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**AN ANALYSIS OF ENGLISH TEACHING MATERIALS USED IN A
VOCATIONAL SCHOOL
(A Case Study of Automotive Department of SMK N2 Batusangkar)**

THESIS

**Submitted to Tarbiyah Department
Teaching English Study Program to fulfill one of the
requirements to obtain Bachelor Degree
in Teaching English**

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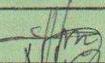
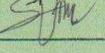


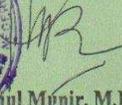
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ABSTRAK

RANDI SAPUTRA, NIM 11 104 017, judul skripsi: **“AN ANALYSIS OF STUDENTS’ TRANSLATION OF NOUN PHRASE FROM BAHASA INDONESIA INTO ENGLISH (A Study of Interview Transcripts in Theses Written by English Department Students of STAIN Batusangkar Registered in 2015/2016 Academic Year)”**, Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah belum diketahuinya hasil terjemahan *noun phrase* mahasiswa Bahasa Inggris di dalam transkrip wawancara yang terdapat di dalam skripsi mahasiswa Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui terjemahan *noun phrase* yang terdapat di dalam transkrip wawancara mahasiswa Bahasa Inggris dalam skripsi.

Jenis penelitian ini adalah penelitian deskriptif kuantitatif dengan desain *Cross Sectional*. Yang menjadi sumber data adalah transkrip wawancara yang terdapat di dalam skripsi yang ditulis oleh mahasiswa program study Bahasa Inggris tamatan 2015. Data tersebut berjumlah 10 dokumen. Dalam teknik menganalisis data, peneliti memberi kode tiap-tiap *noun phrase* terlebih dahulu. Setelah itu peneliti mengidentifikasi data kemudian menganalisis data. Peneliti menggunakan *acceptability measurement of translation* yang digagaskan oleh Nababan in Asnartri (2014) yang terdiri dari *acceptable*, *less acceptable* dan *unacceptable* untuk menentukan keberterimaan terjemahan *noun phrase* yang terdapat di dalam skripsi mahasiswa Bahasa Inggris. Tapi peneliti hanya menggunakan dua kriteria saja, yaitu *acceptable* dan *unacceptable* untuk mempermudah peneliti. Untuk menentukan kebenaran dari terjemahan, peneliti menggunakan kamus Indonesia-Inggris oleh John M. Echols dan Hassan Shadily. Terakhir peneliti menghitung persentase dari keberterimaan terjemahan mahasiswa tersebut dan menentukan kriteria level terjemahannya.

Dari hasil analisis data yang telah dilakukan, peneliti menemukan 90 *noun phrase* yang *acceptable* dan 77 *noun phrase* yang *unacceptable* dari 167 *noun phrase* yang ditemukan. Berikutnya, persentase dari terjemahan *noun phrase* yang termasuk dalam kategori *acceptable* adalah 53,89%. Sedangkan terjemahan mahasiswa yang termasuk dalam kategori *unacceptable* adalah 46,10%. Kemudian kriteria level terjemahan *noun phrase* yang terdapat di dalam skripsi yang ditulis oleh mahasiswa Bahasa Inggris berada pada kategori *poor level*.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Translation is one of significant subjects which is taught in university for English Students. Translation belongs to one of many important aspects in English. It should be mastered by English students because it is part of international communication in globalization era. They cannot only understand what the people talk and write but also what they read and hear. Then, they can get much knowledge and information through translation activity. Translation is changing a language to other language by knowing the structure and the style of the language either the source language or the target language. In other words, translation can be said as a bridge which is related between the people in one country to others which have different language and culture. In translation, people will be able to exchange information, solve the problem, and express ideas or feeling to other. Indeed, translation is the important thing that should be mastered by English learner due to be related to language mastery.

According to Larson in Asnartri (2014:1) translation is basically a change of form. These forms are referred to as the surface structure of language. It consists of transferring the meaning of the source language into the receptor language.

Furthermore, based on Oxford Advanced Learner's dictionary (2000) "translation is (1) the process of changing something that is written or spoken into another language (2) a text or work that has been changed from one

language into other (3) the process of changing something into a different form". In translating, there are many elements should be translated such as; translating singular and plural words, regular and irregular words, noun phrase, compound words, multiple meaning words, sentence and paragraph.

But, on the another hand, these various languages are a beautiful Godsend and a tool is used by people to know each other and as signs from Allah. In page 30, surah Ar-Rum verse 22nd, Allah said, *"And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know."*

By that verse in the Quran, as a human, especially Foreign Language Students must be proud due to learning one of the signs from Allah the Almighty. He gives humans the facilities such as; eyes to see, ears to hear, and mouth to speak to make them learn about languages and ability to master several languages due to not all humans can be understood by others, To understand another language, people need to change the source language into what language they purpose for.

Since not all people understand other languages, they usually try to find someone who knows other languages well. That person is called translator. The translator will help them to translate the idea into their own language. In translating, a translator however is not only required to master the structure and the semantic of language, source language and target language but they also

understand the context of the text that they try to translate in order to find the best result in translating.

According to Newmark in Mustari (2015:9) there are five purposes of translation. First purpose is to contribute understanding and peace between nations, groups, and individual. Second purpose of translation is to transmit knowledge in plain appropriate and accessible language. Third purpose is to explain and mediate between cultures on the basis of a common humanity, respecting their strength, implicitly exposing their weakness. Fourth ancient purpose is to translate the world's great books, the universal work in which the human spirit is enshrined and lives; poetry, drama, fiction, religion, philosophy and history, the seminal work of psychology, sociology and politics of individual and social. And the last purpose is general aid or as a skill required in acquisition of a foreign language. The purpose of translation is transferring the meaning from source language to receptor language.

To follow the importance of translation above, STAIN Batusangkar especially English Department provides the students with translation subject for sixth and seventh semester. Translation subject for sixth semester is a compulsory subject, while in seventh semester is only as elective subject. In this subject, there are many things that students learn, such as definition of translation, classification of translation, process of translation, principle of translation, translation of noun phrase, number article, verb group, modal

auxiliary, participle, idiomatic expression, proverb, and abbreviation. It is shown by syllabus that the syllabus process is done.

One of topics in translation is noun phrase. According to Adhe (2009:1) noun phrase is other a single noun or any group of words containing noun or a pronoun that function together as a noun or pronoun, as the subject or object of adverb. For example: we just spoke with a young American boy (a young American boy is noun phrase). When you use a noun in front of another noun, you never put adjectives between them; you put adjectives in front of the first noun.

Furthermore, Ali (2007: 431) a phrase is a group 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. For example: **The holy Quran on the table** is mine.

In translating noun phrase, there are rules that the translator should understand and follow first. The translator should be careful in finding the meaning and choosing the right words to make the appropriate translation due to the noun phrase can be translated in various way as same as kinds of noun phrase form. Because in translating noun phrase, people can not translate from the last word into the first word or the opposite. But, there are rules. As example, "*pious man*" means pious is *saleh* or *alim* and man is *laki-lak*, *laki-laki dewasa*, and *manusia*. So, pious man is *laki-laki yang saleh*. That is the rule. But, in translating noun phrase is not always have the similar way. Another example,

one noun phrase can have some meaning depending of form and context which will influence the meaning of noun phrase, such as, “*aboard the train*” can mean “*diatas kereta api, naik kereta api and didalam kereta api*”. But, if that noun is used in the sentence like ‘she goes to Yogyakarta aboard the train’, so this noun phrase means *naik kereta api*. Another one, “*several verses*” means *beberapa ayat*. In translating that noun phrase, the translator should not start his/her translation from the last word, but it starts from the first word.

In university, especially in STAIN Batusangkar, to achieve S1 degree the students must do a research or thesis. In doing research, some researchers used variety techniques in collecting data. According to Amirin (2000) techniques that can be used in getting data are test, questionnaire, interview, observation and documents. The techniques that will be used by researchers depend on what research that will be conducted by the researchers.

Based on the phenomena above, the researcher is interested in conducting a research about “An analysis of students’ translation of noun phrase from Bahasa Indonesia into English (*A study of interview transcripts in theses written by English Department Students of STAIN Batusangkar in 2015/2016 Academic Year*)”

B. Identification of the Problem

Based on background of the problem above, in translation subject the students learned about how to translate noun phrase, number article, verb group,

modal auxiliary, participle, idiomatic expression, proverb, abbreviation, sentence and paragraph.

Based on preliminary research that the researcher did at thesis room in STAIN Batusangkar, the researcher looked for some theses that use interview in Bahasa Indonesia for collecting the data. Then, the researcher found a research which used interview in collecting the data. In that research, she, the researcher, used Bahasa Indonesia in doing interview and then she translated the interview transcripts into English. Based on the interview transcripts of that research, the researcher found words in Bahasa Indonesia that inappropriate translation. Even, there were omissions found in the interview transcripts. Then, in the interview transcripts, the researcher found noun phrases in Bahasa Indonesia which had been translated into English are not appropriate, also the researcher found error in choosing correct word or lexical error, grammatical error, and so on related to errors. For example, noun phrase of "*kesulitan yang mendasar*" was translated become "*your main problem*". In English dictionary, word "*main*" means *utama, pokok, besar, penuh, induk and pipa saluran air*. Whereas "*problem*" means *masalah, soal and persoalan*. The researcher deals about the meaning of your main problem is **masalah utama anda**. Then, English translation of *kesulitan yang mendasar* is **the basic difficulty**. It based on the dictionary which is the English translation of *kesulitan* is "*difficulty*" and *yang mendasar* or *dasar* is "*basic*".

C. Limitation and Formulation of the Problem

Based on the identification of the problem above, the researcher limits the research on Students' Translation of Noun Phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students of STAIN Batusangkar Registered in 2015/2016 Academic Year. Based on the limitation of the problem above, the research is formulated as follows: "What is the students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students?"

To be more specific about students' translation of noun phrase from Bahasa Indonesia into English, the formulation of research problem are elaborated into several questions below:

1. What is the acceptability of students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students of STAIN Batusangkar?
2. What is the percentage of students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students of STAIN Batusangkar?

3. What is the criteria of students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students of STAIN Batusangkar?

D. Purpose of the Research

The purpose of this research is related to the formulation of the problem above. This research is to describe students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students of STAIN Batusangkar Registered in 2015/2016 academic year. Then, specifically the purposes of this research are:

1. To describe the acceptability of students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students of STAIN Batusangkar.
2. To describe the percentage of students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students of STAIN Batusangkar.
3. To describe the criteria of students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students of STAIN Batusangkar

E. Definition of the Key Terms

To avoid misunderstanding and ambiguity of this research, the researcher defines some key terms as follows:

1. Student's translation is translation of interview transcripts written by English Department Students in theses.
2. Translation is transferring meaning of a language into other languages.
3. Noun Phrase is group of words containing noun or a pronoun that function together as a noun or pronoun, as the pre modifier or post modifier found in students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students of STAIN Batusangkar.

F. Significance of the Research

The result of this study is expected to be useful, especially for:

1. The English Department Students

This research is expected to give useful information to the students who are taking translation subject, especially for the seventh semester of English Department Students. By knowing this, the students' knowledge about noun phrase can improve and realize that in translating interview transcripts that they will do later should be taken care.

2. The Lecturer of Translation

This research hopefully will give beneficial input to the lecturer who is teaching Translation. The lecturer can get more information about students' translation of noun phrase from Bahasa Indonesia into English of interview transcripts written by English Departemen Students in theses.

3. The Researcher

This research is also useful to the researcher himself to help and enrich his knowledge in translating noun phrase. In addition, this research is conducted to fulfill one of the requirements for graduating Undergraduate Degree (S1) at English Department of STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Translation

a. Definition of Translation

Translation has been defined in many ways by different writer in field, depending on how they view language and translation. According to Larson in Mustari (2015:8) translation is changing from one's own or other's language. Then, Larson in Mustari (2015:8) states that translation is basically a change of form. These forms are referred to as the surface structure of language. It consists of transferring the meaning of source language into the receptor language.

Larson in Suharni (2015:9) also viewed translation as a process consisting of studying the lexicon, grammar structure, communication and situation and culture context, analyzing it in order to determine its meaning using the lexicon and grammatical structure which are appropriate in the target language and culture context. In addition, Catford as quoted by Hoed (2005:5) claims that, translation is the replacement of textual material in one language. Consequently, to be

effective, translating must not only be complete and accurate, but also reflect to correct use of grammar, appropriate writing style, and terminology consistent with the subject matter.

Also similar with Catford, Bell (1991:12) states that translation the content and style of the original text (SLT) should be preserved as far as possible in the translated text (TLT) and we spent the first subsection considering the nature of “equivalent”. Guire in Mechali (1998:1) finds that translation is the rendering of a source language text into target language so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the source language will be preserved as closely that the target language structures will be seriously distored.

The point, translation is a transfer of a source language text into target language that consists of the content and style of translation. Each language has the content and style when people say something. This situation translates based on context, in order that the message is delivered for reader/listener.

Furthermore, Newmark in Mechali (1998:1) states that translation is craft in the attempt to replacement a written message in another language. This opinion supported by Catford in Widyamartaya in Suharni (2015:21) that translation is the replacement of textual material in one language by equivalent textual material in another language.

Based on some of definitions above, the writer can conclude that the translation is transferring the meaning of the source language to another some as the receptor language.

b. Forms of Translation

Hadisubroto (2005:13) states that, translation has two forms that are written translation and oral translation. Written translation gives the reader to find difficult word in dictionary and combine word became a good sentence. Weber in Hafizul (2011:11) states that written translation is the transposition of a text written in a source language into a target language. The translation must be absolutely accurate in meaning, contain all nuances of the original, and must be written in clear, elegant language that can be easily understood by the reader.

According to Picken and Richards in Hadisubroto (2005:13), oral translation is called “interpretation” means language switching that uttered by someone in other languages directly to make listener who does not know language. According to Larson (1984:3), the form which the translation is written will be called the source language and the form into which it is to be changed will be called the receptor language.

Based on the information above, it can be concluded that there are two forms of translation; they are written and oral translation. Written language is the transposition of an orally delivered message.

c. Kinds of Translation

There are several kinds of translation that is stated by experts and differents. Larson in krisetyawati (2010:26) states that there are two kinds of translation, they are:

- a. Form-based translation as literal translation. It attempts to follow the form of the source language.
- b. Meaning-based translations. It makes every effort to communicate the meaning of the source language text in the natural forms of receptor language.

In addition, Hadisubroto (2005:14) states that, there are three kinds of translation; the first, word-for-word translation is changing the meaning one word to other words from the source language into receptor language that has some amount.

According to Newmark in Gustiana (2015:11-14) the types of translation in term of translation method as follows:

- a) Word of Word Translation. The source language of word order is preserved and the words translated singly by their command meaning. The main use words-for word translation is either to understand the mechanics of the source language or construe a difficult text as a pre translation process. How a word-for-word translation may be regarded as “unique” and “complete”. For example, “tables”.
- b) Literal Translation. It is one of that translation only this strictly explicit features. The source language grammatical construction are

converted to their nearest target language grammatical equivalents but the lexical words are gain translated singly. For example:

It's raining cats and dogs.

Ini hujan kucing dan anjing.

- c) Faithful Translation. It attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures. For example: ben is too well aware that is naughty.

Example:

Ben is too well aware that he is naughty.

Ben terlalu baik menyadari bahwa ia nakal.

- d) Semantic Translation. Different from faithful translation only in as far as it must take more account of the aesthetic value. For example: he is a book-warm.

- e) Adaption. It is used mainly for plays (comedies) and poetry. The source language culture converted to target language culture and the text written. For example: Alexander pope's lines: "fools rush in where angels fear to tread".

Example:

It doesn't pay.

Ini tidak ada gunanya.

- f) Free Translation. Reproduces the matter without the manner, as the content without the form original.

Example:

To play truant

membolos

- g) Idiomatic Translation. Reproduces the message of the original but to distort nuances of meaning by preferring colloquialism and idiom where these do not exist in the original.

Example:

I'll treat you a cup of coffee

Aku akan mentraktirmu kopi

- h) Communicative Translation. Attempt to the readers the exact contextual meaning of the original in such a way that both content and language readily acceptable and comprehensible to the leadership. "spine" in phrase "thorn spines in old reef sediments".

Based on some theories above, it can be concluded that translation is transferring the meaning of the source language to another language same as the receptor language. Translation is a process which consists of many things such as grammatical structural, communication situation, culture context, in order to make the language message can be accepted by the reader.

d. Principles of Translation

There are many principles of translation as suggested by Duff as quoted by Zulhermindra in Anggi (2012:11) states that a translator should know some general principles of translation: they are (1) *meaning*; the translation should reflect the meaning of the original text accurately, (2) *form*; the translation should be matched the ordering words and ideas as closely as possible to the original one. (3) *Register*; that is, the difference of formality of language in a given context. (4) *source language influence* in which the translator should be aware of the difference of the two languages which might influence the translation, i.e., the translation does not sound natural; (5) *style and clarity*, that is the translator should not change the style of the original, and (6) *idiomatic expression* used by the source language that might not be found or expressed differently in the target language. It is expected that by fulfilling such requirements and by doing lots of practice, the translator will successfully convey the meaning intended by the source language writer in accurate and effective way to the reader of the target language. In doing that case, the translator should find the equivalent word/expression of the two languages and keep maintaining the style of the source language writer.

Based on information above, it can be concluded that there are many principles of translation that must be known by translator. It can be seen from the content (meaning) or the face (style).

e. Translation Process

According to Larson in Suharni (2015:19) there are some procedures in translation, they are:

- 1) Preparation. In which, there are two kinds of preparation. First, there is the preparation that translator should have before beginning the translation task; second there is the preparation which he undertakes as he begins work on specific translation project.
- 2) Analysis. The translator should be careful at key words and order to get lexical equivalent in the receptor language. If the text is very long, the translator will need to divide it into smaller units and work on one of these at time.
- 3) Transfer. It is the process of going from the semantic structures analysis to the initial draft of translation, and transfer takes places in translator's mind.
- 4) Initial Draft. A translator needs to find more information or more background reading.
- 5) Reworking the Initial Draft. It includes for naturalness and for accuracy.

Relating to the statements above, it can be concluded that in translation process there are some aspects that should be considered by the translator. Therefore, it is not enough for the translator just mastering the knowledge of the two languages because translation process is not merely a process of words substitution from the source language to the receptor language text.

In addition, a good translator should have adequate translation knowledge relating to the two languages. It includes all aspect of the languages that is the future that two languages share, and also the differences found in the two languages so that translation is not for beginners because it should involve some skills to do it.

Then, Widyamartaya in Suharni (2015:20-22) states that the translation processes that should be done by the translator as follows:

- a. Tuning. By this translator means getting the feel of the text to be translated.
- b. Analysis. Once the translator has attuned his mind to the framework of the text to be translated, he will take each sentence in turn and split it up into translated unit.
- c. Understanding. After having split up the sentence to be translated into its elements, the translator will generally put it together again in a form which he can understand or respond to emotionally.

d. Terminology. The key words and phrase in the sentence to make sure that apart from understanding them and the feeling what they imply, one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous, nor offensive for the target-language reader.

Furthermore, Suryawinata in Krisetyawati (2010:21) also suggest the proceses of translation as follows:

1) Analysis of Source Language Text

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

2) Transference of Message

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

3) Restructurisation

Restructurisation is the process of transforming the source language message into a proper stylistic form in the target language, so in this step, the translator must pay attention to the language style in order to fix the language style that is appropriate with the text types, and they also must consider to whom the translation is made.

f. Translation Quality Assessment

Translation purposes are to produce a product, which can be understood easily by readers. A translation must be able to transfer the message of source language into target language properly so that it can bring a good understanding to the reader. To make the readers understand, a translation must fulfill a good quality.

According to Barnwell in Gustiana (2015: 23), there are three most important qualities of a good translation:

1) Accuracy

Correct meaning of source message, and transfer of the meaning that message as exactly as possible into the receptor language.

2) Clarity

There may be several different ways of expressing an idea choose the way which communicate most clearly, the way which ordinary people will understand.

3) Naturalness

It is important to use the natural form of the receptive language, if the translation is to be effective and acceptable. A translation should not sound foreign.

Furthermore, Newmark in Gustiana (2015:24) states that translation quality assessment is very important since it becomes a significant link between translation theory and its practice. Meanwhile, Nababan in Feronika (2013:20) says that translation quality assessment is focused on three main things. They are the accuracy of transferring message, the accuracy of expressing the message into target language and the language naturalness of the translation. Similarly, Larson in Asnartri (2015: 16) states that a translation is considered if it covers three criteria are accurate (accuracy), natural (acceptability), and clear (readability). Accuracy goes to a term which is used in translation evaluation in changing message from source to target language. Acceptability goes to language naturalness of translation able to exist with target language system. Readability means a translation undertook well by reader get the sense of translation easiliy. Then Nababan in Asnartri (2014: 17) affirms table of acceptability in translation as follow:

Table 1

Acceptability Measurement of Translation

Definition	Conclusion
Translation feels natural, term that are used familiar with the reader.	

Word, phrase, clause, and sentence with are used in translation fit with Indonesia grammar	Acceptable
In common, translation felt natural but there is little problem in using few terms and little mistake of grammatical error	Less Acceptable
Translation sounds unnatural, term and vocabulary which used are unfamiliar for reader. The usage of word, phrase, clause and sentence are not suitable with grammatically	Unacceptable

Based on the table above, there are three main criteria how to know a good translation, they are: accuracy, acceptability, and readability. Each of them has own criteria. Then, the table above is standard measurement that is used by the researcher to measure the acceptability of students' translation, especially in noun phrase.

2. Nature of Noun Phrase

a. Definition of Noun Phrase

Sundayama et al. (2005:58) state that a noun phrase is a noun and its modifiers. It can be used in some ways.

Example:

1. *The large white house* was sold yesterday
2. *The dying old man* is very pitiful
3. *Tom, the man* in torn clothes. (appositive)
4. You can have the tiny car.(direct objects of verb)

Furthermore, Adhe (2009:1) also adds that noun phrase is other a single noun or any group of words containing noun or a pronoun that function together as a noun or pronoun, as the subject or subject of adverb.

For example:

1. 'the' 'books' and 'the books', are noun phrase, but 'book' is just a noun.
2. We just spoke with *a young american boy* (a young american boy is noun phrase. When you use a noun in front of another noun, you never put adjectives between them; you put adjectives in front of the first noun)
3. Passing the exam, watching tv. (while noun phrase can be in form of gerund (base+ing) or gerund and other nouns compounding).

Then, almost similarly Pareekh (2006:2) defines that noun phrase is a group of words that does the work of a noun. A noun phrase is either a pronoun or any group of words that can be replaced by pronoun.

While Harmer (2004:5) describes that noun phrase is a word (or group of words) that is the name of a person, a place, a thing or activity or quality or idea; nouns can be used as the subject or object of a verb.

Example:

- | | |
|------------------|------------------------------|
| 1. Eleanor | : Eleanor arrives tomorrow |
| 2. Devon | : I love Devon |
| 3. Book | : I recommend this book |
| 4. Sense | : Use your common sense |
| 5. Walking stick | : I don't need walking stick |
| 6. Town hall | : Meet me at the town hall |

In the next page, Harmer (2004:6) adds noun phrase: some quite long phrases can have the same function in sentences as a single noun.

Such phrases, which have a noun at their heart, are called noun phrase, e.g. 'the man with the hat', 'the tall grinning acrobat', 'the girls I meet last night'. In each of these cases the phrase can be the subject or object of the sentence, e.g. '*the man with the hat* ordered a large whisky', 'the children photographed *the tall grinning acrobat*', 'I'm going to ring up *the girls I met last night*'.

From explanation above, it can be concluded that noun phrase is other a single noun or any group of words containing noun or a pronoun that function together as a noun or pronoun, as the subject or object of adverb, verb and sentences.

b. Kinds of Noun Phrase

There are some kinds of English noun phrase. According to Parech (2009:2) there are some kinds of pronoun. They are :

1. Noun + pre modifier – modifier before the noun are called pre modifiers. For example, white house; here white is a premodifier and house is a noun.
2. Noun + post modifier – modifier coming after the noun are called post modifier. For example, the glass on the table; here on the table is the post modifier.
3. Pre modifier + noun + post modifier – the noun together with all pre and post – modifier constitutes a single unit, a noun phrase that indicates the complete reference. For example, the boys on top of the

house are.....here 'the' is the premodifier, boys are the noun, and on top of the house is the post modifier.

Almost similarly Stormvergleich (2009:1) states that there are two kinds of noun phrase by the modifier position. They are;

1. Pre-modifier is modifier which is placed before the noun. It is divided into some types. They are:

a. Adjective

1. Opinion or judgement for example beautiful, ugly, easy. Fast, interesting
2. Size for such as small, tall, short, big
3. Age such as young, old, new, historic, and ancient
4. Shape like round, square, rectangular
5. Color like red, black, green, purple
6. Nationality like French, Asian, American, Canadian, Japanese
7. Purpose or qualifier like foldout (sofa), fishing (boat), racing (car)
8. Material such as wooden, metallic, plastic, glass, paper

An adjective is allowed to have several adjectives modifying one head noun, but their relative order is fixed to a certain degree following the given orders respectively. For example beautiful long curved old red italian steel racing car.

b. Determiner which include

1. Articles (the, a)
2. Demonstratives (this, that)
3. Numerals (two, 5)
4. Possessives (my, their)
5. Quantifiers (some, many)

For determiner, one unit can be used once for a certain NP. However, the rule is dismissed in case of royal usage, e.g., his majesty the king.

c. Noun

Some nouns can be placed before another noun as a modifier such as university student, tiger hunting, etc. This include noun with possessive markers such as nurse's uniform.

2. Post-modifier is modifier which is placed after the noun. It is divide into some classified. They are: prepositional phrase includes a noun phrase after head preposition e.g. in the box (in=preposition, the box=noun phrase) and relative clause.

c. Indonesian Noun Phrase/Frase Nominal

1. Definition of Noun Phrase/*Frase Nominal*

According to Chaer (2015:121), *Frase Nominal* is a phrase that able to be subject or object in clause or *klausula*. Based on the structure, noun phrase or *Frase Nominal* can be differentiated into koordinatif noun phrase or *frase nominal koordinatif* (FNK) and subordinative noun phrase or *frase nominal subordinatif* (FNS).

Based on the explanation above, there are two noun phrases or *frase nominal*; they are koordinative noun phrase (*frase nominal koordinatif*) and subordinative noun phrase (*frase nominal subordinatif*). In each *phrase*, there are many structures that can form a phrase.

1) Koordinative Noun Phrase/*Frase Nominal Koordinatif*

- a. Two nouns which is categorized as relational antonym.

Example:

- | | |
|------------------------------|--------------------|
| - <i>ayah ibu</i> | - father mother |
| - <i>pembeli penjual</i> | - purchaser seller |
| - <i>guru murid</i> | - teacher students |
| - <i>pembicara pendengar</i> | - speaker listener |
| - <i>siang malam</i> | - day night |
| - <i>penatar petatar</i> | - trainer trainee |

- b. Two nouns which is categorized into a part of *suatu medan makna*. Example:

makna. Example:

- | | |
|--------------------------|----------------------|
| - <i>sawah ladang</i> | - field garden |
| - <i>kampung halaman</i> | - village |
| - <i>cabe bawang</i> | - foods |
| - <i>ayam itik</i> | - cattles |
| - <i>tikar bantal</i> | - bed tools |
| - <i>semen pasir</i> | - building materials |

Grammatical meaning of *FNK* is to state '*himpunan*' or '*gabungan*', then between both of them can be inserted conjunction *dan*. It can be seen from the example below:

- | | |
|--------------------------------|------------------------|
| - <i>ayah (dan) ibu</i> | - mother and father |
| - <i>sawah (dan) ladang</i> | - field and garden |
| - <i>penjual (dan) pembeli</i> | - seller and purchaser |

But, grammatical meaning of koordinative noun phrase (*FNK*), two nouns in similar '*medan makna*', many of them become large meaning. For instance, *piring mangkuk* does not mean 'piring' and 'mangkuk' or plate and bowl only but also means equipment of food ('*semua peralatan makan*'); and phrase of *ayam itik* does not mean 'ayam' and 'itik' or chicken and duck only but also all animals cattle ('*semua binatang ternak*').

2) Subordinative Noun Phrase/*Frase Nominal Subordinatif*

Subordinative Noun Phrase or *Frase Nominal Subordinatif* can be arranged by using noun+noun (kata benda + kata benda), noun + verb (kata benda + kata kerja), noun + adjective (kata benda + kata sifat), adverb + noun (kata keterangan + kata benda), noun + adverb (kata benda + kata keterangan), noun + numeral (kata benda + numeralia/angka), numeral + noun (numeralia + kata benda), and noun + demonstrative (kata benda + kata ganti petunjuk).

a. Subordinative Noun Phrase/*Frase Nominal Subordinatif* with

N+N

Along this time, subordinative noun phrase (*FNS*) with N+N is having grammatical meaning:

- <i>Milik</i>	- possession
- <i>Bagian</i>	- part
- <i>Asal bahan</i>	- substance source
- <i>Asal tempat</i>	- place
- <i>Campuran</i>	- combining
- <i>Hasil</i>	- result
- <i>Jenis</i>	- kind
- <i>Jender</i>	- gender
- <i>Seperti</i>	- such as
- <i>Model</i>	- model
- <i>Menggunakan, memakai</i>	- using
- <i>Peruntukan</i>	- for
- <i>Ada di..</i>	- there in..
- <i>Wadah</i>	- container
- <i>Letak</i>	- location
- <i>Dilengkapi</i>	- completed
- <i>Sasaran</i>	- target
- <i>Pelaku</i>	- subject
- <i>Alat</i>	- tool

Subordinative Noun Phrase (*FNS*) with N+N and having grammatical meaning of possession or '*milik*' can be arranged if Noun in the beginning having component of meaning (+benda termilik/possession) and the second N which have (+*insan*/subject) or (+*lembaga*/institution).

Example:

- <i>rumah paman</i>	- uncle's house
- <i>mobil direktur</i>	- director's car
- <i>tanah negara</i>	- state's land
- <i>sekolah kita</i>	- our school
- <i>tongkat kita</i>	- our stick

potentially, between two words can be inserted word '*milik*'.

b. *Subordinative Noun Phrase/Frase Nominal Subordinatif* with

N+V

Subordinating Noun Phrase (FNS) with N+V has grammatical meaning:

- *Place/Tempat*

There are several examples for these noun phrase categorize, they are:

- | | |
|-------------------------|----------------------|
| - <i>kamar periksa</i> | - interrogation room |
| - <i>bangsal senam</i> | - gymnastics place |
| - <i>halaman parkir</i> | - parking area |

- *Utility/Kegunaan*

In this example of utility *kegunaan*, the first word should something useful or something can be used. For examples:

- | | |
|----------------------|----------------|
| - <i>Mobil derek</i> | - towing truck |
| - <i>Pisau cukur</i> | - razor |
| - <i>Pintu masuk</i> | - enter gate |

- *Yang di/become...*

The examples of grammatical meaning of *yang di...* should categorize into a noun and action. It can be seen in the below:

- | | |
|------------------------|-----------------|
| - <i>ikan pepes</i> | - fish wrapped |
| - <i>sambal goreng</i> | - fried pieces |
| - <i>roti bakar</i> | - roasted bread |

- *Profession/Yang biasa melakukan*

The structure to arrange noun phrase based on profession or *yang biasa melakukan* should fulfill component of

meaning a human+an action. It can be seen from the examples below:

- | | |
|-----------------------|------------------|
| - <i>tukang pukul</i> | - bodyguard |
| - <i>juru bayar</i> | - accountant |
| - <i>jago balap</i> | - king racer |
| - <i>tukang copet</i> | - purse snatcher |

c. *Subordinative Noun Phrase/Frase Nomina Subordinatif* with N+A

Subordinative Noun Phrase (FNS) which have structure N+A has grammatical meaning:

- condition/*keadaan*

This grammatical meaning can be arranged with noun and condition (*keadaan*) whereas in English term can be said adjective. For instances:

- | | |
|----------------------|------------------|
| - <i>Mobil rusak</i> | - broken car |
| - <i>Gubuk reyot</i> | - decrepit shack |
| - <i>Radio antik</i> | - antique radio |

Between in the noun phrase/frase nomina must be inserted word *yang*.

- Degree/*Derajat*

This grammatical meaning can be arranged with noun that categorized in activity and stage or degree (*kegiatan+tahap*). It can be seen in the below:

- | | |
|----------------------------|----------------------|
| - <i>Sekolah dasar</i> | - elementary school |
| - <i>Pendidikan lanjut</i> | - advanced education |

- *Bagian pengantar* - introduction part

- Taste or smell/*Rasa*

This grammatical meaning can be arranged with noun and taste or smell. The examples:

- *Kacang asin* - salted peanut
- *Gulai pedas* - hot curry
- *Minyak wangi* - perfume

- Bentuk

This grammatical meaning can be arranged by noun and form or *bentuk*.

- *Gedung bundar* - circle building
- *Rumah mungil* - little house
- *Kotak persegi* - square box

- d. Subordinative Noun Phrase/*Frase Nomina Subordinatif* with Adv+N

Subordinative Noun Phrase (*FNS*) with Adv+N has several grammatical meaning. It can be seen from the example below:

- Negative/*Ingkar*

This grammatical meaning can be arranged from adverb (*ngkar*). It can be seen in the examples below:

- *Bukan bulan* - not the moon
- *Tiada tiang* - no pilar
- *Tanpa usaha* - without effort

- Quantity/*Kuantitas*

This grammatical meaning can be arranged from word that point of amount or *jumlah*. It can be seen from the examples below:

- *Banyak uang* - a lot of money
- *Kurang gula* - less sugar
- *Sejumlah mahasiswa* - several students

- Limit/*Batas*

This grammatical meaning can be arranged from meaning component of *batas* or limit. The examples:

- *Hanya air* - only water
- *Cuma nama* - only name
- *Hanya nasi* - only rice

e. Subordinatif Noun Phrase/*Frase Nomina Subordinatif* with N+adv

Subordinative Noun Phrase (*FNS*) which structured of N+Adv only have grammatical meaning of limitation 'pembatasan'. In this instance, there only adverb 'pembatasan', that is *saja*. Examples:

- *Air saja (tidak ada yang lain)* - just water
- *Uang saja (bukan benda yang lain)* - just money
- *Dia saja (orang lain tidak ada)* - just him/her
- *Garam saja (tanpa bumbu lain)* - just salt
- *Pensil saja (tidak ada pakai pena)* - just pencil

In another example, also can be add word *hanya* in the left hand before noun. It can be *hanya air saja* and so forth.

- f. Subordinative Noun Phrase/*Frase Nomina Subordinatif* with
N+Num

This Subordinatif Noun Phrase (*FNS*) has structure of grammatical meaning in categorized noun and grade or 'tingkat'. It can be seen from the examples below:

- | | |
|--------------------------------------|--------------------|
| - <i>Juara kedua</i> | - second rank |
| - <i>Kursi ketiga (dari kiri)</i> | - the third chair |
| - <i>Rumah kelima (dari sini)</i> | - the fifth house |
| - <i>Simpangan kedua (dari sini)</i> | - second deviation |
| - <i>Anak kelima</i> | - the fifth child |

- g. Subordinative Noun Phrase/*Frase Nomina Subordinatif* with
Num+Noun

This Subordinatif Noun Phrase (*FNS*) has grammatical meaning:

- | | |
|------------------------------|-------------------|
| - <i>Amount/Banyaknya</i> | |
| - <i>Sepuluh rumah</i> | - ten houses |
| - <i>Lima ekor buaya</i> | - five crocodiles |
| - <i>Dua butir telur</i> | - two eggs |
| - <i>Empat lembar kertas</i> | - four papers |
| - <i>Tiga orang india</i> | - three indians |

Also can be arranged from something uncount, such as:

- | | |
|----------------------------------|-------------------------|
| - <i>Dua gelas air</i> | - two glasses water |
| - <i>Lima hektar tanah</i> | - five hectare of land |
| - <i>Tiga gerobak pasir</i> | - three carts of sand |
| - <i>Sepuluh gram emas</i> | - ten grams of gold |
| - <i>Lima belas liter minyak</i> | - fifteen litres of oil |
- *Compilation/Himpunan*
- | | |
|----------------------------|---------------------|
| - <i>Kedua gadis (itu)</i> | - (those) two girls |
|----------------------------|---------------------|

- *Kelima rumah (ini)* - (these) five houses
- *Keempat pencuri (itu)* - (those) four thieves
- *Ketiga anak (ini)* - (these) three child
- *Kedelapan orang (itu)* - (those) eight people

h. Subordinative of Noun Phrase/*Frase Nomina Subordinatif*

with N+Dem

This Subordinative Noun Phrase (*FNS*) has grammatical meaning ‘*penentu*’, it can be arranged with common noun and pronoun demonstratif (*ini, itu*). For examples:

- Anak itu - that boy
- Topi itu - that hat
- Mereka itu - they
- Pegawai ini - this employee
- Universitas itu - that university

d. How to Translating Noun Phrase

There are some ways to translate English noun phrase into Indonesian. Djuharie (2004:48) states that the ways in translating noun phrase are:

1. For modifiers which consist of quantitative, articles such as “a” and “an”, or every, several, etc, the translation started by translating modifiers first. After that, it is followed by translating noun. For example:

- Every book : setiap buku
- All books : semua buku
- Several books : beberapa buku
- Many books : banyak buku

- A book : sebuah buku
2. For modifier which consist of demonstrative, possessive or article “the”, the translation is begun by translating noun first. After that, it is followed by translating modifier. For example:
- This book : buku ini
 - These books : buku-buku ini
 - That book : buku itu
 - Those books : buku-buku itu
 - My book : buku saya
 - His book : buku dia
 - Your book : bukumu
3. For modifier which consist of adjectives, the translation is begun by translating noun first. After that, it is followed by translating modifier. It can add by the word “yang” before translating modifier. For example:
- Good books : buku-buku bagus/buku yang bagus
 - Handsome boys : anak-anak laki-laki yang tampan
4. The noun phrases which have more than one modifier and all of them exist, they must be arranged in the following step:
- a. Collective number (both, half)
 - b. Article (the, a/an, possessive adjective (my, his, our))
 - c. Ordinal number (first, second, last)
 - d. Cardinal number (one, two)
 - e. Opinion
 - (1) General judgement (bad, good, nice)
 - (2) General mental judgement (intelligent, stupid)
 - f. Fact
 - (1) Measurement (big, tall, short, long)
 - (2) Age or temperature (old, young, hot)
 - (3) Shape (round, square, oval)

- (4) Color (red, green)
- (5) Nationality (french, mediterranean)
- (6) Material (metal, wooden)

For example: *my first four beautiful large old round black carved japanese wooden tables*: empat meja milik saya yang pertama berbentuk bulat besar yang cantik terbuat dari kayu berwarna hitam berukiran jepang.

5. For noun phrase which have more than one modifier, the translation must begin from noun which is followed by adjective in the left of that noun. After that, it is followed by adjective second nearly of noun. Furthermore, if there is a modifier about number, this modifier is translated first and following the noun. Then, it is followed by adjective which is near to far of the noun. Between one adjective and other adjective can add by “yang” word. For example:

- Delicious hot soup : sup panas yang enak

6. For adjective of color ending with “ish”. It must be translated by mentioning the color twice. After that, it is added by affix “ke-an”. For example:

- A blackish brown stone : sebuah batu coklat kehitam-hitaman
- Yellowish green grass : rumput hijau kekuning-kuningan

7. Some noun phrases which get noun modifier, the translating of this noun phrase is begun from noun which become the central noun. After that it is followed by translating noun in the behind. For example:

- Application letter : surat lamaran

- Communication system : sistem komunikasi

Actually in this research, the researcher will analyze noun phrases that were translated from Bahasa Indonesia to English written by English Department Students in thesis. But, the translation result will be checked according to theory above about how to translating noun phrase.

B. Review of Relevant Studies

Based on the literature that the writer read, he found other researcher who have research about translating noun phrase. Nora Delvina had conducted the research about an analysis of student's translation of English noun phrase into Indonesian. (A study of the sixth semester student of English Department of STAIN Batusangkar in academic year 2009/2010). She found there are noun phrase have high percentage which was acceptable. It was caused the limited context of sentence which influenced the translation of the noun phrase and the word which is used in the sentence was familiar and it is often used in daily life. Meanwhile, there are noun phrase which have low percentage which have poor vocabulary mastery and grammar mastery. Furthermore, the students could not deeply attend to the context of sentence which influenced the translation of noun phrase and poor application translating theory.

Then, Dedi Suherman (2010) had conducted a research about students' ability in translating left handed and right handed noun phrase of English into Indonesian (A study the sixth semester students of English Department of STAIN

Batusangkar in (2009/2010 Academic year). In this research he found that the average was 62,96% for the acceptable answer of the students and 37,04% for unacceptable answer of the students in left handed noun phrase. Besides, in Right handed noun phrase the average were 55,11% for the acceptable answer of students. It can prove that students' ability in translating English noun phrase is low phrase, it can be seen that only 62, 96% answer is acceptable in left handed and 55,11% in right handed. It could be happen because the students are not usually to translating the noun phrase based on the context of the noun phrase.

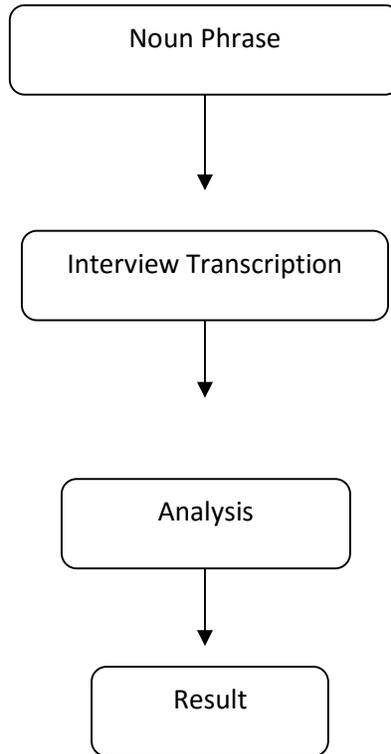
Based on these review of relevant studies, the similarity of both research with this research is; to analyze students' translation. While there are differences object of research with this research.

C. Conceptual Framework

In this research, the researcher focused on analysis of students' translation of noun phrase from Bahasa Indonesia into English of interview transcription in thesis written by English Department Students of STAIN Batusangkar Registered in 2015/2016 Academic Year.

Figure 1

Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a descriptive research. According to Gay (2000:275) descriptive research involves collecting data in order to answer question concerning the current status of subject of study.

Dealing with the theory, this research concerned to describes an analysis of students' translation of Noun Phrase from Bahasa Indonesia into English (A study of interview transcripts in theses written by English Department Students of STAIN Batusangkar Registered in 2015/2016 academic year)

B. Source of Data

The source of data in this research were documents of interview transcripts in theses written by English Department Students. According to Sugiyono (2007:329) documents are the past experience in written form, pictures, or other creations of someone.

C. Technique of Data Collection

1. Research Instrument

The instrument of this research was documents of interview transcripts in theses written by English Department Students. The Researcher had chosen the documents from English Department Students theses. The documents are interview transcripts of English Department Students in theses. The Researcher found 10 theses that have interview transcripts in Bahasa Indonesia which had been translated to English. Then, the researcher analyzed 10 interview transcripts to find out whether students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts in theses written by English Department Students are acceptable or unacceptable?

2. Research Procedure

This research conducted by applying the following several procedures namely; preparation, operation, and analysis.

a. Preparation

- 1) Finding the problem of the research
- 2) Focussing on the problem that the researcher interested
- 3) Collecting the sources and references related to the research
- 4) Writing the research proposal
- 5) Consulting the proposal to the advisors
- 6) Doing seminar
- 7) Revising the proposal

b. Operation

- 1) Finding interview transcripts of students theses that use Bahasa Indonesia which was translated to English.
- 2) Collecting the documents from theses room in library
- 3) Choosing the documents to be analyzed
- 4) Coding the documents

c. Post Operation

- 1) Analyzing the data
- 2) Interpreting the data
- 3) Making the conclusion

D. Technique of Data Analysis

In analyzing the data, the researcher used the descriptive analysis. In this case, the researcher analyzed students' translation of noun phrase from Bahasa Indonesia into English of interview transcripts in theses written by English Department Students of STAIN Batusangkar registered in 2015/2016 academic year. To analyze the data, the researcher followed several steps, which include:

1. Coding

The researcher coded the data based on the interview transcripts. For example; the researcher coded the document as document 1 one (D1), document two (D2), document three (D3) and so forth. This function is to make the researcher easier in understanding the data. Then, the researcher

made number of noun phrase such as no.1, no.2 and so on. Then, the coding can be seen as D1/1, D2/2, D1/2, D2/4 and so on.

2. identifying

After coding the data, the researcher identified the data by determine which is noun phrase in Bahasa Indonesia which had been translated to English in the interview transcripts.

3. Analyzing

The next step, the researcher analyzed the students' translation of noun phrase from Bahasa Indonesia into English of interview transcripts in theses written by English Department students. The researcher analyzed it based on acceptability measurement of translation as stated by Nababan in Ansantri (2014: 17) whether the translation acceptable, less acceptable or unacceptable. But, the researcher used acceptable and unacceptable translation measurement to easier the researcher in analyzing the data. Then, the researcher used some references namely Indonesian-English dictionary which is created by John M Echols and Hassan Shadily, and *teknik dan panduan menterjemahkan* is created by Setiawan Djuhari.

Table 2
Categories of Translation Measurement

Definition	Conclusion
Translation feels natural, term that are used familiar with the reader. The usage of words suitable with English noun phrase and depend on dictionary or standardized words.	Acceptable
Translation sounds unnatural, term and vocabulary which used are unfamiliar for reader. The usage of words are not suitable with English noun phrase and depend on dictionary or standardized words.	Unacceptable

4. Counting the percentage

Then, to know the percentage of students' translation of noun phrase from Bahasa Indonesia into English in interview transcripts written by English Department Students in theses, the data counted by using the formula that suggested by Anas (2007:43)

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

N= Amount of Noun Phrase

Then, the researcher classified the students' translation of noun phrase based on criteria of students' translation of noun phrase that suggested by Arikunto (1993:249):

Table 3
Criteria of Students' Translation

Score	Category
80-100	Excellent
66-79	Good
56-65	Sufficient
40-55	Poor
<30-39	Very Poor

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

B. Research Finding

1. Data Description

This chapter discusses the result of the research about “An Analysis of Students’ Translation of Noun Phrase from Bahasa Indonesia into English”. The documents that the researcher used as data were interview transcriptions written by English Department Students of STAIN Batusangkar in Thesis.

There were 10 documents that the researcher analyzed. When the researcher took the data in thesis room in library, only 10 documents that used interview transcription in collecting data and Bahasa Indonesia in interview and translated into English. The researcher was limited the documents by determining

academic year of the thesis. In the thesis, the researcher used 2015/2016 academic year graduation. From the documents, the researcher determined noun phrase by seeing interview transcription of Bahasa Indonesia found in the thesis.

To made easier, the researcher names the documents such as Document 1 become D1, Document 2 become D2, Document 3 become D3 and so on until Document 10 become D10. Then, for the finding of noun phrase, the researcher coded noun phrase in each document such as Noun Phrase 1 become NP 1, Noun Phrase 2 become NP 2, and so on.

In whole documents of interview transcription, the researcher found 167 noun phrases. The researcher used acceptability measurement of translation as stated by Nababan in Ansantri (2014:17) which consist of acceptable, less acceptable and unacceptable. But in this research, the researcher used acceptable and unacceptable for measuring the translation of interview transcriptions. It to made easier the researcher in analyzing the data.

In each documents, the researcher classified noun phrases had found into two categories, those are acceptable and unacceptable depend on the acceptability measurement of translation. In each documents, the researcher found different amount of noun phrase. For more detail, it can be seen from the table below about information of noun phrase finding.

Table 4
Noun Phrase Finding

Documents	Amount of Noun Phrase	Acceptable Noun Phrase	Unacceptable Noun Phrase
Document 1 (D1)	31	19	12
Document 2 (D2)	24	13	11
Document 3 (D3)	15	7	8
Document 4 (D4)	27	19	8
Document 5 (D5)	11	5	6
Document 6 (D6)	12	8	4
Document 7 (D7)	10	4	6
Document 8 (D8)	5	4	1
Document 9 (D9)	10	7	3

Documents	Amount of Noun Phrase	Acceptable Noun Phrase	Unacceptable Noun Phrase
Document10(D10)	12	4	8
<i>Total</i>	167		

2. Data Analysis

In beginning the analysis, firstly, the researcher identified the data by determining which one noun phrase and not. After that, the students' translation were analyzed based on the way to translate noun phrase and

checked in dictionary the appropriate meaning of the words from Bahasa Indonesia into English.

In analyzing the students' translation, the researcher used references such as An Indonesian-English Dictionary created by John M. Echols and Hassan Shadily. Then, the researcher categorized the students result into two criteria depend on acceptability measurement. As suggested by Nababan (2004:184). These criteria in analyzing are as follow: *acceptable*, *less acceptable* and *unacceptable*. But, to make easier the researcher, he only used two criteria in analyzing the students translation, they are: *acceptable* and *unacceptable*. Then, the researcher used table to describe the data systematically.

After the researcher found the acceptable and unacceptable noun phrases, the researcher put the correction of the unacceptable noun phrase. The correction that the researcher wrote depend on An Indonesian-English Dictionary created by John M. Echols and Hassan Shadily and the ways in translating noun phrase according to Djuharie (2004:48).

Furthermore, the researcher stated the amount of acceptable noun phrase and unacceptable noun phrase in table. The researcher calculated amount of noun phrase in each document. After the researcher found those, the researcher percentage those findings by using the formula that suggested by Anas, $P = \frac{F}{N} \times 100\%$. The researcher calculated in each document and

make a table for presenting the percentage of the acceptable and unacceptable noun phrase. The researcher did that for all documents. After all documents had been percentaged, the researcher calculated the percentages in each document. Furthermore, the researcher stated the criteria of students' translation based on the percentage. Meanwhile, the criteria that researcher used based on suggested by Arikunto (1993) consists of *excellent*, *good*, *sufficient*, *poor* and *very poor*. The explanation of the researcher's analysis had be drawn in the table below.

1) Document 1 (D1)

In this document, the researcher found 31 noun phrases. There were **nineteen** translation of noun phrases are acceptable and **twelve** are unacceptable. It can be seen from the table below:

Table 5
Interview Transcription of D1

NP	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Lumayan bagus	Quiet good	✓		
2	Pengalaman-pengalaman SY yang pake	Experiences that make you use your speaking	✓		

	speaking SY disana				
3	Lomba-lomba atau kegiatan-kegiatan	Activities or champions		✓	Competitions or activities
4	Latihan-latihan melancarkan berbicara	Many practices		✓	Practices for influencing speaking
5	Vocabulary tambahan	Vocabulary		✓	Additional vocabulary
6	Ekspresi mereka	Real expression of the actors		✓	Their expression
7	Diskusi pelajaran yang diharuskan menggunakan bahasa Inggris	Discussion in learning demanded us to speak English		✓	learning discussion should use English
8	Artikel-artikel bahasa Inggris	Article		✓	English articles
9	Pengalaman mengikuti lomba	Experience in following competition	✓		

	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
10	Pengalaman NW yang lain yang memakai... memaksa NW untuk	Experiences that force you to use speaking		✓	Your another experience that forcing you to use speaking

	memakai speaking misalnya				
11	Pengalaman berbicara	Just experience when i talk		✓	Speaking experience
12	Kegiatan yang atau apa yang mengimprove	Activities that you do		✓	Improving activity
13	Latar belakang bahasa inggris	Background		✓	English background
14	Pengalaman-pengalaman SDZ dalam kelas	Experiences inside of classroom	✓		
15	Presentasi dalam kelas	Presentation in the classroom	✓		
16	Speech competition	Lomba pidato	✓		
17	Aplikasi-aplikasi lain	Other application	✓		
18	Koleksi lagu bahasa inggris	English song collection	✓		
19	Lagu-lagu bahasa inggris	English song	✓		
20	Pengalaman dalam lomba pidato bahasa inggris	Experience in joining English speech		✓	Experience in joining English speech competition
21	Materi speaking IV	In speaking IV		✓	Speaking IV material

	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
22	Suatu kalimat yang	An interesting		✓	An interesting

	menarik diikuti, ditiru prononnya	statement that can be imitated the pronunciation			sentence to follow and imitate the pronunciation
23	Kegiatan ekstra school yang berbahasa inggris	Extra school		✓	English extra school
24	Pengalaman-pengalaman NC dalam menerapkan speaking	Experience in apply speaking		✓	Your experiences in applying speaking
25	Kesempatan untuk memakai speaking	A chance to speak English	✓		
26	Drama bahasa inggris	Drama competition		✓	English Drama
27	Pengembangan diri	Self-Development	✓		
28	Jurusan Bahasa Inggris	English Department	✓		
29	Mata-mata kuliah tertentu	Certain subject	✓		
30	Film Bahasa Inggris	English Movie	✓		
31	Lomba speech	Speech competition	✓		

Based on the table above, it can be seen from NP 2, “*Pengalaman-pengalaman SY yang pake speaking SY disana*” which was translated to **Experiences that make you use your speaking** is acceptable. According to dictionary John M. Echols and Hassan Shadily, the meaning of experience(s) is *pengalaman*. It can be understood that, the sense of

bahasa Indonesia noun phrase with English noun phrase is similar. Also, Similar with NP 9, *pengalaman mengikuti lomba* which was translated to **experience in following competition**. And so on for NP 15, *presentasi dalam kelas* which was translated to **presentation in the classroom** due to the English translation for *presentasi* is **presentation**. While the researcher categorized noun phrase into unacceptable since bahasa Indonesia which was translated to English is not appropriate to John M. Echols and Hassan Shadily dictionary. For instance, NP 1, *lumayan bagus* which was translated to quite good. Whereas **quite good** means *cukup baik* by Hassan Shadily translation.

Furthermore, the researcher percentaged the data by calculating the amount of the acceptables and unacceptables translation of noun phrase. There are **nineteen** ($19/31 \times 100\% = 61.29\%$) acceptable translation of noun phrase, then **twelve** ($12/31 \times 100\% = 38.70\%$) unacceptable translation of noun phrase.

The percentage of translation of noun phrase can be seen in the table below:

Table 6
The Percentage of Result of Students' translation

D1	Acceptable	61.29%
	Unacceptable	38.70%

2) Document 2 (D2)

In this document, there are **thirty one** noun phrases are acceptable and **eleven** noun phrases are unacceptable found by the researcher. It can be seen from the table below:

Table 7
Interview Transcription of D2

NP	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Media Pembelajaran	Instructional Media		✓	Learning Media
2	Suatu Pembelajaran yang Menarik	An interesting teaching		✓	An Interesting Learning
3	Media dalam mengajar	Media in learning		✓	Media in Teaching
4	Topic transaksional	Transactional topic	✓		
5	Buku sumber	The book as a source		✓	The source book
6	Pertimbangan-pertimbangan yang dilakukan dalam membuat media	Your consideration in creating the media		✓	Your considerations in creating the media
7	Media yang lebih bervariasi	More varied media	✓		
8	Buku-buku yang berhubungan dengan materi	The books that related to the materials	✓		
9	Suatu topic	A topic	✓		
10	Minat siswa dalam bahasa Inggris	Students motivation in learning		✓	Student's interest in English

		English			
	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
11	Masalah-masalah dalam mendesainnya	Some problems		✓	Problems in designing
12	Pengalaman ibuk mengajar	Your teaching experience	✓		
13	Media yang relevan	Relevant media	✓		
14	Bangunan sekitar	Building around us	✓		
15	Gambar yang berhubungan dengan percakapan	The pictures related to the dialogue		✓	The related picture of conversation
16	Pemahaman siswa	Students understanding	✓		
17	Media untuk aktivitas pembelajaran	Media in teaching process		✓	Learning activities media
18	Sumber-sumber yang lain	Other sources	✓		
19	Masalah yang ibuk temui dalam mendesain media ini	Your problems in design instructional media		✓	Problem that you face in designing this media
20	Kesulitan ibuk	Your difficulties	✓		
21	Keadaan mereka	Students' condition	✓		
22	Kebiasaan sehari-hari mereka	Their daily habits	✓		
23	Pengalaman mereka yang menarik	Their interesting experience	✓		

24	Tahap awalnya	The first interview		✓	The first step
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Based on the table above, it can be seen from NP 8, *Buku-buku yang berhubungan dengan materi* was translated become **the books that related to the materials**. According to dictionary of John M. Echols and Hassan Shadily, English translation of *buku* is **book**, *yang berhubungan dengan* is **related to**, then *materi* is **material**. Material in this context is teaching material. Due to that noun phrase according to the dictionary of John M. Echols and Hassan Shadily, that noun phrase is acceptable. So similar to *a topic* which was translated to **suatu topic**. Also *relevan media* which was translated to **media yang relevan**. Furthermore, it can be seen from dictionary of John M. Echols and Hassan Shadily about English translation of *tahap awal* which was translated to **the first interview**. Based on the dictionary, the English translation of *tahap awal* is **the preliminary stage** or **the first stage**. Then, that noun phrase is unacceptable due to not appropriate based on John M. Echols and Hassan Shadily. Also similar to *suatu pembelajaran yang menarik* which was translated to **an interesting teaching**. English translation of *pembelajaran* should be **learning**.

Based on the table above, it can be percentaged by calculating the amount of the acceptables and unacceptables translation of noun phrase. There are **thirteen** ($13/24 \times 100\% = 54,16\%$) acceptable translation of

noun phrase, then **eleven** ($11/24 \times 100\% = 45,83\%$) unacceptable noun phrases of students' translation.

The percentage of translation of noun phrase can be seen in the table below:

Table 8
The Percentage of Result of Students' translation

D2	Acceptable	54.16%
	Unacceptable	45.83%

3) Document 3 (D3)

In this document, the researcher found **seven** acceptables of students' translation of noun phrase and **eight** unacceptables of students' translation of noun phrase. It can be seen from the table below:

Table 9
Interview Transcription of D3

NP	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Musik-musik inggris	The music		✓	English Music
2	Drama bahasa inggris	Role play		✓	English Drama
3	film western yang pake subtitlednya English	A western movie by English subtitle	✓		

4	National geographic yang tentang binatang	A national graphic about animal	Animal National Geographic	✓	
	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
5	Program ke pare	Program to study in pare	✓		
6	Kosah kata dalam bahasa Inggris	Our vocabulary		✓	English Vocabulary
7	Film ee inggris gitu	English movie	✓		
8	Nyanyi-nyanyi bahasa Inggris	English song	✓		
9	Program tv berbahasa inggris	English tv program	✓		
10	Beberapa perlombaan	Many compation		✓	Several Competitions
11	Program untuk belajar ke pare	Program to study in pare	✓		
12	perlombaan dalam bidang bahasa arab or English gitu	Compatatin about Arabic and English		✓	Competition in Arabic and English
13	Guru-guru kita	Our teacher		✓	Our Teachers
14	Perlombaan kayak speech, debate dan lainnya	Competition such speech, debate and so on.		✓	Competition such as speech, debate and so on.
15	Sebuah acara	TV program which use an	✓		

	televisi yang mana disitu memakai bahasa Inggris	English			
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Based on the table above, it can be seen from NP 3, *film western yang pake subtitlenya English* was translated to **western movie by English subtitle**. According to Nababan in Asnartri (2014:17) criteria of acceptable is feels natural, term that are used familiar with the reader. While English translation of *subtitlenya English* or *subtitle bahasa inggris* is English subtitle depend on dictionary of John M, Echols and Hassan Shadily. That noun phrase is categorized to acceptable noun phrase. Similar to NP 8, NP 9 and all acceptable noun phrases. Furthermore, NP 1 is unacceptable. Based on dictionary of John M. Echols and Hassan Shadily, English translation of *Musik-musik bahasa Inggris* is **English Music**. Whereas in this research translated to **the music**. It is similar to NP 2 *drama bahasa inggris* which was translated to **Role play**. The appropriate translation is **English drama** or **English role play**. also NP 6 *kosah kata dalam bahasa Inggris* became **our vocabulary**. The appropriate translation should be **vocabulary in English** or **English vocabulary**. and similar to all unacceptable noun phrases.

Based on the table above, the researcher found **seven** (7/15 x 100% = 46.66%) translation noun phrases are acceptable and **eight** (8/15 x 100% = 53.33%) translation noun phrases are unacceptable.

The percentage of translation of noun phrase can be seen in the table below:

Table 10
The Percentage of Result of Students' translation

D3	Acceptable	46.66%
	Unacceptable	53.33%

4) Document 4 (D4)

In this document, the researcher found **twenty seven** noun phrase. There were **nineteen** acceptables of students' translation of noun phrase and **eight** unacceptables of students' translation of noun phrase. It can be seen from the table below:

Table 11
Interview Transcription of D4

NP	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Mata kuliah writing IV	Writing IV subject	✓		
2	Ide lain	The other one	✓		
3	Komponen-komponen	The components	✓		

	dari writing	of writing			
4	Aktivitas- aktivitas dalam writing	The activities of writing itself	✓		
5	Masalah- masalah yang dihadapi oleh anak- anak bahasa Inggris dalam writing	English Department students' problem in writing	✓		
	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
6	Masalah yang lain	Other problem	✓		
7	Masalah yang besar	Your big problem		✓	Big Problem
8	Kesulitan dalam merevisi	Difficulties in revising	✓		
9	Masalah dalam writing	Problem in writing	✓		
10	Aktifitas dalam writing	I writng activity		✓	Activity in Writing
11	Kebanyaka n tugas yang lain	Any other assignment		✓	Majority of another assignment
12	Masalah yang dialami	Your problem		✓	Problem that you Face
13	Susunan tata bahasanya	In arranging word		✓	Grammatical Order
14	Komponen dalam akademic writing	Component of academic writing		✓	Component in Academic Writing

15	Banyak komponen	A lot of component	✓		
16	Masalah-masalah dalam writing	Your problems in writing	✓		
17	Komponen dari akademik writing	The component academic writing		✓	The component of Academic Writing
18	Masalah rindi dalam writing	Your problem in writing	✓		
19	Lima kalimat	Five sentences	✓		
20	Aktifitas-aktifitas writing	Writing activity	✓		
	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
21	Kurang pemahaman	Less understanding	✓		
22	Masalah dalam writing	The problems in writing	✓		
23	Masalah yang kamu hadapi	The problems that your face		✓	The Problem that you face
24	Masalah secara umum	The problem in general	✓		
25	Ide baru	New idea	✓		
26	Lagu bahasa inggris	English song	✓		
27	Masalah dalam vocabulary	Problem in vocabulary	✓		

Based on the table above, the acceptable noun phrase can be seen from NP 3 *komponen-komponen dari writing* was translated to **the components of writing**. According to dictionary of John M. Echols and Hassan Shadily, English translation of *komponen* is **component**. Similar to *masalah-masalah yang dihadapi oleh anak-anak bahasa inggris dalam writing*. The appropriate noun phrase is **English Department Students' problem in writing**. It can be seen from dictionary of John M. Echols and Hassan Shadily. Furthermore, unacceptable noun phrase can be seen from NP 7 *masalah yang besar* which was translated to **your big problem**. In dictionary of John M. Echols and Hassan Shadily, the English translation of *masalah yang besar* is **big problem** not using **your**. Then, almost similar with NP 12 *masalah yang dialami* which was translated to **your problem**. If the context of this noun phrase is about **you**, then it should be **the problem that you faced**. *Dialami* has similar meaning with *dihadapi*. The English translation of *dihadapi* is faced.

Based on the table above, there are **nineteen** ($19/27 \times 100\% = 70.37\%$) translation of noun phrases are acceptable and **eight** ($8/27 \times 100\% = 29.63\%$) translation of noun phrases are unacceptable.

The percentage of translation of noun phrase can be seen in the table below:

Table 12
The Percentage of Result of Students' translation

D4	Acceptable	70.37%
	Unacceptable	29.63%

5) Document 5 (D5)

In this document, the researcher found **eleven** noun phrases. There were **five** translation of noun phrases are acceptable and **six** translation of noun phrases are unacceptable. It can be seen from the table below:

Table 13
Noun Phrases in Interview Transcription of D1

NP	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Tugas menulis diary	Exercise to write diary		✓	Writing Diary Assignment
2	Kosakata-kosakata baru	New vocabulary		✓	New Vocabularies
3	Kemampuan kita dalam menulis	Our ability in writing	✓		
4	Manfaat dari menulis diary	Some advantages of writing diary		✓	Advantage of Writing Diary

5	Gaya bahasa	Language style	✓		
6	Lebih kreatif dalam menulis	More creative in writing	✓		
7	Manfaat lain	Other advantages	✓		
8	Ide-ide dalam menulis	The idea in writng		✓	Ideas in Writing
9	Ide-ide dalam bahasa inggris	The idea in English		✓	Ideas in English
10	Diary dengan bahasa inggris	Diary in English	✓		
11	Perasaannya dalam bahasa Inggris	Filling in English		✓	The Feeling in English

Based on the table above, it can be seen NP 3 *kemampuan kita dalam menulis* which was translated to **our ability in writing**. In dictionary of John M. Echols and Hassan Shadily, the English translation of *kemampuan* is **ability**. Then the translation of that noun phrase is acceptable. Furthermore, *perasaannya dalam bahasa inggris* which was translated to **filling in English**. The correct one should be **feeling in English**. In dictionary of John M. Echols and Hassan Shadily *perasaan* in English is **feeling**.

Based on the table above, the researcher found **five** ($5/11 \times 100\% = 45.45\%$) translation of noun phrases. Then, there are **six** ($6/11 \times 100\% = 54.54\%$) translation of noun phrases.

The percentage of translation of noun phrase can be seen in the table below:

Table 14
The Percentage of Result of Students' translation

D5	Acceptable	45.45%
	Unacceptable	54.54%

6) Document 6 (D6)

In this data, the researcher found **twelve** noun phrases. There were **eight** translation of noun phrases are acceptable and **four** unacceptable. It can be seen from the table below:

Table 15
Noun Phrases in Interview Transcription of D6

No.	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Bagus dan	Interesting and good	✓		

	menarik				
2	Ide-ide yang kami punya	The ideas that we have	✓		
3	Keuntungan menerapkan teknik reciprocal	The advantages of reciprocal technique		✓	The advantage in applying reciprocal technique
4	Kesempatan untuk bertanya	A chance to give question	✓		
5	Harapan kamu	Your expectation	✓		
6	Teknik ini	This technique	✓		
7	Cara mengajar guru itu	The way of the teacher teach		✓	The way of Teacher in Teaching
8	Nilai bahasa inggris saya	My achievement		✓	My English Score
9	Nilai bahasa inggris saya	My English achievement		✓	My English Score
10	Pendapat saya	My opinion	✓		
11	Sangat bagus	Very good	✓		
12	Semua guru bahasa inggris	All of English Teacher	✓		

Based on the table above, NP 5 *harapan kamu* which was translated to **your expectation** is acceptable. English translation of *harapan* is **expectation** and **hope** in dictionary of John M. Echols and Hassan Shadily. Furthermore, NP 8 *nilai bahasa inggris saya* which was

translated to **my achievement** is unacceptable. Nilai in dictionary is **grade**. It should be **my grades for English**

Based on the table above, the researcher found **eight** (8/12 x 100% = 66.66%) translation of noun phrases are acceptable. Then, the researcher found **four** (4/12 x 100% = 33.33%) translation of noun phrases are unacceptable.

The percentage of translation of noun phrase can be seen in the table below:

Table 16
The Percentage of Students' translation Result

D6	Acceptable	66.66%
	Unacceptable	33.33%

7) Document 7 (D7)

In this data, the researcher found **ten** noun phrases. There were **four** translation of noun phrases are acceptable and **six** translation of noun phrases are unacceptable. It can be seen from the table below:

Table 17
Noun Phrases in Interview Transcription of D7

NP	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Nilai-nilai test	Assessment of knowledge		✓	Scores of Test
	Bahasa	English	Acceptable	Unacceptable	Correction

	Indonesia	Translation			
2	Penilaian pengetahuan	Assessment of knowledge	✓		
3	Penilaian sikap	Assessment of attitude	✓		
4	Tiga komponen	Three components	✓		
5	Nilai praktek	Students' project		✓	Scores of Practice Activity
6	Video drama	A short drama		✓	Drama Video
7	Proses pembelajaran anak-anak	Students' process in teaching process		✓	Children Learning Process/Students Learning Process
8	Penilaian dalam proses pembelajaran	This assessment		✓	Assessment in Learning Process
9	Kesulitan dalam menguasai tenses	Difficulties in mastering tenses	✓		
10	Kesulitan dalam menguasai future perfect tense	Difficulties in future perfect tense		✓	Difficulty in Mastering Future Perfect Tense

Based on the table above, NP 2 *penilaian pengetahuan* which was translated to **assessment of knowledge** is acceptable. In dictionary of John M. Echols and Hasan Shadily, the English translation of *penilaian* is **assessment** and *pengetahuan* is **knowledge**. Furthermore, in NP 1 *nilai-*

nilai test which was translated to **assessment of knowledge** is unacceptable.

Based on the table above, the researcher found **four** ($4/10 \times 100\% = 40\%$) translation of noun phrases are acceptable. Then the researcher found **six** ($6/10 \times 100\% = 60\%$) translation of noun phrases are unacceptable.

The percentage of translation of noun phrase can be seen from the table below:

Table 18
The Percentage of Students' translation Result

D7	Acceptable	40%
	Unacceptable	60%

8) Document 8 (D8)

In this document, the researcher found **five** noun phrases. There were **four** translation of noun phrases are acceptable and there was **one** translation of noun phrase unacceptable. It can be seen from the table below:

Table 19
Noun Phrases in Interview Transcription of D8

NP	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Kesulitan dalam menguasai tenses	Difficulties in mastering tenses	✓		

2	Kesulitan dalam menguasai future perfect tense	Difficulties in future perfect tense		✓	Difficulty in Mastering Future Perfect Tense
	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
3	Kesulitan dalam menguasai tenses	Difficulties in mastering tenses	✓		
4	Masalah mengingat rumusnya secara spontan	Problem in remembering the pattern spontaneously	✓		
5	Kata-katanya	The words	✓		

Based on the table above, NP 5 *kata-katanya* which was translated to **the words** is acceptable. In dictionary of John M. Echols and Hassan Shadily, *kata* in English is **word**. Furthermore, NP 2 *kesulitan dalam menguasai future perfect tense* which was translated to **difficulties in future perfect tense** is unacceptable. The correct one should be **difficulties mastering in future perfect tense**.

Based on the table above, the researcher found **four** ($4/5 \times 100\% = 80\%$) translation of noun phrases are acceptable. Then, the researcher found **one** ($1/5 \times 100\% = 20\%$) translation of noun phrase are unacceptable.

The percentage of translation of noun phrase can be seen in the table below:

Table 20
The Percentage of Students' translation Result

D8	Acceptable	80%
	Unacceptable	20%

9) Document 9 (D9)

In this document, the researcher found **ten** noun phrases. There were **seven** translation of noun phrases are acceptable and **three** translation of noun phrases are unacceptable. It can be seen from the table below:

Table 21
Noun Phrases in Interview Transcription of D9

NP	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Tugas-tugas yang diberikan dosen	The assignment that given by lecturer	✓		
2	Beberapa kali	Several time		✓	Several Times
3	Proses pembelajaran	Learning proses	✓		
4	Wawasan baru	New experience		✓	New Insight

5	Instruksi yang diberikan oleh guru	Instruction that given by the lecturer	✓		
6	Cara menyampaikan kata-kata	How deliver your word		✓	The Way in Delivering Words
7	Semua tugas-tugas	All of the assignment	✓		
8	Tugas akhir	Last assignment	✓		
9	Mata kuliah lainya	Another subject	✓		
10	Kemampuan kita	Our ability	✓		

Based on the table above, it can be seen from NP 10 *Kemampuan kita* which was translated to **Our ability** is acceptable. In dictionary of John M. Echols and Hassan Shadily, *kemampuan* in English is **ability**. Furthermore, NP 2 *beberapa kali* which was translated to **several time** is categorized to unacceptable because this noun phrase is not using plural.

Based on the table above, the researcher found **seven** (7/10 x 100% = 70%) translation of noun phrases are acceptable. Then, there were **three** (3/10 x 100 % = 30%) translation of noun phrases are unacceptable.

The percentage of translation of noun phrase can be seen in the table below:

Table 22

The Percentage of Students' translation Result

D9	Acceptable	70%
	Unacceptable	30%

10) Document 10 (D10)

In this document, the researcher found **twelve** noun phrases. There were **four** translation of noun phrases are acceptable and **eight** translation of noun phrases unacceptable. It can be seen from the table below:

Table 23
Noun Phrases in Interview Transcription of D10

NP	Bahasa Indonesia	English Translation	Acceptable	Unacceptable	Correction
1	Kurangnya menguasai vocabulary	Lack of vocabulary		✓	Lack of Vocabulary Mastery
2	Bagian yang paling susah	Very difficult		✓	The Very Difficult Part
3	Kekurangan kosa kata	Lack of vocabulary	✓		
4	Kendala lain	Another problem		✓	Another Obstacle
5	Lumayan sulit	Difficult		✓	Pretty fair Difficult/Medium
6	Padanan kata	Suitable word		✓	Parable of Word
7	Padanan kata-katanya	Equivalent word		✓	The Parable of Words

8	Kata lain	Other word	✓		
9	Kosa kata yang sangat tinggi	High level vocabulary		✓	Very High Level Vocabulary
10	Waktu yang terbatas	The limited time	✓		
11	Pertama kali	The first time	✓		
12	Kalimat baik dan benar	Good sentencee		✓	Good and Correct Sentence

Based on the table above, NP 10 *waktu yang terbatas* which was translated to **the limited time** is acceptable. according to dictionary of John M. Echols and Hassan Shadily, *batas, terbatas* in English are **limit** or **limited**. Furthermore, NP 2 *bagian yang paling susah* was translated to **very difficult** is unacceptable. The correct translation should be **the very difficult part**.

Based on the table above, the researcher found **four** ($4/12 \times 100\% = 33.33\%$) translation of noun phrases are acceptable. Then, there were **eight** ($8/12 \times 100\% = 66.66\%$) translation of noun phrases are unacceptable.

The percentage of translation of noun phrase can be seen in the table below:

Table 24
The Percentage of Students' translation Result

D10	Acceptable	33.33%
	Unacceptable	66.66%

C. Discussion

Based on the data analysis above, there are two criteria that the researcher used in analyzing the data. It was aimed to make the researcher easier in analyzing the data. There were 10 documents that the researcher used to get the data about translation of noun phrase in interview transcription found in thesis written by English Department Students. From all documents, the researcher found **ninety** (90) items of noun phrase are acceptable. In detail, it can be seen from the table below:

Table 25
Amount of Acceptable Noun Phrase

Document	Amount of Acceptable
D1	19
D2	13
D3	7
D4	19
D5	5
D6	8

D7	4
D8	4
D9	7
D10	4

In establishing acceptable and unacceptable noun phrase, the researcher used Indonesian-English dictionary created by John M. Echols and Hassan Shadily. The researcher checked the noun phrases or English translation that was found in the documents. Then, the researcher analyzed noun phrases in the documents by determining the correct words. Are those chosen Indonesian words appropriate with English based on the dictionary or not. Furthermore, the researcher used the ways to translate noun phrase that was stated by Djuharie (2004:48) that consists of seven ways. The noun phrases were stated as acceptable if the words are appropriate with Indonesian-English dictionary created by John M. Echols and Hassan Shadily. And also the way that was used in determining noun phrases is appropriate with the ways were stated by Djuharie.

While, unacceptable translation of noun phrases found by the researcher are **seventy seven**. It can be seen from the table below:

Table 26
Amount of Unacceptable Noun Phrase

Document	Amount of Unacceptable
D1	12

D2	11
D3	8
D4	8
D5	6
D6	4
D7	6
D8	1
D9	3
D10	8

Based on the table above, it can be seen that there are 90 translation of noun phrases are acceptable. Since the research is to find out whether students' translation of noun phrase from Bahasa Indonesia to English in interview transcription in thesis written by English Department Students are acceptable, the students' translation of noun phrase are categorized in poor level. The percentage of students' translation of noun phrases are 53.89% for acceptable noun phrase.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concluded that students' translation of noun phrase from Bahasa Indonesia into English in interview transcription found in thesis written by English Department students were *poor* level. From ten interview transcriptions that the researcher analyzed, the researcher found 167 noun phrases. Then, the researcher determined acceptable and unacceptable noun phrase. There were 90 noun phrase are acceptable and 77 noun phrases are unacceptable. Meanwhile, the percentage of acceptable noun phrase is 53.89% and for unacceptable noun phrase is 46.10%.

B. Suggestion

Based on the result of the research, the researcher gives some suggestions as below:

1. Students

It is suggested for the students to increase their proficiency in translation especially in translating noun phrase.

2. Lecturer of Translation

In teaching Translation subject, the lecturer should assured the students proficiency either in writing or vocabulary mastery while translating a task that given by the lecturer. It is expected to increase students quality in translation skill.

3. The Next Researcher

From the result of this research, the researcher suggests the next researcher to conduct a research about Translation or Noun Phrase. The research can be students' difficulties in translating noun phrase or student's ability in translating text from Bahasa Indonesia into English. Additionally, the next researcher should be aware with the factor that can affect the result of the result.

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SURAT IZIN PENELITIAN

Nomor : Sti.02/IX/TL.00/378/2016

Berdasarkan surat Saudara/i Nomor Surat: Istimewa pada Tanggal 19 Februari 2016 perihal Mohon Izin Penelitian. Setelah di pelajari, maka Pusat Penelitian dan Pengabdian Pada Masyarakat (P3M) STAIN Batusangkar menyatakan tidak keberatan atas Penelitian dimaksud sehingga dapat memberikan Surat Keterangan/Rekomendasi Penelitian kepada:

Nama / NIM : **Randi Saputra / 11104017**
Tempat/ Tanggal Lahir : Pulau Punjung, 18 September 1992
Kartu Identitas : NIK : 1310021809920001
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris
Alamat : Jorong Pulau Punjung Nagari Empat Koto Pulau Punjung Kecamatan Pulau Punjung Kabupaten Dharmasraya
Judul : *An Analysis of Students' Translation of Noun Phrase From Bahasa Indonesia to English (A Study of Interview Transcription in Thesis Made by English Department Students in 2015/2016 Academic Year)*
Lokasi Penelitian : STAIN Batusangkar
Waktu : 23 Februari s.d 23 April 2016
Dosen Pembimbing 1 : Irwan, M.Pd.
2 : Deni Asrida, M.Pd.

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Kepala

Riva Asnan, SH., M.Hum.
NIP. 197503031999031004

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5. Pertinggal.

BERANI JUJUR ILMIAH: HEBAT !

Appendix 2: Field Note and Transcripts of Interview

In this interview, R means the researcher and 1 means the first informant, 2 means the second informant and so on.

1. The Transcript of Interview from Informant 1

On Wednesday, August 5, 2015 at 09:57 AM, the researcher did interview with informant 1 at Wisma RQ Batusangkar. When the researcher did interview with informant 1, she was talking with friends so the situation was very friendly.

Speaker (Researcher and Informant)	Transcript of Interview
R	Siang SY <i>[Good afternoon SY]</i>
1	Siang kak <i>[Good afternoon]</i>
R	Sehat? <i>[How are you?]</i>
1	Alhamdulillah <i>[Fine]</i>
R	Oke SY minta waktunya sebentar ya? Gini SY speaking SY dari speaking 1 sampai speaking 5 apa? <i>[Do you mind if i talk to you? What are your marks of speaking I until Speaking V?]</i>
1	oo.. nilainya lumayan bagus sih ada yang A ada yang A-paling rendah <i>[its quite good, there is A and A-]</i>
R	Oke.. berarti baguskan? Menurut SY speaking SY bagus atau ngak? <i>[Great... it means good, right? What do you think about your speaking?]</i>
1	mimin... lumayan sih kak temen-temen bilang kayak gitu. Gitu... <i>[yes.. its quite good. My friends told me]</i>
R	Oke.. oo kalo dilihat dari nilai termasuk bagus kan? <i>[It is good based on your mark, isn't it?]</i>

I	Iya.. [yea]
R	Nah SY kan ada tuh pasti ada yang improve-improve speaking SY kan? Kira-kira kalo didalam kelas apa yang mengimprove speaking SY [Your speaking must be improved by something. Bye the way, what are activities in the classroom that improve it?]
I	Kalo didalam kelas sih kegiatan-kegiatan yang mendukung speaking SY sendiri sih kak mmm misalnya diskusi dengan teman berbahasa Inggris gitu baik itu dikelas bahasa Inggris maupun non bahasa Inggris kalo ada kesempatan yang ada topik yang menarik yang bisa didiskusikan dengan bahasa Inggris aa kami bisa pake bahasa Inggris untuk melatih speaking dan dulu juga janji sama temen-temen kan untuk yuk ayo kita pake bahasa Inggris lagi kita udah semester ini. Nanti kita ga terkejar untuk bisa latihan aa speaking aa kayak itu [For me myself, when discussing with friends whether it is English or not. If I have chance and interesting topic that can be discussed with friends by using English to improve my speaking. My classmates ever made promise to speak English in our daily because we have already in this semester and can practice it]
R	Ada lagi SY? [Still more?]
I	Mendengarkan dosen yang berbicara bahasa Inggris sangat fluent gitu nak kita termotivasi juga untuk aa bisa ber.. bisa berbicara seperti beliau gitu dan lagi mmm dengan melihat dosen tersebut aa kita mengetahui oh jadi kalimat kalo yang seperti ini! oh kayak gini ngomongnya kayak gitu2 lah gitu [When i hear lecturer speak English fluently, I also motivated to do it. How can i speak like him? Through it I also know how to utter the statement]
R	Oke.. masih ada kalo yang di dalam kelas SY? [Well, still more in classroom?]
I	Aa gitu aja sih kak [Just it]
R	Oke.. kalo itu kan dalam kelas kalo diluar kelas ada ga kesempatan untuk dapatkan speaking? Yang improve speaking [okay, those are inside of classroom. What about outside of classroom?]
I	Mmm kalo diluar kelas sih.. kan.. kan SY tinggal di dormitory jadi di dormitory itu kan temen-temen yang

	<p>berbahasa Inggris kami yang sekelas yang berbahasa Inggris aja banyak. Ada sekitar itu bertujuh sekarang tinggal berempat sih dan kami sering menggunakan bahasa Inggris dalam berkomunikasi sehari-hari tapi kalo misalnya agak lupa-lupa dikit apa bahasa Inggrisnya kadang mix juga gitu kan.. tapi lumayan sering juga kok praktek bahasa Inggrisnya</p> <p><i>[if it is about outside of classroom, I stay in dormitory. There were 7 English students whom same class as me and they stay in it too. But now 4 person left. We often communicate by using English in our daily life. If we forget the word, we can mix it.]</i></p>
R	<p>Ada ga improvenya ke speaking SY?</p> <p><i>[Does it improve your speaking?]</i></p>
I	<p>Ada.. kita jadi lebih pede aja kalo ngomong di kelas atau kalo setidaknya kalo bicara dengan teman lain diluar... diluar dormitory juga lebih pede juga gitu</p> <p><i>[yes, we are more confident to speak inside and outside of the classroom]</i></p>
R	<p>Ooo... Masih ada ga SY yang diluar kelas kegiatan yang improve speaking SY?</p> <p><i>[is there any outside activities that you do to improve your speaking?]</i></p>
I	<p>Kadang-kadang sih suka nonton film bahasa Inggris kak... ya jadi dari situ juga belajar gimana seorang itu pronun yang bagusnya terus <u>ungkapan-ungkapan</u> ini bagaimana orang itu membuatnya menjadi lebih menarik untuk di dengarkan gitu. Gitu sih..</p> <p><i>[sometimes, i like watching English movie. I can learn how to pronounce word, the interesting utterance to hear through it.]</i></p>
R	<p>Oke... itu kan.. masih ada SY kalau diluar kelas?</p> <p><i>[okay, is there any?]</i></p>
I	<p>Itu aja sih kak</p> <p><i>[just it]</i></p>
R	<p>Oke... selanjutnya itu ada ga kesempatan-kesempatan atau pernah ada pengalaman-pengalaman SY yang pake speaking SY disana?</p> <p><i>[do you have experiences that make you use your speaking?]</i></p>
I	<p>Aaa ada...</p> <p><i>[aaa yes..]</i></p>
R	<p>Apa</p> <p><i>[what it is?]</i></p>
I	<p>Waktu itu waktu tu pernah ikut speech competition dan alhamdulillah dapet juara trus juga pernah ikut lagi tapi</p>

	ga dapet sih... Cuma udah... udah agak 2 kali entah 3kali ikut speech competition. Terus mm bisa... <i>[i ever joined in speech competition and i won, i did it again but lost. I followed it 2 or 3 times.]</i>
R	Apa.. terpakai ndak speaking SY disana? <i>[what? Did you use your speaking there?]</i>
I	Ya terpakai karena speechnya berbahasa Inggris dan itu melatih speaking kita gitukan terus aa... mmm... misalnya lagi apa.. misalnya kuliah-kuliah. kuliah aa dengan mata kuliah yang berbahasa Inggris disitu persentasi wajib bahasa Inggris disana kepake juga speakingnya <i>[yes, because it was English speech competition and it improve our speaking and then... mmm... for example when lecturing. When presenting we must speaking English so my speaking used there]</i>
R	Kalo.. ada ga.. lomba-lomba atau kegiatan-kegiatan yang pokoknya speaking SY terpakai disana <i>[do you have any activities or champion that make you speak English?]</i>
I	Oo ya.. ada... oo.. kami waktu itu pernah itu lomba drama waktu yang diadakan UKM BKM dan juga waktu itu juga pernah ikut drama wajib ini dikelas literature gitu hah itulah dia yang... <i>[ooo yes... UKM BKM held drama competition and i joined it. After that in Literature class we must participate in it.]</i>
R	Pemerannya gimana? Pemeran utama, figuran <i>[what was your character? Main character or supernumerary?]</i>
I	Lumayan peran utama juga sih <i>[main character]</i>
R	Brarti kepake speakingnya disana <i>[did you speak English in it?]</i>
I	Kepake speakingnya disana kan... dramanya berbahasa Inggris gitu <i>[yes, because it was English drama]</i>
R	Kenapa SY pikir kepake kan waktu apa.. waktu.. drama itu kan dihapal dalam terus kenapa speaking kepake? <i>[why did you say you speak English? it was memorized then why did you use your speaking in it?]</i>
I	Iya meskipun dihapal tapi kan aaa... kan bisa untuk latihan-latihan melancarkan berbicara tadi aa. Melatih berbicara tadi dan sebelum tampil itu kan latihan juga gitu nah.. jadi dari latihan-latihan tersebut itulah tadi yang membuat aa menurut saya speaking saya itu terpakai <i>[yes, even though we memorized it, we can practice]</i>

2	RM sih alhamdulillah dapet A tapi ada juga A- [I got A but there is A-]
R	Oke.. ada B ga? [Is there any B?]
2	Alhamdulillah ga.. [No]
R	Brati RM kan speakingnya bagus tuh.. nah kira-kira dalam kelas biar speakingnya bagus RM ngapain aja? [Your speaking must be good. What are you doing in class to improve your speaking?]
2	Kalau... gini ya... kalau misalnya dalam kelas kan, kan biasa kita ini... kita practice ini... practice English sama temen-temen nih... jadi kita buat ooo aturan gitu pokoknya kita hari ini musti pake bahasa inggris ya? Gitu kalo temen nih.. [In classroom, I practice with other friends. We made rule that we have English day]
R	Mmm.. [Mmm..]
2	Biasanya kalo RM sendiri sih sering merhatiin ini.. apa namanya lecturers jadi kita liatin dosen, aaa cara-cara pronounciationnya trus dah gitu <u>vocabulary tambahan</u> dari dosen sendiri. Dan juga pastinya kalo misalnya dosen speaking pasti kasih input yang banyak ke kita ya? Gimana kiat-kiat untuk aaz kita bagus speakingnya. Itu aja.. [For me myself, I often pay attention to the lecturer. The lecturer's pronounciation, and <u>vocabulary</u> so I can get input from him to improve my speaking]
R	Oke.. kalau.. kalo diluar kelas RM.. mulai dirumah gitu.. ato dimana ajalah pokoknya diluar kelas RM ngapain aja? Kalo.. biar speakingnya bagus [What about outside of classroom? at home or other place, what are you doing to improve your speaking?]
2	Kalo misalnya diluar kelas mah kan suka listening to music dah gitu aa nonton tv, gitu misalnya nonton film nih tapi juga sering nonton film juga TV program kayak Elen kayak gitu.. Trus national geographic kayak gitu-gitu aja [Outside of classroom, I like listening music, watching TV whether movie or TV program such as Elen, National Geographic. That's it]
R	Kenapa RM bilang music itu bisa pengaruh ke speaking RM? [Why do you claim that music can improve your speaking?]

2	Ya iya soalnya kita memang bener-bener denger dari native speakernya jadi dapet pronunciatcannya trus ada kosa.. additional vocabulary yang kita dapetin dari situ kayak gitu deh <i>[Because I learn it from native speaker so I can get right pronunciation, additional vocabulary. We get those through it]</i>
R	Kalo dari film kenapa? <i>[What about movie?]</i>
2	Kalo dari film mah sama seperti itu jadi apa kalo misalnya film kita kan real. Ekspresi mereka kayak gitu.. kayak gitu aja <i>[Same as music. Through movie I can learn real expression of the actors.]</i>
R	Oke.. kalo waktu sekolah dulu pernah ga ikut kegiatan untuk improve speaking gitu ga? <i>[When you were in school, have you ever joined English extra school to improve your speaking]</i>
2	Eh o ya... kalo misalnya.. kalo misalnya sekolah dulu sii.. kita punya course jadi kita kan ada kursusnya. Jadi setiap siang kite memang dilatih dalam bidang kebahasaan gitu.. kayak gitu aja <i>[When I was in school, we have course and we always trained in language]</i>
R	Oke... berarti kalo dikeluarga ada yang latar belakang bahasa Inggris ga? <i>[Do you have family that can speak English?]</i>
2	Ga ada.. cuman.. o oh? Keluarga kalo misalnya yang kalo misalnya sibling emang ga da tapi kalo misalnya.. <i>[My sibling is not but...]</i>
R	Yang lain.. <i>[What about other?]</i>
2	Kalo misalnya cousin ada dan juga ngajar les bahasa Inggris kayak gitu <i>[My cousin is an English learner and he also teach course]</i>
R	oo... sering practice bahasa Inggris ga sama dia? <i>[Do you often practice English with him]</i>
2	Kalo misalnya practice sih ga.. jarang <i>[::o.. rare]</i>
R	Berarti ga improve ke speaking RM brarti? <i>[Does it improve your speaking?]</i>
2	Ga <i>[No, it doesn't]</i>
R	Masih ada RM? <i>[is there any information?]</i>

	<i>[Then through watching TV or reading article but I read aloud so make me have a ready tongue in speaking]</i>
R	Aa oke.. baa kok kenapa baa tu kenapa nonton tadi jadi apa improve speaking NW? <i>[Why watching can improve your speaking?]</i>
5	Karna.. kalo saya nonton misalnya kalo ada sebuah kalimat yang terdengar jelas saya cenderung mengulang. Misalnya i will kill you dan saya oo termotivasi untuk mengulang atau ya mengulang kembali apa yang dikatakan oleh pemain dalam film itu jadi bisa improve speaking juga <i>[because when watching, if i hear a clear sentence, i try to repeat it. For example "I will kill you" and i have motivation to repeat again what did the characters say.]</i>
R	Oke... kalau dari segi pengalaman NW ada ga pengalaman-pengalaman yang membuck speaking NW terpakai didalamnya gitu <i>[Do you have experiences that make you use your speaking?]</i>
5	Aa pengalaman mengikuti lomba? <i>[Is it experience in following competition?]</i>
R	Bisa jadi.. <i>[It can be]</i>
5	Ya... pernah ikut lomba speech speech bahasa inggris kemudian juga ada lomba debate jadi disana kan berbicara kalau... kalau... kalau... speech kan agak sedikit diinapa! tapi juga ada improvenya walaupun itu. Aa tapi kalau debate itu memang aa harus spontanitas jadi disana lah speaking kita terpakai <i>[Yes... I ever followed speech and debate competition. In speech, I memorized it but it could also improve my speaking. But in debate, we had to speak spontaneously so I used my speaking there]</i>
R	Oke.. masih ada ndak pengalaman NW yang lain yang memakai... memaksa NW untuk memakai speaking misalnya <i>[Is there any experiences that force you to use speaking?]</i>
5	Oo tidak.. cuman itu ada pengalaman berbicara dengan teman-teman saja <i>[No.. just experience when I talk to my friends]</i>
R	Oke.. teman-teman.. kalau teman itu didalam kelas atau diluar kelas? <i>[Talk with friends in class or outside?]</i>
5	Diluar kelas. Misalnya sedang menunggu dosen kemudian ada satu orang teman yang mulai berbahasa Inggris sehingga nanti semuanya umumnya teman-teman

	akan berbicara dengan bahasa Inggris. [Outside of classroom, for example when we were waiting lecturer then one of friends started speaking English so later on all students will also speak English]
R	Kalo dikeluarga NW ada gak yang latar belakangnya bahasa inggris [Do you have family that can speak english?]
5	Ndak.. [No]
R	berarti NW memang cuma dapat dari.. masih ada NW kegiatan yang atau apa yang mengimprovc? [So just get it by yourself. Is there any activities that you do?]
5	Ndak itu saja mungkin [No, may be just it]
R	Oke.. makasih NW [Thank you]

6. The Transcript of Interview from Informant 6

On Thursday, August 6, 2015 at 04.22 PM, the researcher did interview with informant 6 at CS Batusangkar. When the researcher did interview with informant 6, he was writing his thesis.

Speaker (Researcher and Informant)	Transcript of Interview
R	Siang CY? [good afternoon CY?]
6	Siang wiya [good afternoon wiya]
R	Lai sehat? [How are you]
6	Alhamdulillah sehat [I'm fine]
R	CY.. aaa pengalaman-pengalaman CY dalam keias yang ado improve ka speaking CY apo se? [what are experiences inside of classroom that improve your speaking?]
6	Hmmm... apo yo... mungkin dalam sekelas... mungkin berinteraksi samo kawan trus... terinspirasi samo guru-guru can waktu dulu SMP, SMA trus kuliah ko

5	oo... ndak terlalu bagus sih. Tapi lumayanlah [<i>Not too good but medium</i>]
R	Oke.. oo.. oke.. kiro-kiro a sih kegiatan atau kegiatan dalam kelas yang ado improvenyo ka speaking NW? [<i>By the way, what did activities in classroom that you do to improve your speaking?</i>]
5	Kalo dalam kelas tu seperti aa mmm, misalnya diskusi. Diskusi pelajaran yang diharuskan menggunakan bahasa Inggris misalnya literature, English for children, Language texting, Linguistic jadi aa jadi dari diskusi diskusi seperti itu aa awak jadi terlatih untuk oo berbicara bahasa Inggris dan juga mengimprove speaking [<i>In the classroom such as discussion in learning demanded us to speak English for example in Literature, EFC, Language Testing, Linguistic class. Through discussion we trained to speak and it improve my speaking</i>]
R	Oke.. mm.. kalo dalam kelas masih ado NW selain diskusi? [<i>Is there any cause in classroom?</i>]
5	mmm... (berpikir) kayaknyo indak tapi kalo apo kan? Yang kelas speaking tu pasti mengimprove speaking [<i>No.. but I think speaking class must be improve my speaking</i>]
R	Kelas speaking [<i>speaking class</i>]
5	Hmm.. [<i>hmm</i>]
R	Oke kalo diluar kelas NW kegiatan NW, kegiatan diluar kelas yang mengimprove speaking NW? [<i>What about outside of classroom activity?</i>]
5	Misalnya pertama, suka mendengarkan a lagu-lagu bahasa inggris dan diikuti walaupun itu walapun karena kan ado lagu-lagu tu susah jadi dengan seringnya kita menyanyikan atau mencobakan lagu-lagu dengan sendirinya speaking kita bisa terimprove. [<i>First, I like listening English song and then I follow it. Sometimes, there are songs that difficult so when we ofien to sing those song, we can improve speaking indirectly</i>]
R	Oke.. [<i>oke...</i>]
5	Kemudian dengan sering menonton film yang berbahasa inggris atau membaca artikel-artikel bahasa inggris tapi aa reading aloud gitu sehingga memudahkan atau memfasihkan lidah kita dalam berbicara bahasa Inggris

10	Ooo... Bisa ya? Paling berinteraksi apalagi di twitter kalau teman di FB teman-teman kita aja tapi twitter lebih internasional sifatnya jadi sering tu ngomong sama orang-orang sana, walaupun mereka kebanyakan nggak balas,,hahaha. Ndak pas... sifatnya sih misalnya misalnya mereka ngetik sesuatu kita nangepin kayak gitu [I interact through twitter, because it is international wide and i often tweet them although they never reply it. For example, they write something, then we comment it]
R	Ooo gitu,, kalau waktu SMA SMP pernah NC ikut kegiatan ekstra school yang berbahasa inggris [did you join in extra school when schooling?]
10	Ya ada, scrable [yes, scrable]
R	Scrable, kalau yang untuk improve speaking ada? [what if something that improve your speaking?]
10	Haha.. speaking? Kebetulan nggak da juga sih di SMA ! yang kayak gitu [No]
R	Di keluarga NC ada yang berlatar belakang bahasa inggris nggak? [do you have family that has English background?]
10	Nggak [no]
R	Ooo... apa? Kemudian pengalaman-pengalaman NC dalam menerapkan speaking atau menerapkan bahasa ada nggak? [what about your experience in apply speaking?]
10	Dulu iya lomba debat [Debate]
R	Speech juga? pernah ikut apa namanya? mungkin lomba atau semacam lah yang ada improve aaa... maksudnya terpakai speaking NC disitu [did you joined competition or something like that make you speak there?]
10	Iya lomba speech, lomba debat di.. kampus juga [speech too and debate]
R	Ok,, hmm masih ada NC? [is there any other?]
10	Hmm:m ndak kayaknya... [no]
R	Ok.. makasih banyak NC [thank you]
10	Iyop [you're welcome]

10	Nonton film tanpa subtitle, juga nonton siaran yang berbahasa inggris [<i>watching without subtitle</i>]
R	Contohnya? [<i>like what?</i>]
10	Aaa kayak yang pernah kita bicarain kemaren-kemaren yang nonton... [<i>like what we had talk before</i>]
R	NHK world [<i>Watching NHK world?</i>]
10	A ya NHK world,, karena bisa juga begini hmmm misalnya pas ooo interaksi sehari-hari dirumah misalnya ngomong ibu nyuruh sesuatu biasanya NC menggunakan dalam bahasa inggris didalam hati...baru pake bahasa indonesia. Cuman ingin berlatih-latih sendiri ja gitu [<i>interact in daily life? for example, my mom told me to do something and then i asnwer it by english in my heart before i speak Indonesia, just talk ny my self</i>]
R	Kenapa NC bilang-ada-apa? Nonton tv ada improvenya ke speaking? [<i>why watch TV improve your speaking?</i>]
10	Kenapa?.. NC sering ngikutin orang tu jadi misalnya mereka ada kek ada suatu kalimat yang menarik diikutin, ditiru proncunnya atau misalnya ada kosakata baru dicari katanya di kamus nanti bisa digunakan di kesempatan speaking berikutnya gitu [<i>i often repeat what is said, such as an interesting statement that can be imitated the pronunciations and new vocabulary. I looked for the meaning in dictionary and then i use it in next speaking</i>]
R	Ok,, waktu apa ... yang lain masih ado NC selain movie? [<i>is there any other except movie?</i>]
10	Lagu [<i>through song</i>]
R	Ok lagu [<i>ok song</i>]
10	Lagu bisa, sosial media juga [<i>song and social media</i>]
R	Kenapa? [<i>why?</i>]
10	Tapi tu lebih tertulis sifatnya ea kalau ngetes-ngetesnya itu bisa itu? [<i>but it is more written form</i>]
R	Kan ada juga improve vocab kan? [<i>is it improve your vocabulary, right?</i>]

	<i>[your speaking must be influence by something and not appear instantly, right?]</i>
10	Ngggg <i>[yes]</i>
R	Ado ndak NC, kiro-kiro faktor dalam kelas yang ado improvenyo ka speaking NC? Boleh dari NC SMP, SMA sampai kuliah kini mungkin <i>[what factors inside of classroom that improve your speaking start from junior, senior high school until in this college?]</i>
10	Faktor-faktor dalam kelas? Dalam kelas nak? berarti yang banyak membantu tu teman.. Teman.. apa lagi kalau kita dari inggris departement, berarti ado kayak semacam english speaking community disanakan? <i>[the most help is from friends inside of classroom and also we as english department students have english speaking community]</i>
R	Iyo... <i>[yes]</i>
10	Jadi kalau disana kalau kita misalnya berbicara bahasa inggris mereka nanggapin gitu itu yang mungkin, ada juga mereka mengoreksi atau menambahkan nah dari sana mungkin yang membantu meningkatkan speakingnyo <i>[so, when we speak english they will perceive it. Sometimes they correct or add something to improve our speaking]</i>
R	Masih ado yang lain dalam kelas NC, selain interaksi dengan teman? <i>[is there any other?]</i>
10	Interasi dengan teman? Yang dalam kelas? Pelajarannya mungkin... <i>[may be the lesson]</i>
R	Pelajarannyo? Berarti Guru atau dosennya? <i>[it means lecturers?]</i>
10	Dosennya.. dosennya menyebabkan kita improve speaking atau materinya <i>[either lecturer or lecture can improve our speaking]</i>
R	Kalau materinya kenapa NC? <i>[why material?]</i>
10	Misalnya kita,, ooo ada materi speaking 4 misalnya, misalnya ada menampilkan debat minggu selanjutnya nah materi tersebut secara tidak langsung menstimulasi untuk berlatih,, haa seperti itu <i>[for example, in Speaking IV, we will debate in next week so the material stimulate us to practice]</i>

R	Brarti tapakai speaking NH disitu nak? Siap tu keluarga NH ado urang bahasa inggris? [do you have family has Background of english?]
9	Indak [none]
R	Ndak do do... Pengalaman NH dalam memakai speaking terpakai pokoknyo terpakai speaking NH disitu [i see, your experience in using speaking?]
9	Pernah penganaman dalam lomba pidato bahasa inggris gitu aa pernah juga lomba-lomba aaa kayak puisi ketika di kampus pernahnyo cuman lomba pidato gitu tapi kalo MTs dulu banyak aa misalkan kayak lomba puisi atau yo nyanyi gitu bahasa inggris [experience in joining english speech, poetry when i was in junior high school]
R	Masih ado NH? [is there any other?]
9	Indak kak [no]
R	Makasih NH [thank you]

21. The Transcript of Depth Interview from Informant 10 as triangulation

Speaker (Researcher and Informant)	Transcript of Interview
R	Sore NC? [good afternoon]
10	Sore ya [good afternoon]
R	Sehat NC? [how are you?]
10	Alhamdulillah [fine]
R	Hmm.. nilai speaking NC kan Speaking I sampai Speaking V kan rancak ndak? [your marks from Speaking I until Speaking V are good, right?]
10	Iyo alhamdulillah [yes]
R	Ha tu,, ha pasti speaking NC tu ado yang mempengaruhi dan ndak datang secara instan apa lagi bahasa Inggris ndak?

	<i>[why interact with friends and teacher's talk can improve your speaking?]</i>
9	Soalnya dengan misalkan dengan mencaliak kawan berbahasa inggris tu wak nio lo mencubo nio lo apo vocabnyo gitu ha jadi dek caliak kawan santiang tu wak pengen lo memperbanyak vocab <i>[when i saw my friends speak in english, i also want to try it. I want to add my vocabulary because of it.]</i>
R	Oka siap tu nak NH masih ado dalam kelas NH? <i>[is there any other?]</i>
9	Indak kayaknyo itu <i>[just it]</i>
R	Kalo diluar kelas NH? Faktor yang mempengaruhi speaking NH? <i>[what about outside?]</i>
9	Diluar kelas mungkin dengan mendengarkan lagu-lagu bahasa inggris <i>[by listening english song]</i>
R	Baa tu bise? <i>[how come?]</i>
9	Karna kalau dengar lagu bahasa inggris tu beko ado vocab yang itu baru.. jadi wak cuboan gitu pronunyo <i>[by listening english song, when i hear new vocabulary i will try it and as well the pronunciation]</i>
R	Aaa kalau nonton baa tu? Ado? <i>[what about watching?]</i>
9	Nonton mungkin lai tapi kurang suko nonton. sakali-sakali <i>[I rare watching movie]</i>
R	Kalau masih ado NH? Faktor diluar kelas? Mungkin di rumah, di wisma atau di pokok di luar kelas lah <i>[is there any factors outside such as at home, wisma]</i>
9	Itu mungkin... itu... aaa... bisa jadi misalkan kalo waktu di... kalo kini mungkin dek ndak ado di... ndak ado... kalo MAN dulu kan misalkan wajib pakai bahasa jadi improve speaking practice acok gitu jo kawan <i>[when i was in senior high school, we had speak english so i practice english with my friends]</i>
R	Pernah NH ikuik kegiatan extra school waktu SMP, SMA <i>[Did you joined extra school in previous school?]</i>
9	Lai... waktu di MTsN misalkan gitu acara tiok minggu muhadaroh pidato berbahasa inggris gitu ha... itu dek dilaksanakan di setiap minggu jadi itu yang membuek improve bahasa inggris <i>[when i was in MTs, there is speech in english every week and it improve my speaking]</i>

	<i>[when i was in junior high school, my sister as english college student like collecting english song. Then i also expose to it and it improve my pronunciation, and vocabulary for...]</i>
R	Untuk speaking nanti <i>[your speaking]</i>
g	Ia,, begitu juga dengan semester awal perkuliahan dari lagu <i>[also in the beginning of semester, also through song]</i>
R	Lagu, selain dari lagu masih ada <i>[is there any other, except song?]</i>
g	Dari Movie <i>[through movie]</i>
R	Movie kenapa movie bisa improve ke speaking? <i>[why it improve your speaking?]</i>
g	Ya... karna kan kalau didalam movie tu kan aa mereka bagaimana itu kan konteksnya sehari-hari ya? <i>[the context in movie is in daily life]</i>
R	Hmmm
g	Konteks sehari-hari kemudian ooo logatnya, apa namanya tu? <i>[in daily context, what we call it?]</i>
R	Aksen <i>[accent?]</i>
g	Aksen mereka tu bisa kita tirukan terkadang kita sering nonton movie bahasa inggris tu aa yah terbawa-bawa gitu gimana cara pengucapannya segala macamnya <i>[their accent, we can imitate it. We also practice it if we often watch it in pronunciation]</i>
R	Masih ada SDZ kegiatan atau pengalaman lah yang untuk improve speaking? Selain lagu selain movie? Ada kira-kira? <i>[is there any activity or experience except song and movie?]</i>
g	Mungkin kalau diingat-ingat mungkin dikelas speaking bukan ada juga seperti apa dulu ya debat, <i>[if i remember it, when debate]</i>
R	O ya debat kenapa debat berpengaruh? <i>[why debate influence in speaking?]</i>
g	Ia karna dulu kan ketika debat kita diberikan misalannya ada suatu isu kita disuruh memberikan pendapat atau segala macam aa trus mencari misalnya kalau kita berada di kubu ini alasannya segala macam dan itu disiapkan, diungkapkan ya di ungkapkan kan? Jadi itu memang untuk keterampilan speaking kan seperti itu

R	Sering interaksi sama beliau? [<i>did you often interact with him?</i>]
7	Aa Sampai beliau di Bukittinggi aja, selesai itu nggak ada lagi [<i>only when he was in Bukittinggi</i>]
R	Ada nggak improvenya ke speaking vyo? [<i>does it improve your speaking?</i>]
7	Ada, walaupun dia nggak terialu lancar berbahasa inggris. Apa lagi ya kalau... O ya punya temen juga di FB. [<i>yes, even though he is not too fluent in English. i also have friend in Facebcok</i>]
R	Ada interaksi sama dia [<i>do you interact with him?</i>]
7	ada kadang [<i>yes, sometime</i>]
R	Ada improvenya juga ke speaking VL? [<i>does it improve your speaking?</i>]
7	Ada [<i>yes</i>]
R	Kenapa [<i>why?</i>]
7	Aaa kama apa biasa nanyakan kalau misalnya chattingan kan chattingan di FB chattingan itu kan pake bahasa slank bahasa gaul.. trus juga pake singkatan kayak di Indonesiz gitu yang kita yang peajari selama ini dari seko!ah sampai kuliah kan bahasa inggris formal, baku tok gitu-gitu aja, kalau harus pake grammar harus apa kalau sama chattingan kayak gitu tu kadang ada istilah tertentu yang kita yang nggak tau malah didapat [<i>because through chatting i know slang language, they also use abbreviation like Indonesian language. All this time, we learn formal English should use structure. Through chatting we know new technical term</i>]
R	Cuma lewat Fb aja VL interaksinya? [<i>only through FB?</i>]
7	Lewat Fb aja [<i>Yes</i>]
R	Lewat aplikasi-aplikasi yang lain nggak ada? [<i>don't you use other application?</i>]
7	Aplikasi yang lain? [<i>Other application?</i>]
R	Kayak apa Instagram, atau twitter? [<i>such as Instagram, twitter?</i>]
7	Nggak [<i>no</i>]

	<i>competition twice but I lost. But I had experience to follow English olympiad and those who won will be brought to Padang. When Sumpah Pemuda that held by DPRD in west Pasaman. That was my experience when i was in senior high school]</i>
R	Waa... ok sebelum waktu speech waktu tu ada ngak pelatihannya diberikan? <i>[Were you trained at that time?]</i>
I	Pelatihan diberikan nggak ada sih,, nggak ada sih pelatihan-pelatihan oleh gurunya? cuman ya mandiri ja trus nanti kalau nggak tau beritanya bacaannya apa ni disusunnya kayak gimana kata-katanya, udah latihan sendiri tapi... tapi pernah juga sih didengarkan oleh oleh gurunya tersebut gitu.. oo apa oo pidatonya gitu kan apakah ini sudah bagus gitu atau bagaimana gitu <i>[there was no training, I did it individually then I read: in front of the teacher to correct the word choice. But she listened to me and gave comment whether it was good or not]</i>
R	SY... ooo kegiatan-kegiatan dalam kelas atau apa? Faktor-faktor yang mempengaruhi speaking SY dalam kelas duluan Cuma yaitu Cuma bilang STAIN nggak, sebelum-sebelumnya SMP SMA ada nggak kegiatan dalam kelas atau pengalaman dalam kelas lah yang ada improvnya kespeaking? <i>[What are factors in classroom that influence your speaking before you come to this college? Factors when you were in junior or senior high school?]</i>
I	Hmmm..... nggak ada sih kak soalnya kalau di kelas kalau ngomong bahasa inggris tu dulu dicemoeh ma teman jadi gak da ngomong pake bahasa inggris <i>[No, when i was in senior high school, if I speak English, I will be mocked by my friend]</i>
R	Pernah ikut kegiatan ekstra sku! waktu sekolah ynag ada bahasa ingrisnya? <i>[have you ever joined extra school?]</i>
I	Nggak.. disekolah nggak ada eksul yang ada bahasa inggrisnya <i>[No]</i>
R	Ok... makasih SY <i>[thank you]</i>
I	ya ka <i>[You're welcome]</i>

R	mmm... keluarga ya ado urang bahasa inggris KK? <i>[do you have family that has background of English?]</i>
I1	Ndak ado do <i>[No]</i>
R	Kalau pengalaman KK dalam menerapkan speaking? <i>[what about your experience in using speaking?]</i>
I1	Lomba speech... terus... ngajar les... dan sekarang lagi jadi tour guide di pagaruyung... <i>[in speech competition, teach english course, and now I am a tour guide in Pagaruyung]</i>
R	mmm... masih ado KK? <i>[Is there any other?]</i>
I1	Itu se rasonyo <i>[I think just it]</i>
R	O yolah makasih KK <i>[thank you]</i>
I1	Samo-samo <i>[You're welcome]</i>

12. The Transcript of Depth Interview from Informant 1 as triangulation

Speaker (Researcher and Informant)	Transcript of interview
R	Ok SY kemaren ada...masih ada informasi yang kurang, SY kenal bahasa inggris dari kapan? <i>[well, our last interview is still not complete yet. Since when you know English?]</i>
I	Kenal bahasa inggris? sebenarnya dari SMP udah belajar dari MTs udah belajar sih ya cuman kalau untuk kebal,, kenal lebih dekatnya dengan bahasa inggris khususnya speaking waktu di MAN udah ada sih.. waktu itu pernah ikut lomba pidato juga waktu itu 2 kali kalau nggak salah.. tapi nggak ada yang menang sih cuman waktu tu dapat pengalaman yang pertama untuk ikut untuk olimpiade pokoknya nanti kalau lulus nanti diolimpiade yang disitu tu nanti dibawa kepadang kayak gitu trus yang kedua juga ada juga waktu ikut peringatan hari sumpah pemuda gitu kan, itu diadakan oleh DPRD dipasaman barat itu ikut juga waktu itu jadi yaah itu lah pengalaman menggunakan bahasa inggris waktu-waktu masih MAN <i>[actually, I studied english since I was in junior high school. But I familiar with speaking when I was in senior high school. At that time, I ever followed speech</i>

Speaker (Researcher and Informant)	Transcript of Interview
R	Siang KK <i>[Good afternoon]</i>
11	Siang.. <i>[Good afternoon]</i>
R	Sehat KK? <i>[How are you?]</i>
11	Alhamdulillah
R	KK... speaking KK kan ancak tu? Nah apo se pengaiaman-pengalaman yang ado improvenyo ka speaking KK... mulai dari dalam kelas <i>[KK, your speaking is good, right? What are experiences that improve your speaking inside of classroom]</i>
11	Aaa... presentasi dalam kelas apalagi kita sebagai mahasiswa bahasa inggris kan? Teruuuss... drama dalam kelas waktu literature class, teruss waktu diskusi dalam perkuliahan. <i>[presentation in the classroom because we are English students department]</i>
R	Masih ado yang dalam kelas KK? <i>[Is there any other?]</i>
11	mmm... debat juga, di kelas speech dulu, trus seminar di LTS. rasonyo itu se nyo <i>[debate too, speech in the class, and seminar in LTS, I think only that]</i>
R	Kalau diluar kelas KK? Baik tu di SMP, SMA dulu? <i>[What about outside of classroom?]</i>
11	Kalau diluar kelas tu, KK suko nonton film bahasa inggris, tu suko lo danga-danga lagu bahasa inggris... trus... itu se rasonyo... <i>[If it is outside of classroom, I like watching English movie and listening English song]</i>
R	Ado pengalaman KK dalam menggunakan speaking KK? <i>[Do you have experience in using speaking?]</i>
11	Kalau pengalaman... pernah ikuik lomba speech dulu.. <i>[yes, when I followed speech competition]</i>
R	Ooo... kalau dulu KK pernah ikuik extra school disekolah? <i>[Have you ever joined Extra school?]</i>
11	Lai, English club. Disitu kami main game... <i>[yes, We played game in it]</i>

9	Kalau speech di sekolah dulu kalau untuk... speech pernah lo di MTs di STAIN pernah lo [<i>Speech, either in junior high school or in this college</i>]
R	Ok yang tadi itu improve kak speaking NH sadonyo ndak? [<i>all those improve your speaking, right?</i>]
9	Insya allah kak [<i>yes</i>]
R	Makasih NH [<i>thanks NH</i>]
9	yo kak [<i>yes</i>]

10. The Transcript of Interview from Informant 10

On Friday, August 7, 2015 at 04.31 PM, the researcher did interview with informant 10 at AKAMA-STAIN-Batusangkar. When the researcher did interview with informant 10, she was waiting for her friends.

Speaker (Researcher and Informant)	Transcript of Interview
R	Siang NC [<i>good afternoon?</i>]
10	Siang wiya [<i>good afternoon wiya</i>]
R	NC sehat? [<i>how are you</i>]
10	Alhamdulillah
R	NC apo se sih pengalaman-pengalaman didalam kelas yang ado improve k sepaking NC? [<i>What are experiences inside of classroom that improve your speaking?</i>]
10	Aaa pertama tu... aaa... bercakap bersama teman apaagi kita dari english department students jadi nyambung lah trus dari dosen juga... [<i>first, talking with friends because we are as English students, so we can correct in speaking</i>]
R	Kalau... masih ado dalam kelas NC? [<i>is there any other?</i>]

9	Kalau speech di sekolah dulu kalau untuk... speech pernah lo di MTs di STAIN pernah lo [<i>Speech, either in junior high school or in this college</i>]
R	Ok yang tadi itu improve kak speaking NH sadonyo ndak? [<i>all those improve your speaking, right?</i>]
9	Insya allah kak [<i>yes</i>]
R	Makasih NH [<i>thanks NH</i>]
9	yo kak [<i>yes</i>]

10. The Transcript of Interview from Informant 10

On Friday, August 7, 2015 at 04.31 PM, the researcher did interview with informant 10 at AKAMA-STAIN-Batusangkar. When the researcher did interview with informant 10, she was waiting for her friends.

Speaker (Researcher and Informant)	Transcript of Interview
R	Siang NC [<i>good afternoon?</i>]
10	Siang wiya [<i>good afternoon wiya</i>]
R	NC sehat? [<i>how are you</i>]
10	Alhamdulillah
R	NC apo se sih pengalaman-pengalaman didalam kelas yang ado improve k sepaking NC? [<i>What are experiences inside of classroom that improve your speaking?</i>]
10	Aaa pertama tu... aaa... bercakap bersama teman apaigi kita dari english department students jadi nyambung lah trus dari dosen juga... [<i>first, talking with friends because we are as English students, so we can connect in speaking</i>]
R	Kalau... masih ado dalam kelas NC? [<i>is there any other?</i>]

The Transcript of Interview from Informant 8

On Friday, August 7, 2015 at 02.29 PM, the researcher did interview with informant 8 at Wisma in Batusangkar. When the researcher did interview with informant 8, she was writing her thesis.

Spaker (Researcher and Informant)	Transcript of Interview
R	assalamualaikum SDZ
8	waalaikum salam
R	sehat SDZ? <i>[how are you?]</i>
8	alhamdulillah sehat kak <i>[i'm fine]</i>
R	SDZ aa... awal mula SDZ kenal bahasa inggris bilo? <i>[since when you knew english?]</i>
8	Oooo... sejak SD <i>[since i was in elementary school]</i>
R	SD... nah speaking SDZ kan ancah tu ndak, kiro-kiro aa SDZ pengalaman-pengalaman SDZ dalam kelas atau a lai tu yang ado improvenyo k speaking SDZ? <i>[your speaking is good. By the way, what are experiences inside of classroom that improve your speaking?]</i>
8	Ooo... Pengalaman dalam kelas ooo... dalam kelas kuliah terutama tu dari sejak... dari kuliah? <i>[Experience inside of classroom, is it in college?]</i>
R	Boleh <i>[yes]</i>
8	Oo Tu dari semester 1 ooo... waktu tu dosennya merupakan Mr.Ai jadi di dalam kelas itu dimotivasi bana wak untuk menggunakan bahasa inggris <i>[from semester 1, Mr. Ai was the lecturer, so I really motivated in speaking english]</i>
R	Siap tu SDZ? <i>[then?]</i>
8	Kemudiar sejak semester awal ooo... banyak dosen yang menyarankan mahasiswa-mahasiswa bahasa inggris untuk memakai bahasa inggris sesama teman. Ngobrol sama teman <i>[then from the beginning of semester, the lecturers]</i>

R	FB,, [FB?]
7	Trus dengar-denger lagu barat [then, listening western song]
R	Lagu barat, masih ada vyo diluar kelas pengalamannya? [is there any other?]
7	Nggak ada.. ngak ada lagi [no]
R	Kalau waktu SMA pernah ikut aaa ekstra kul nggak? [Did you join extra school in senior high school?]
7	Nggak ada,, nggak ada [No]
R	oke.. kalau keluarga VL ada yang latar belakang bahasa inggris maksudnya yang biasa inrove ke speaking VL gitu [do you have family that has English background?]
7	Latar belakang... latar belakang bahasa inggris nggak ada sih cuman kebetulan ayah kan suka ini lagu-lagu barat jadi.. itu mungkin yang mempengaruhi dari kecil (Background? No, but my father like English song and it improve my English since I was in child)
R	Ok.. kalau pengalaman VL dalam speaking ada nggak.. ada maksudnya ada pengalaman VL dalam menerapkan speaking disana gitu ? [what are experiences that make you use your speaking?]
7	Kalau waktu SMA dulu pernah wawancara native.. wawancara bule.. terus kalau misalnya yang baru-baru ini paling interaksi juga sama bule gitu.. [I ever interviewed native when I was in senior high school, and the latest I also interact with native]
R	Ok.. masih ada VL? [is there any other?]
7	Nggak ada lagi [no]
R	Tapi yang semua tadi ada improve ke speaking VL kan [all these that I asked you improve your speaking, right?]
7	Ada [yes]
R	Ok: makasih vyo [thank you]