase and ability in translating from English into Indonesian is correlated.

Key words : correlation, noun phrase, and translating ability.

A. BACKGROUND

To learn language well means to master the language skill and to understand the language systems which are vocabulary, pronunciation, intonation and grammar. Noun phrase is one of grammar rules which is important to understand. A noun phrase is a phrase with a noun as its head. The head can be preceded by determiners, such as the, a, her, and can be accompanied by modifiers elements which describe or classify whatever the head refers to (Biber 2003:41)

One of the English materials that is taught in the tenth grade is understanding texts of narratives, recounts, and procedures. It is mostly found that students are having trouble to translate a text. Considering the complexity on translating a text, most students have problems in translating such a phrase because they have little understanding about noun phrase therefore an English teacher should teach about understanding noun phrase in order that students are able to translate. Bell (1991: 5) stated that translation is the expression in another language (or target language) of what has been expressed in one, source language, preserving semantic and stylistic equivalences.

For that purpose, we are expected to have good ability to translate. Translating is one of the necessary techniques in learning language, without translating we will not understand the meaning or contents of

statement. So, for everyone who wants to understand it, translation has very important role in the process of learning. If we want to be a good translator, we should provide ourselves with other skills and knowledge of vocabulary, grammar, tenses, etc.

Based on the explanation above, the researcher will have a research paper entitled "The Correlation between Understanding Noun Phrase and Translating Ability from English into Indonesian" (A Case Study at the Tenth Grade Students of SMA P3SB Cililin).

The question of the research was to find out whether there is any correlation or not between understanding noun phrase and translating ability from English into Indonesian and the researcher's purpose in writing this research paper was to reveal the correlation between translating ability from English into Indonesian by understanding noun phrase.

B. LITERATURE REVIEW

1. Phrase

Words can be organized into higher units known phrase and clause. According to Ali (2007: 431) a phrase is a group of words which consists of two or more words but does not have a subject or predicate and functions to take a complete add the meaning or information of the sentences while Hornby (1994:929) explained that phrase is a group of words without a verb, especially one that forms part of a sentence while Biber et al, (2002:38) stated that a

phrase is a sequence of two or more words that make up a grammatical construction, usually lacking a finite verb and hence not a complete clause or sentence.

From the definition above, it can be concluded that a phrase is a group of words acting a single part of speech and not containing both a subject and a verb. Phrase is a part of sentence and does not express a complete thought.

Quirk (1993:48) classified the types of phrase which are noun phrase, absolute phrase (verb phrase), appositive phrase (adjective and adverb phrase), prepositional phrase, infinitive phrase, gerundial phrase and participle phrase.

2. Noun Phrase

Noun phrase is the main construction which can appear as the subject, object of complement of a clause (Crystal, 2000: 222). It consists, essentially, of a noun-like word, which is the most important constituent of the phrase.

Biber (2002:41) stated that a noun phrase is a phrase with a noun as its head. The head can be preceded by determiners, such as the, a, her, and can be accompanied by modifiers elements which describe or classify whatever the head refers to.

A noun phrase is a phrase which includes a noun, also called head and optionally modifier (Leech, 1994:60). In grammar, a modifier is an optional element in phrase structure or clause structure. A modifier is so called because it is said to modify (change the meaning of) another element in the structure, on which it is dependent.

Modifiers may come either before or after the head depending on the type of modifier and the rules of syntax for the language. A modifier placed before the head is called a premodifier and after the head is called post modifier.

There are many proposals in the grammatical and linguistic literature, many of remarkable complexity. The following, adapted from Frawley (1992:482-3) is a partial list:

Det - quantity - value - physical property - age - color – Head

For example:

The - five - good - long - old – brown - tables

Notice that in English, simple adjectives are usually used as premodifiers. Premodifiers can be in the form of determiner, attributive, quantifier, and possessive (Leech, 1982:61). The combination of head and modifiers will form a noun phrase. Basically there are some patterns in noun phrase which are:

a) Determiner + Head

Determiner is also known as article.

For example: the stars, this boy, those books, a car, an orange.

b) Attributive + Head

Attributive shows the quality of the noun.

For example: good book, beautiful red roses, rich small country

c) Quantifier + Head

Quantifier is to show the quantity and numeral of the noun.

For example: much water, many students, and several clothes

d) Possessive + Head

Possessive is also known as genitive. The words are my, your, our, their, her, his, its

For example: my mother, your school, our family

To have more complex meaning, the patterns can be enlarged by using two or more premodifier above.

Biber (2002:276) explained that noun phrase can occur with multiple premodifiers. Although there are no absolute rules, there are a few general tendencies governing the order of words in a premodification sequence:

a) Adverb + Adjective + Noun

For example: a really hot day, a rather blunt penknife, an extremely exhibition

b) Adjective + Noun + Noun

For example: mature rice grain, thick winter overcoat, true life stories, and bright canvas bags

c) Adjective + Adjective + Noun

For example: stronger environmental regulation, any major industrial nation

Some phrases come after the head which are called post-modifiers. A noun phrase can be post modified in several ways (Biber, 2002:269)

a) With a prepositional phrase

For example: a man with a gun, the boy in the blue shirt, the house at the corner

b) With an –ing phrase

For example: the man standing over there, the boy talking to the doctor, the woman reading a magazine

c) With to-infinitive

For example: a story to remember, something to read, a dress to wear

d) With a relative clause

For example: the man we met yesterday, the woman who discovered radium.

Leech (1994:60) classified the function of noun phrase as follows:

a) As Subject

For example: *The story of Romeo and Juliet* is an everlasting love story.

b) As Direct Object.

For example: Everybody likes *to eat chocolate and ice cream*.

c) As Indirect Object

For example: I gave the key *to the man over there*.

d) As Complement

For example: He is the man *whom I talked about*.

3. Translation

Some linguists defined translation as follows:

Newmark (1981:7) explained, "Translation is craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language."

Bell (1991: 5) stated that translation is the expression in another language (or target language) of what has been expressed in one, source language, preserving semantic and stylistic equivalences.

Nida and Taher in Mugalib (2010:10) stated that translation consists of reproducing in the receptor language that closest natural equivalent of the source language message, both in terms of meaning and style.

From the definition above, the researcher concluded that translation is the change of message from one language (the source language) into another language (the target language). The function of translation is to transfer the meaning and the good translations should be accurate, natural and communicative in meaning. According to Newmark (1988:45), the method of translation as follow:

a) Word-for-word Translation

The source language grammatical constructions are converted to their nearest target language equivalent but the lexical words are again translated singly, out of content.

b) Literal translation

The source language grammatical forms are converted to their nearest target language equivalent. However, their lexical words are translated out of context. Literal translation approximates to a word representation of the original.

c) Faithful translation

It tries to reproduce the precise contextual meaning of the original, but still in within the constraints of the target language grammatical structures, it transfer cultural word and faithfully follows the source language grammatical forms.

d) Semantic translation

It attempts to render as closely as semantic and syntactic structures of second language allow the exact contextual meaning of the original. Semantic remains within the original culture and assist the reader only in its connotations if they constitute the essential human (non-ethnic) message of the text. It categorizes into (1) adaptation, (2) free translation, (3) idiomatic translation, and (4) communicative translation.

Larson in Mugalib (2010:17) stated that when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the source language text into the natural forms of the receptor language.

Translators are mind-readers and can produce a perfect translation without having to consult the author of the original text, irrespective of whether it is ambiguous, vague or badly written (Brown, 2010:3).

Translation requires skill and experience in order to make the right analysis of the meaning in the target language. So, there are some of the criteria that a good translator must fulfill

- a. A translator should master both the Source Language (SL) and Target Language (TL) in order to translate the text accurately.
- b. A translator should have the knowledge of translating principles.
- c. A translator should be able to use bilingual dictionaries well.
- d. A translator should have the knowledge of the text's content background.

C. RESEARCH METHODOLOGY

Research is a process of formulating questions, problems, or hypotheses; collecting data or evidence relevant to these questions/problems/hypotheses; and analyzing or interpreting these data (Nunan, 1992:2). Those three points are the characteristics of research. Research design stated by Tavakoli (2012:546-7) in Kaswan & Supriyadi (2013:9) stated that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. The writer used a quantitative research design. It focuses primarily on testing theories and specific research hypotheses that consider finding differences and relationships using numeric data and statistical method.

Quantitative research design can be classified into one of four broad research method which are experimental method, correlational method, causal-comparative method, and survey method.(Croswell et. al 2012 in Kaswan & Supriyadi : 2013:13). In this research, the writer used a correlational method. According to Nunan (1992:229) correlation is a set of statistical procedures for testing the strength of association between sets of scores.

Populations are groups consisting of all people to whom a researcher wishes to apply the findings of a study (Crowl, 1996:15). The population in this research is all students of 10th Grade of SMA P3SB Cililin with the total number of 30 students. Sample is the representation of a population, a small group selected from the population (Sugiyono, 2011:118) while Crowl (1996:15) stated that samples are subsets of people used to represent populations. The sample of this research was the entire population.

The instruments of this research were essay tests of understanding noun phrase and a translation test from

English into Indonesian. The results of the test were scored. Their cores constitute the data which were analyzed through normal distribution and correlation. SPSS V.21 is used to help the writer in these analyses.

Test of normality is a test to detect the distribution of data. Normality test is to know whether the distribution of data is normal or not. If the significance level (p. value > 0.05), the data is normally distributed and if the significance value (p. value < 0.05), the data is not normally distributed. To test normal distribution, the writer used Kolmogorov-Smirnov test.

Correlation test is a test to analyze the relationship between two variables. There are two kinds of correlation tests which are Pearson and Spearman. Pearson coefficient is used if the data is normally distributed and Spearman is used if the data is not normally distributed.

Table 1
The criteria of the power of two variables relationship

r-Score	Correlation
0.00 – 0.25	No / Weak
0.26 - 0.50	Moderate
0.51 – 0.75	Strong
0.76 – 1.00	Very strong / Perfect

D. RESULTS AND DISCUSSIONS

1. RESULTS

The data in this research include the data of understanding noun phrase and the data of translating ability from Indonesian into English. Those data were obtained through the essay tests followed by 30 students of the tenth grade of SMA P3SB Cililin as the samples. The data can be seen as follows:

Table 2
Collecting General Data

Students' Number	N.P ¹	T.N ²	T.R ³	T.P ⁴
Student # 1	70	70	60	80
Student # 2	70	70	70	80
Student # 3	80	90	80	90
Student # 4	70	70	90	70
Student # 5	65	70	60	80
Student # 6	60	60	60	70
Student # 7	75	80	80	60
Student # 8	70	70	90	70
Student # 9	70	80	80	60
Student # 10	65	70	60	80
Student # 11	65	70	70	70
Student # 12	70	80	80	70
Student # 13	75	80	90	70

Student # 14	65	80	60	80
Student # 15	60	90	80	70
Student # 16	65	70	70	70
Student # 17	60	60	70	70
Student # 18	60	70	60	70
Student # 19	65	70	70	80
Student # 20	60	80	80	70
Student # 21	65	70	70	70
Student # 22	65	70	80	70
Student # 23	65	60	70	80
Student # 24	70	70	80	70
Student # 25	75	80	70	70
Student # 26	65	70	60	60
Student # 27	75	70	90	60
Student # 28	70	80	90	70
Student # 29	60	60	70	70
Student # 30	65	70	80	70

1. Noun Phrase
2. Translating Narrative
3. Translating Recount
4. Translating procedure

Table 3
Result Scores of Noun Phrase and Translating

Students' Number	Noun Phrase	Translating. Average*
Student # 1	70	70
Student # 2	70	73.3
Student # 3	80	86.7
Student # 4	70	76.7
Student # 5	65	70
Student # 6	60	63.3
Student # 7	75	80
Student # 8	70	76.7
Student # 9	70	73.3
Student # 10	65	70
Student # 11	65	70
Student # 12	70	76.7
Student # 13	75	80
Student # 14	65	75
Student # 15	60	80
Student # 16	65	70
Student # 17	60	66.7
Student # 18	60	66.7
Student # 19	65	73.3
Student # 20	60	76.7
Student # 21	75	70
Student # 22	65	73,3
Student # 23	65	70
Student # 24	70	73,3
Student # 25	75	73,3
Student # 26	65	63,3
Student # 27	75	73,3

Student # 28	70	80
Student # 29	60	66,7
Student # 30	65	76,7

*taken from the average of translating scores of translating narrative, translating recount, and translating procedure (see table 4.1)

Table 4
Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
N. P ¹	,208	30	,002	,906	30	,012
T. A ²	,123	30	,200*	,961	30	,338

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

1. Noun Phrase

2. Translating Ability

Note:

Based on the result above, because the respondent <50 we can read the table result at the Shapiro-Wilk table part. On the table show that the significant for noun phrase is 0.12 and for translating ability is 0.338. Both of noun phrase and translating ability have sig > 0.05. It means that the variable noun phrase and translating ability is normal. Because the result is normal so the researcher can use Pearson Product Moment Correlation.

Table 5
Pearson Product Moment Correlation

		N.P ¹	T.A ²
N.P	Pearson Correlation	1	,565**
	Sig. (1-tailed)		,001
	N	30	30
T.A	Pearson Correlation	,565**	1
	Sig. (1-tailed)	,001	
	N	30	30

**Correlation is significant at the 0.01 (1-tailed)

1. Noun phrase

2. Translating ability

Note:

From the table above we know that significant value (1-tailed) of 0.565 shows strong correlation based on the power of two variables relationship. It means that there is strong relationship between noun phrase and translating ability from English into Indonesian besides the correlation is significant with the value of 0.01.

2. Discussion

Based on the results of the research findings, the writer analyzed that the correlation is positive. Positive correlation means that the students of translating ability from English into Indonesian get higher score because they have higher score in understanding noun phrase. From the calculation, the score of r_{obs} which is 0.565 is including in the criteria of the power of two variables relationship categorizes strong correlation. It means that there is a strong correlation between understanding noun phrase and translating ability from English into Indonesian. The writer analyzed as well that there is a significant correlation between the two variables due to the score of significant correlation is 0.01 (1-tailed).

In general, this research was in line with the research conducted by Fitria (2011) entitled "The correlation between the students' grammatical ability and translating skill (A survey at seventh semester of English letters department State Islamic University Syarif Hidayatullah Jakarta)". This study was proposed to know the empirical data about the relationship between students' grammatical ability and students' translating skill from English into Bahasa Indonesia and vice versa.

E. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the objective of the research on chapter 1, the writer concluded that there is correlation between the understanding of noun phrases and translating ability from English into Indonesian. The correlation is positive and strong. The correlation is significant as well. In other words, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It is supported by the fact that the significant value of the result 0.001 is less than 0.01(one tailed).

2. Suggestions

The suggestions for teachers, students, and future researchers are as follows:

- For teachers; explaining more about noun phrase to students to make them understand much better about it will be benefit to improve their translating ability from English into Indonesian so the students will have a better understanding about texts.
- For students; noun phrase is easy to learn. The students will find it easy in learning it if they practice more often about noun phrase and it will help then in their translating English into Indonesian to comprehend texts.
- For future researchers; those who are wishing to conduct a research about the correlation

between noun phrase and translating ability is suggested to focus more on implementing translating ability from Indonesian into English.

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CHAPTER I

INTRODUCTION

This chapter explains the background of the research, research question and hypotheses, objective of the research, the limitation of the problem, benefits, definition of key terms, and organization of the research paper.

A. Background of the Research

Language plays a very important role in communication, because it gives an important contribution to the human culture to communicate on the society. By mastering a language, human try to begin a communication in society because through the language human can deliver their thought orally. Catford (1964: 1) defines language as a type of patterned human behavior. It is a way, perhaps the most important way, in which human beings interact in his social situations.

To learn language well means to master the language skill and to understand the language systems which are vocabulary, pronunciation, intonation and grammar. Noun phrase is one of grammar rules which is important to understand. A noun phrase is a phrase with a noun as its head. The head can be preceded by determiners, such as the, a, her, and can be accompanied by modifiers elements which describe or classify whatever the head refers to (Biber 2003:41).

One of the material taught in the tenth grade is understanding texts which are narratives, recounts, and procedures. In this case, translating is important in understanding texts. Considering the complexity on translating a text, most

students have problems in translating such a phrase because they have little understanding about noun phrase therefore an English teacher should teach about understanding noun phrase in order to make students able to translate. McGuire (1980:2) in Krisetyawati (2010:19) views that translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will approximately similar, and the structure of the SL will be preserved as closely as possible, but not so closely that TL structure will be seriously distorted.

For that purpose, we are expected to have a good ability to translate from English into Indonesian. For example of words “beautiful the woman” is ungrammatical or meaningless, on the other hand, these words “the beautiful woman” is grammatical and meaningful according to the correct mechanism of arranging words. English is a first foreign language in Indonesia. However, learning English as a foreign language for the Indonesian students is not easy, for the students often have some learning problem. As an example, it can be seen from the difference of grammatical structure occurring English and Indonesia. A large number of English of construction especially in phrase is “Modifier-Head”, whereas in Indonesia is “Head-Modifier”, for example in English says “red car” in translating “mobil merah” and do not “merah mobil”.

Translating is one of the necessary techniques in learning language, without translating we will not understand the meaning or contents of statement. So, for everyone who wants to understand it, translation has very important role in the process of learning. If we want to be a good translator, we should provide ourselves with other skills and knowledge, such as, vocabulary, grammar, tenses, etc.

Based on the explanation above, the researcher performed a research paper entitled “The Correlation between Understanding Noun Phrase and Translating Ability from English into Indonesian” (A Correlational Study at the Tenth Grade Students of SMA P3SB Cililin).

B. Research Question

Is there any correlation or not between understanding noun phrase and translating ability from English into Indonesian?

C. Hypotheses

A hypothesis is a prediction about the outcome of a study in terms of the variables being investigated (Crowl, 1996:10)

Ho = Understanding noun phrase is not correlated with translating ability from English into Indonesian.

Ha = Understanding noun phrase is correlated with translating ability from English into Indonesian.

D. The Objective of the Research

The researcher’s purpose in writing this research paper was to reveal the correlation between translating ability from English into Indonesian by understanding noun phrase.

E. Limitations of the Topic

The study will be conducted only at the tenth graders of SMA P3SB Cililin. There are seven kinds of phrase in English, which are noun phrase, adjectival phrase, adverbial

phrase, prepositional phrase, gerundial phrase, infinitive phrase, and participle phrase. The researcher limit the topic of the research on the explanation about noun phrase which is most commonly found on the text.

F. The Benefits of the Research

After analyzing this research paper, the researcher hopes the students are getting better in recognizing noun phrase to enable themselves to translate Indonesian into English, and students can be a good translator.

G. Definition of key Terms

To avoid the wrong interpretations related to this research paper, the researchers give several meanings of them.

1. Noun phrase

A noun phrase is a phrase with a noun as its head. The head can be preceded by determiners, such as the, a, her, and can be accompanied by modifiers elements which describe or classify whatever the head refers to (Biber 2003:41).

2. Translation :

McGuire (1980:2) in Krisetyawati (2010:19) views that translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will approximately similar, and the structure of the SL will be preserved as closely as possible, but not so closely that TL structure will be seriously distorted.

H. Organization of the Paper

This paper has five chapters include the main contents, introduction, literature review, research methodology, results and discussion, conclusions and suggestions. The main contents of the paper consist of:

Chapter 1 – Introduction

This chapter presents background on the research, research questions, objectives of the research, limitation of the research, benefits, definition of key terms, and organization of the research paper.

Chapter 2 – Literature Review

This chapter presents the result of the researcher's search on theories or related research studies on similar field. It provides the readers theories which they need to comprehend this present study.

Chapter 3 –Research Methodology

How to feed the body of the research by the data are explained here. In this session, there would be research design, research method, population and sample, instrument, and data collection techniques and analysis. Many data that needed by the researcher are collected and analyzed in this part. Contribution of the samples gives a lot of objective view and gaining the data require.

Chapter 4 – Results and Discussions

It is the spirit of the paper. The findings display all results of data analysis. The research questions meet the answer in this chapter. To make it clearer for the readers, the researcher conveys the discussions of the findings.

Chapter 5 – Conclusions and Suggestions

This chapter draws the conclusion of the research findings and it gives suggestion.

CHAPTER 2

LITERATURE REVIEW

This chapter provides literature review background of phrase, noun phrase, translation and also previous related studies.

A. Theoretical Framework

1. Phrase

a. Definition of Phrase

Words can be organized into higher units known phrase and clause. A phrase is a group of connected word that does not contain a subject or a predicate (Huddleston, 2005:82). A phrase may consist of a single word or a group of words. Phrase can be identified by substitution-that is, by replacing one expression with another. To see how it fits into the structure. In particular, a multi-word phrase can often be replaced by a single-word phrase without changing the basic meaning.

Hornby (1994:929) explained that phrase is a group of words without a verb, especially one that forms part of a sentence while according to Webster Dictionary; phrase is a sequence of two or more words conveying a single thought or forming a distinct part of a sentence but not containing a subject and predicate.

A phrase is a sequence of two or more words that make up a grammatical construction, usually lacking a finite verb and hence not a complete clause or sentence (Biber et al, 2002:38). Phrases can be identified by substitution and movement tests besides phrases can be embedded in which one phrase can be a part of structure of another phrase.

Phrase must have a head and modifier. There are two kinds of modifier. Pre modifier precede the head and post modifier follow the head

Example:

1. Awful weather (awful is a pre modifier, weather as the head)
2. Something awful (awful is a post modifier, something as the head)

From the definition above, it can be concluded that a phrase is a group of words acting a single part of speech and not containing both a subject and a verb. Phrase is a part of sentence and does not express a complete thought. Phrase consists of head (identical with noun) and modifier (identical with adjective).

b. Types of Phrase

Quirk (1993:48) classified the types of phrase which are noun phrase, absolute phrase (verb phrase), appositive phrase (adjective and adverb phrase), prepositional phrase, infinitive phrase, gerundial phrase and participle phrase.

1) Noun Phrase

Noun phrase is a phrase that its distribution is equal to noun. It is mostly functioning as subject and object. Both can be distinguished by the position. As subject, it is placed before verb and as object, it is placed after transitive verb.

Example:

- a) *My lovely mother* will pilgrim to Mecca (as subject)
- b) She wears *a long dress* (as object)

Noun phrase is formed from noun as the head and adjective as the modifier. In the examples above, the words “mother and dress” are the heads while “my lovely and a long” are the modifiers.

2) Verb Phrase

Verb phrase is a phrase that its distribution is equal to verb. The head is a verb and the modifier is an auxiliary. Verb phrase can also be formed by combining verbs which connected by a conjunction. The characteristic of verb phrase is usually functioning as predicate

Example:

- a) He *has been working* all day
- b) The dog *ran and growled*

3) Adjective Phrase

Adjective phrase is a phrase that its distribution is equal to adjective. The head is an adjective and the modifier is an adverb. The characteristic of adjective phrase is to modify a noun. It is usually functioning as complement.

Example:

- a) The coffee is *too hot* to drink
- b) The building is *very tall*

Adjective phrase is formed from adjective as the head and adverb as the modifier. In the examples above, the words “hot and tall” are the heads while the words “too and very” are the modifiers

4) Adverb Phrase

Adverb phrase is a phrase that its distribution is equal to adverb. The head is an adverb and the modifier is also an adverb. The characteristic of adverbial phrase is to give meaning to verb

Example:

- a) He speaks English *very well*

- b) He did the job *more quickly* than last year

Adverb phrase can be formed from adverb as the head and adverb as the modifier or from noun as the head and preposition as the modifier. The examples (a) and (b), the words “well and quickly” as the heads while the words “very and more” are the modifiers.

5) Infinitive Phrase

An infinitive phrase consists of an infinitive – the root of the verb preceded by to – and any modifiers or complements associated with it. Infinitive phrase can act as adjectives, adverbs, and nouns.

Example:

- a) *To learn English* is an obligation for all students
b) All students want *to learn English*

6) Gerundial Phrase

Gerundial phrase is a phrase to be formed from verb-ing and that act as noun, frequently is associated with modifiers and complements. Gerundial phrase functions as units and can do anything that a noun can do.

Example:

- a) *Swimming on the beach* is a favorite activity of every child
b) He and his family like very much *swimming on the beach*

7) Participle Phrase

Participle phrase always act as adjective. There are two kinds of participle phrase namely present participle which to be formed from verb-ing and past participle which to be formed from verb-ed (for regular verbs) and verb₃ (for irregular verbs).

Example:

- a) I found him *walking on the street at midnight*
- b) He looks *interested at photograph*

8) Preposition Phrase

Preposition phrase is a phrase that its distribution is equal to preposition. Preposition phrase can be both adverb phrase when it is functioning as adverb in a sentence and adjective phrase when it is qualifying to noun.

Example:

- a) I always wake up *at dawn*
- b) Would you give me the book *on the table*?

Preposition phrase can be formed from noun as the head and preposition as the modifier. The examples (a) and (b), the words “dawn and the table” are the heads while the words “at and on” are the modifiers. The phrase in examples (a) and (b) are also called as adverb phrase for they are functioning as adverb. The phrase in example (b) can be called as adjective phrase for it is qualifying to the word “the book” as noun.

2. Noun Phrase

Noun phrase is the main construction which can appear as the subject, object of complement of a clause (Crystal, 2000: 222). It consists, essentially, of a noun-like word, which is the most important constituent of the phrase.

Biber (2002:41) stated that a noun phrase is a phrase with a noun as its head. The head can be preceded by determiners, such as the, a, her, and can be accompanied by modifiers elements which describe or classify whatever the head refers to.

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

A noun phrase is a phrase which has a noun or indefinite pronoun as its head word, or which performs the same grammatical function as such a phrase. Noun phrase is very common cross-linguistically and maybe the most frequently occurring phrase type.

A noun phrase is a phrase which includes a noun, also called head and optionally modifier (Leech, 1994:60). In grammar, a modifier is an optional element in phrase structure or clause structure. A modifier is so called because it is said to modify (change the meaning of) another element in the structure, on which it is dependent. Typically modifier can be removed without affecting the grammar of the sentence. For example, in the sentence *This is a red ball*, the adjective *red* is a modifier, modifying the noun *ball*. Removal the modifier would leave *This is a ball*, which is grammatically correct and equivalent in structure to the original sentence.

Modifiers may come either before or after the head depending on the type of modifier and the rules of syntax for the language. A modifier placed before the head is called a premodifier and after the head is called post modifier. For example in the sentence *He told me an interesting story*, *interesting* is a premodifier while in the sentence *He told me something interesting*, *interesting* is a post modifier. A head may have a number of modifiers.

There are many proposals in the grammatical and linguistic literature, many of remarkable complexity. The following, adapted from Frawley (1992:482-3) is a partial list:

Det > quantity > value > physical property > age > color > Head

The five good long old brown tables

The two principal types of modifiers are adjectives (including adjectival phrases and adjectival clauses) which modify nouns and adverbs (including adverbial phrases and adverbial clauses) which modify other part of speech, particularly verbs, adjectives, and other adverbs.

a. Patterns of Noun Phrase

Basically there are some patterns in noun phrase. Notice that in English, simple adjectives are usually used as premodifiers. Premodifiers can be in the form of determiner, attributive, quantifier, and possessive (Leech, 1982:61). Patterns of noun phrases in English grammar are:

1) Determiner + Head

Determiner is also known as article. There are two kinds of article namely definite article “the” and indefinite article “a, an.” In progressing the article “the” sometimes appears as the word “this, that” in singular and “these, those” in plural.

For example: the stars, this boy, those books, a car, an orange.

2) Attributive + Head

Attributive shows the quality of the noun. Attributive can be a quality (Q), size (Si), age (A), shape (S), color (C), origin (O), material (M), and use or purpose (P).

For example: good book (Q-H), beautiful red roses (Q-C-H), rich small country (Q-Si-H), young Indonesian artist (A-O-H), round wooden table (B-M-H), and peaceful new sport cars (Q-A-P-H).

3) Quantifier + Head

Quantifier is to show the quantity and numeral of the noun. The words are much, many, several, some, any, a little, a few, one, two, three....., first, second, third

For example: much water, many students, several clothes, some, milk, any problem, a little money, a few friends, two houses, second child.

4) Possessive + Head

Possessive is also known as genitive. The words are my, your, our, their, her, his, its.

For example: my mother, your school, our family, their pictures, her shoes, his uniform, its color.

To have more complex meaning, the patterns can be enlarged by using two or more premodifier which are:

1) Determiner + Attributive + Head

For example: a big building, an honor gentleman, the long straight black hair, this new Japanese wooden chair.

2) Quantifier + Attributive + Head

For example: much cold water, some complicated problems, several luxurious big houses, a little brown sugar, three good friends, first big square building.

3) Possessive + Attributive + Head

For example: my lovely brother, her smooth skin, his black shoes, their attractive children.

Biber (2002:276) explained that noun phrase can occur with multiple premodifiers. Although there are no absolute rules, there are a few general tendencies governing the order of words in a premodification sequence:

1) Adverb + Adjective + Noun

Adverbs almost always precede adjectives. This is because adverbs usually modify the following adjective rather than the head noun directly.

For example: a really hot day, a thoroughly satisfactory reply, a rather blunt penknife, an extremely varied and immensely pleasing exhibition

2) Adjective + Noun + Noun

When a noun phrase has both an adjective and a noun as premodifiers, the adjective usually precedes the noun. This sequence is most common because the position closest to the head noun is filled by modifiers that are more integrated with the meaning of the head noun. The following noun phrases illustrate these tendencies:

For example: mature rice grain, thick winter overcoat, true life stories, and bright canvas bags.

This order can sometimes be reversed, especially with participial adjectives. This is when the pre modifying noun modifies the participial adjective): noun + participial adjective + head noun:

For example: [information processing] activities, [hypothesis testing] process.

In most cases, this kind of sequence of premodifiers is hyphenated. In fact, such sequences may be considered as adjectival compounds.

For example: English-speaking world, self-fulfilling prophecy, tree-lined avenues, and egg-shaped ball.

3) Adjective + Adjective + Noun

A related principle for multiple adjectives as premodifiers is that descriptors tend to precede classifiers.

For example: stronger environmental regulation, any major industrial nation.

Color adjectives tend to follow other adjectives. With the pattern of: adjective + color adjective + head noun:

For example: dry white grass, clear blue eyes, and shabby black clothes

Some phrases come after the head which are called post-modifiers. A noun phrase can be post modified in several ways (Biber, 2002:269)

1) With a prepositional phrase

For example: a man with a gun, the boy in the blue shirt, the house at the corner.

2) With an –ing phrase

For example: the man standing over there, the boy talking to Mr. President, the woman reading a magazine.

3) With to-infinitive

For example: a story to remember, something to read, a dress to wear.

4) With a relative clause

For example: the man we met yesterday, the woman who discovered radium, the trees which grow on the seaside.

b. Functions of Noun Phrase

Noun phrases can be functioning as subjects, objects, or as the complements (Leech, 1994:60). The function is different based on the position of the noun phrase in a sentence. Pay attention to the noun phrase “*the story of Romeo and Juliet*” and “*both of her younger brothers*” in the sentences below:

1) As Subject

It is denoting the actor which describing action. The position of subject is before the verb.

Example:

- a) *The story of Romeo and Juliet* is an everlasting love story.
- b) *Both of her younger brothers* are married to Native Americans.

2) As Direct Object.

It is a default kind of object of a verb. In a canonical clause, a single object is always a direct object.

Example:

- a) Many people like *the story of Romeo and Juliet*.
- b) I know *both of her younger brothers*.

3) As Indirect Object

It is an object of a verb prototypically having the semantic role of recipient. It precedes the direct object in canonical clause.

Example:

- a) I told her *the story of Romeo and Juliet*.
- b) He gave presents *to both of her younger brothers*.

4) As Complement

It is a word placed after linking verb.

Example:

- a) This must be *the story of Romeo and Juliet*.
- b) They are *both of her younger brothers*.

3. Translation

a. Definition of Translation

The word translation comes from Latin *translatio*. The term first appeared in the nineteenth century and the twentieth century which has been called “the age of translation. Newmark (1988:19) explained that translation theory has derived from comparative linguistics and within linguistics. It is mainly an aspect of semantic; all questions of semantic relate to translation theory. Translation theory main concern is to determine appropriate translation methods for the widest possible range of text categories. Translation theory attempts to give some insight into the relation between thought, meaning and language; the universal, cultures, and individual aspect of language and behaviors, the understanding of cultures; the interpretation of texts may be clarified and even supplemented by way of translation.

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

Hornby in “The Oxford Advance Learners’ Dictionary” (1994:1270) defines translation as “The restatement of the form of one language into another, the cheap mean of exchanging information between different language communications.”

Some linguists defined translation as follows:

1. Newmark (1981:7) explained, “Translation is craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.”
2. Bell (1991: 5) stated that translation is the expression in another language (or target language) of what has been expressed in one, source language, preserving semantic and stylistic equivalences.
3. Nida and Taher in Mugalib (2010:10) stated that translation consists of reproducing in the receptor language that closest natural equivalent of the source language message, both in terms of meaning and style.
4. McGuire (1980:2) in Krisetyawati (2010:19) views that translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will approximately similar, and the structure of the SL will be preserved as closely as possible, but not so closely that TL structure will be seriously distorted.

From the definition above, the researcher concluded that translation is the change of message from one language (the source language) into another language (the target language). The function of translation is to transfer the meaning and The good translations should be accurate, natural and communicative in meaning.

b. Translation methods

The central problem of translating has always been whether to translate literally or freely. The argument has been going on since at least the first century of BC up to the beginning of nineteenth century. Many writers favored some kind of translation on the

spirit not the letter, the sense not the words, the message other than form, and the matter not the manner.

According to Newmark (1988:45), the method of translation as follow:

1) Word-for-word Translation

The source language grammatical constructions are converted to their nearest target language equivalent but the lexical words are again translated singly, out of context. As a pre-translation process, this indicated the problems to be solved.

2) Literal translation

The source language grammatical forms are converted to their nearest target language equivalent. However, their lexical words are translated out of context. Literal translation approximates to a word representation of the original.

3) Faithful translation

It tries to reproduce the precise contextual meaning of the original, but still in within the constraints of the target language grammatical structures, it transfer cultural word and faithfully follows the source language grammatical forms.

4) Semantic translation

It attempts to render as closely as semantic and syntactic structures of second language allow the exact contextual meaning of the original. Semantic remains within the original culture and assist the reader only in its connotations if they constitute the essential human (non-ethnic) message of the text.

A semantic translation tends to be more awkward, more detailed, more concentrated, and pursues the thought process rather than the intention of the transmitter. It tends over translate, to be more specific than the original, to include more meanings in its search for one nuance of meaning.

1) Adaptation

It is the freest form of translation. It is usually used for plays (comedies) and poetry; the themes, characters, and plots are usually preserved, while the source language culture is converted to the target language culture and the text is rewritten.

2) Free translation

Free translation transfers the matter without the manner, the context without the form of the original, if reproduced the general meaning and intention of the original but which does not closely follow the grammar, style, or organization.

3) Idiomatic translation

It reproduces the message of the source text but tends to distort nuances of meaning by preferring colloquialism and idioms.

4) Communicative translation

This translation tries to render the exact contextual meaning of the original, so that it can be readily acceptable and comprehensible to readership. It is social, concentrates on the message and the main force of the text, tends to over-translate, simple, clear, and brief and is always written in natural and resourceful style.

Based on the explanation above, it can be concluded that in general, there are two translation methods which are freely or literally and in specifically, there are 8 methods of translation namely word-for-word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation.

c. The Process of Translation

Translation is a process to reproduce the meaning from source language into target language. The process of translation must be supported by the translator's knowledge on both languages. According to Newmark (1988:19), the first translation procedure begins with choosing a method of approach. Secondly, when we are translating, we translate with four levels more or less consciously in mind:

- 1) The SL text level, the level of language, where we begin, and which we continually (but not continuously) do back to.
- 2) The referential level, the level of objects and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction process.
- 3) The cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative), and the various presupposition of the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level.
- 4) The level of naturalness. The level of naturalness as a point of reference to determine the deviation-if any- between the author's levels is pursuing and the natural level. This level of naturalness is concerned only with reproduction. Finally, there is revision procedure, which may be concentrated or staggered according to the situation.

There are two approaches to translating:

- a) Starting translating sentence by sentence, for say the first paragraph or chapter, to get the feeling tone of the text, and then you deliberately sit back, review the position, and read the rest of the SL text.
- b) Reading the whole text two or three times, and find the intention, register, tone, mark the difficult words and passages and start translating only when you have your bearings.

According to Larson in Mugalib (2010:17) when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the source language text into the natural forms of the receptor language. Furthermore he stated that the process of translation is concerned with the study of the lexicon, grammatical structure, communication situation, and cultural context of the source language, text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the receptor and its cultural context.

It can be concluded that the process of translation include four steps which are (1) reading the whole text, (2) finding difficult words, (3) understanding grammatical structures of both source language and target language, and (4) revising the result of translation.

d. The Minimum Requirement for a good Translator

Translators are mind-readers and can produce a perfect translation without having to consult the author of the original text, irrespective of whether it is ambiguous, vague or badly written (Brown, 2010:3).

In order to become a good translator, it is not enough just to know a foreign language. Many people believe that translation is just taking text and substituting them into other language. However, this is not usually the case. A translator needs to have a deep understanding in native language, as well as cultural differences. Translation requires skill and experience in order to make the right analysis of the meaning in the target language. So, there are some of the criteria that a good translator must fulfill

- 1) A translator should master both the Source Language (SL) and Target Language (TL) in order to translate the text accurately.
- 2) A translator should have the knowledge of translating principles.
- 3) A translator should be able to use bilingual dictionaries well. Using bilingual dictionaries requires very technical proficiency and it is something any good text converter needs to master. Sometimes, although two words are the same, they have different meanings in different circumstances. Therefore, a translator must understand the exact meaning of a word in a specific situation. Briefly, the translator should have flexibility in both the Source Language (SL) and Target Language (TL).
- 4) A translator should have the knowledge of the text's content background.

In general, to be a good translator must be fulfill some criteria which are mastering both languages, having knowledge on both languages, using dictionaries to find the exact word, and understanding the text.

B. Previous Studies

To support the studies, there are several studies related to translation which has been conducted. The first research was conducted by Mugalib (2010). The research entitled

“Translation procedures analysis of Indonesian – English translation in GoenawanMohamad’s poems”. This study was designed to analyze translation procedures from Indonesian into English. This study was using a qualitative method. The instruments used are the three selected GoenawanMohamad’s poems. The poems have been translated by Harry Aveling in “Contemporary Indonesian Poetry” published by University of Queensland, 1975. In this research, the writer analyzed the data using descriptive analysis technique. In analyzing the translation procedures, the writer read the original poems and compare to its translation, then he looked up the procedure types used in the translation compared to the original. In the process of finding the inappropriate translation, the writer used a reliable dictionary. It revealed that the translator used some procedures of translation which are modulation, transposition, omission, and addition.

The second research was conducted by Fitria (2011). The research entitled “The correlation between the students’ grammatical ability and translating skill (A survey at seventh semester of English letters department State Islamic University Syarif Hidayatullah Jakarta”. This study was proposed to know the empirical data about the relationship between students’ grammatical ability and students’ translating skill from English into Bahasa Indonesia and vice versa. The sample of 30 respondents was taken from the seventh semester’s students in translation class by using sampling random technique. This research used descriptive correlation method, with sample linear regression and Pearson’s r correlation coefficients technique to analyze the data. The result showed that $r_{\text{exp}} = 0.562$ is higher than $r_t = 0.361$. In other words, the alternative hypothesis that saying there is significant relationship between grammatical ability and translating skill is accepted.

The third research was conducted by Krisetyawati (2010). entitled “An error analysis on the translation of English noun phrases into Indonesian of the fifth semester students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2009/2010”. This research was written to achieve some objectives as follows: (1) to find out the students’ errors in translating English noun phrases into Indonesian, (2) to find out the kinds of errors made by the students in translating English noun phrases into Indonesian, and (3) to describe the frequency distribution of errors made by the students. The method used in this study was descriptive method. The population of the research was the fifth semester students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2009/2010. There were 30 students used as the sample. Random sampling by lottery was used to get the sample. To get the data, the writer used a test as the instrument. The collected data were analyzed by means of error analysis which started from collecting the data, identifying the errors from the students’ answer sheet, classifying of errors based on the types, describing errors on each type and finally analyzing the students’ errors. From the four types of error, omission errors had the highest number of errors. Because the total errors made by the students is 355 errors (39.44% out of possible errors), the correct answers were 545 (60.56%).

It can be concluded that the three studies were about translation, the first was about the translation procedure, the second was about the correlation, and the third about an error analysis. The second one was closely related to this research for it was discussing about the correlation between the students’ grammatical ability and translating skill.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter elaborates research design, research method, population and sample, research instrument, and technique of data collection and data analysis.

A. Research Design

Research is a process of formulating questions, problems, or hypotheses; collecting data or evidence relevant to these questions/problems/hypotheses; and analyzing or interpreting these data (Nunan, 1992:2). Those three points are the characteristics of research.

Research design stated by Tavakoli (2012:546-7) in Kaswan & Suprijadi (2013:9) stated that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. The design includes an outline of what the researcher will do from the formulation of the research questions and hypotheses to reporting the research findings.

The writer uses quantitative research design. It focuses primarily on testing theories and specific research hypotheses that consider finding differences and relationships using numeric data and statistical method.

B. Research Method

Quantitative research design can be classified into one of four broad research method which are experimental method, correlational method, causal-comparative method, and survey method. (Croswell et. al 2012 in Kaswan & Suprijadi, 2013:13).

In this research, the writer uses a correlational method. According to Nunan (1992:229) correlation is a set of statistical procedures for testing the strength of association between sets of scores. Correlational research refers to “research that involves collecting data in order to determine the degree to which a relationship between two or more variables” (Fraenkell et al: 2012 in Kaswan & Suprijadi, 2013:19)

A variable is any characteristics or attributes of an object or of person that can have different values from one time to the next or from one individual to another (Tavakoli, 2012:700 in Kaswan & Suprijadi, 2013:19).

There were two variables in this research:

1. Independent variable, namely understanding noun phrase of the tenth grade students of SMA P3SB Cililin.
2. Dependent variable, namely translating ability from English into Indonesian of the tenth grade students of SMA P3SB Cililin.

C. Population and Sample

Populations are groups consisting of all people to whom a researcher wishes to apply the findings of a study (Crowl, 1996:15). The population in this research is all students of 10th Grade of SMA P3SB Cililin with the total number of 45 students.

Sample is there presentation of a population, a small group selected from the population (Sugiyono, 2011:118) while Crowl (1996:15) stated that samples are subsets

of people used to represent populations. The sample of this research was the simple random sampling.

D. Research Instrument

The instruments of this research were essay tests of understanding noun phrase and a translation test from English into Indonesian. The essay test consisted of 20 questions. The assessment of this test was to consider the correct answer. Each question scored 5. If questions were correctly answered, the score would be 100.

Then, translation test is the test of the ability to translate a text from English into Indonesian. This was an essay test. There are 3 texts to translate including narrative, recount text, and procedure. The assessment of this test was based on the translation performance level determined by the U.S. Government's Interagency Language Roundtable (2016) as described below:

Table 3.1
Skill Level of Translation Performance

LEVEL	SCORE	GENERAL DESCRIPTION
1	10	The student has almost no ability to translate. The source text and the translation do not compare at all.
2	20	The student has almost no ability to translate. He / she are able to translate a few isolated words and phrases, but the source and target texts have almost nothing in common
3	30	The student has almost no ability to translate. Short phrases or sentences may be translated, but the majority of the translation is not reflective of the source text. Excessive errors in grammar, structure, vocabulary, and punctuation affect the reader's understanding of the translated material.

4	40	The student can translate very elementary texts that do not contain advanced structures or any technical information. The translation is literal and lacks fluidity. Numerous errors in grammar, structure, vocabulary, and punctuation affect the reader's understanding of the translated material.
5	50	The student can translate elementary texts that contain few advanced structures and no information outside the candidate's field of interest. The translation is literal and lacks organization. Many errors in grammar, structure, vocabulary, and punctuation affect the reader's understanding of the translated material.
6	60	The student can translate basic texts and provide a satisfactory literal translation. Vocabulary, grammar, structure, and punctuation are good in areas of frequent usage. Many mistakes are present in areas of advanced structure and / or vocabulary, and these mistakes affect the reader's understanding of the translation material.
7	70	The student can provide a literal, word-for-word translation that captures the main ideas and details of the text. Vocabulary, grammar, structure, and punctuation are good in areas of frequent usage; some advanced vocabulary may be used correctly. Frequent mistakes are present with advanced structures and vocabulary.
8	80	The student is able to translate in a way that conveys the intended meaning of the source text. The translation contains errors that prevent it from sounding as though it was written in the target language. Some mistakes are made with vocabulary, grammar, spelling, and / or punctuation; these mistakes may distract the reader but do not affect one's comprehension of the translated material.

9	90	The student is able to produce a clear translation that captures the main ideas and details of the original text. The candidate may make a few errors with advanced grammar or structures, but these do not affect the reader's overall understanding of the translated material
10	100	The student is able to produce a clear and virtually error-free translation that reads as though it were written in the target language. The translation is fluid and preserves the nuances of the source text.

E. Technique of Data Collection and Data Analysis

To do empirical research, to collect data is necessary. Different kinds of educational research favor different kinds of data collection procedure and research data collection has distinctive characteristics and challenges,

To collect the data, the writer administered two kinds of tests which are noun phrase and translating English into Indonesian. Both were essay tests. The results of the test were scored. Their cores constitute the data which were analyzed through normal distribution and correlation. SPSS V.22 is used to help the writer in these analyses.

First, test of normality is a test to detect the distribution of data. Normality test is to know whether the distribution of data is normal or not. If the significance level (p. value > 0.05), the data is normally distributed and if the significance value (p. value < 0.05), the data is not normally distributed.

To test normal distribution, the writer used Kolmogorov-Smirnov test.

Steps of doing test of normality are as follows:

1. Open SPSS application
2. Click variable view

3. In column “name” type “noun” and “translating”
4. Click data view
5. Put the data of noun phrase score in column 1
6. Put the data of translating ability score in column 2
7. Find “analyze”
8. Click “analyze” then “Descriptive Statistics” next “Explore”
9. Put the variables into the box of “Dependent Lists”
10. Click “Plots”
11. Checklist the point of “Normality plots with tests” then click “Continue”
12. Click “ok”

Second, correlation test is a test to analyze the relationship between two variables. There are two kinds of correlation tests which are Pearson and Spearman. Pearson coefficient is used if the data is normally distributed and Spearman is used if the data is not normally distributed.

Table 3.2
The Criteria of the Power of Two Variables Relationship

r-Score	Correlation
0.00 – 0.25	No / Weak
0.26 - 0.50	Moderate
0.51 – 0.75	Strong
0.76 – 1.00	Very strong / Perfect

Steps of doing correlation test are as follows:

1. Put all the data in a column
2. In column "name" type the name of the score and the test
3. In column "value" type the value of noun phrase and translating ability
4. Click Data view, find "analyze"
5. Find "correlate" then "bivariate"
6. Put the data in variable for noun phrase and translating ability
7. Check list "Pearson" and "one-tailed"
8. Click "ok"

CHAPTER 4

RESULTS AND DISCUSSION

This chapter displays all results of data analysis. This chapter conveys the discussion of findings as well to make it clearer for the readers.

A. Results

The data in this research include the data of understanding noun phrase and the data of ability in translating from Indonesian into English. Those data were obtained through the essay tests followed by 30 students of the tenth grade of SMA P3SB Cililin as the samples. The data can be seen as follows:

Table 4.1
Collecting General Data

NO	Students' Number	Noun Phrase	Translating (narrative)	Translating (recount)	Translating (procedure)
1.	Student # 1	70	70	60	80
2.	Student # 2	70	70	70	80
3.	Student # 3	80	90	80	90
4.	Student # 4	70	70	90	70
5.	Student # 5	65	70	60	80
6.	Student # 6	60	60	60	70
7.	Student # 7	75	80	80	60
8.	Student # 8	70	70	90	70
9.	Student # 9	70	80	80	60

NO	Students' Number	Noun Phrase	Translating (narrative)	Translating (recount)	Translating (procedure)
10.	Student # 10	65	70	60	80
11.	Student # 11	65	70	70	70
12.	Student # 12	70	80	80	70
13.	Student # 13	75	80	90	70
14.	Student # 14	65	80	60	80
15.	Student # 15	60	90	80	70
16.	Student # 16	65	70	70	70
17.	Student # 17	60	60	70	70
18.	Student # 18	60	70	60	70
19.	Student # 19	65	70	70	80
20.	Student # 20	60	80	80	70
21.	Student # 21	65	70	70	70
22.	Student # 22	65	70	80	70
23.	Student # 23	65	60	70	80
24.	Student # 24	70	70	80	70
25.	Student # 25	75	80	70	70
26.	Student # 26	65	70	60	60
27.	Student # 27	75	70	90	60
28.	Student # 28	70	80	90	70
29.	Student # 29	60	60	70	70
30.	Student # 30	65	70	80	70

From the table above, it can be seen that the minimum score of noun phrase was 60 and the maximum score was 80. The minimum and the maximum scores of translating were the same in the three types of texts, narrative, recount, and procedure in which the minimum score was 60 and the maximum score was 90.

The following is the table of the result score of noun phrase and translating average. The scores of translating average was taken from the mean of translating scores of translating narrative, translating recount, and translating procedure in table 4.1.

Table 4.2
Result Scores of Noun Phrase and Translating

NO	Students' Number	Noun Phrase	Translating Average
1.	Student # 1	70	70
2.	Student # 2	70	73.3
3.	Student # 3	80	86.7
4.	Student # 4	70	76.7
5.	Student # 5	65	70
6.	Student # 6	60	63.3
7.	Student # 7	75	80
8.	Student # 8	70	76.7
9.	Student # 9	70	73.3
10.	Student # 10	65	70
11.	Student # 11	65	70
12.	Student # 12	70	76.7
13.	Student # 13	75	80

NO	Students' Number	Noun Phrase	Translating Average
14.	Student # 14	65	75
15.	Student # 15	60	80
16.	Student # 16	65	70
17.	Student # 17	60	66.7
18.	Student # 18	60	66.7
19.	Student # 19	65	73.3
20.	Student # 20	60	76.7
21.	Student # 21	75	70
22.	Student # 22	65	73,3
23.	Student # 23	65	70
24.	Student # 24	70	73,3
25.	Student # 25	75	73,3
26.	Student # 26	65	63,3
27.	Student # 27	75	73,3
28.	Student # 28	70	80
29.	Student # 29	60	66,7
30.	Student # 30	65	76,7

From the table above, it can be seen that the minimum score of noun phrase was 60 and the maximum score was 80 while the minimum score of translating average was 66.7 and the maximum score was 86.7.

1. Normality Test

Normality test is a part of qualifications in analysis test. The purpose of normality test was to know whether the distribution of data follow or close to normal distribution.

Table 4.3
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Noun Phrase	,208	30	,002	,906	30	,012
Translating	,123	30	,200*	,961	30	,338

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Note:

It can be read from the table results at the Shapiro-Wilk table part. Using Shapiro-Wilk is more powerful than Kolmogorov-Smirnov. On the table show that the significant for noun phrase is 0.12 and for translating ability is 0.338. Both of noun phrase and translating ability have sig which is higher than 0.05. It means that the variable noun phrase and translating ability is normal. Because the result is normal so the researcher can use Pearson Product Moment Correlation.

2. Pearson Product Moment Correlation

Coefficient of correlation is a statistical index that reveals the strength and direction of the relationship or association between two variables. The direction of the relationship has to do with whether the relationship is positive or negative while the strength of the relationship indicates whether the relationship is weak, moderate, strong, or very strong.

Table 4.4
Correlations

		Noun	Translate
noun	Pearson Correlation	1	,565**
	Sig. (1-tailed)		,001
	N	30	30
translate	Pearson Correlation	,565**	1
	Sig. (1-tailed)	,001	
	N	30	30

** Correlation is significant at the 0.01 (1-tailed)

Note:

From the table above, it can be seen that significant value (1-tailed) of 0.565 shows strong correlation based on the power of two variables relationship. It means that there is strong relationship between noun phrase and translating ability besides the correlation is significant since the score of significant (1-tailed) 0.001 is less than the value of 0.01.

B. Discussion

Based on the results of the research findings, the writer analyzed that the correlation is positive. Positive correlation means that the students of translating ability from English into Indonesian get higher score because they have higher score in understanding noun phrase. From the calculation, the score of r_{obs} which is 0.565 is including in the criteria of the power of two variables relationship categorizes strong correlation. It means that there is a strong correlation between understanding noun phrase and ability in translating from English into Indonesian. The writer analyzed as well that there is a

significant correlation between the two variables due to the score of significant correlation is 0.01 (1-tailed).

In general, this research was in line with the research conducted by Fitria (2011) entitled “The correlation between the students’ grammatical ability and translating skill (A survey at seventh semester of English letters department State Islamic University Syarif Hidayatullah Jakarta”. This study was proposed to know the empirical data about the relationship between students’ grammatical ability and students’ translating skill from English into Bahasa Indonesia and vice versa. The result of the research showed that $r_{\text{exp}} = 0.562$ is higher than $r_t = 0.361$. It meant that there was significant relationship between grammatical ability and translating skill.

Finally, the writer concluded that the alternative hypothesis of the research was accepted since the result of the research findings showed that of the two variables, noun phrase and translating ability, there were positive correlation, strong correlation, and significant correlation

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter elaborates conclusion aiming at the research problems written in chapter 1. The conclusions are the results concerned with the correlation between understanding noun phrase and ability in translating from English into Indonesian. Meanwhile there are some suggestions for those concerned about the research.

A. Conclusion

Based on the objective of the research on chapter 1, the writer concluded that there is correlation between the understanding of noun phrases and translating ability from English into Indonesian. The correlation is positive and strong. The correlation is significant as well. In other words, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It is supported by the fact that the significant value of the result 0.001 is less than 0.01(one tailed).

B. Suggestions

The suggestions for teachers, students, and future researchers are as follows:

1. For teachers; to explain more about noun phrase to students to make them understand much better about it will be benefit to improve their translating ability from English into Indonesian so the students will have a better understanding about texts.
2. For students; to practice noun phrase more often because it will help them in their translating English into Indonesian.

3. For future researchers; those who are wishing to conduct a research about the correlation between noun phrase and translating ability is suggested to focus more on implementing translating ability from Indonesian into English.

AUTOBIOGRAPHY



The writer was born on 30 November 1991 in Bandung. He is the second of three siblings. His father's name is Herman and her mother's name is Nia Kusniawati.

Formal education:

1. Elementary School at SDN Cikawung.
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