A CONTRASTIVE LINGUISTIC APPROACH IN THE TRANSLATION OF INDONESIAN VERBS INTO ENGLISH

ABSTRACT
The aims of the research are to describe the importance of word formation knowledge for translators in translating the Indonesian word classes (verbs, nouns, and adjectives) into English and to contrast the translation of Indonesian word classes (verbs, nouns, and adjectives) into English in order to find out the equivalence and shifts in form and meaning. The result shows that there are two main categories which are equivalence and shift. This research produces 100 data or 100%. The result of this research shows that the shift more than the equivalence, with the percentage of 66% shift, and the equivalence with the percentage of 34%. The equivalent category in verb word class: Textual equivalence in Syntactic, Linguistic equivalence in Syntactic. The equivalent category in noun word class: Textual equivalence in Morphological and Syntactic, Linguistic equivalence in Morphological. The equivalent category in adjective word class: Textual equivalence in Syntactic, Linguistic equivalence in Syntactic. The shift category in verb word class: Structure shift in Morphological, Unit shift in Morphological and Syntactic. The Shift category in noun word class: Structure shift in Word Order of Syntactic, Unit shift in Syntactic, Intra system shift in Syntactic. The shift category in adjective word class: Structure shift in Morphological and Syntactic. Based on the result above, it can be concluded that the word formation knowledge is important for translators in translating the word classes, because the processes of word formation may help students to identify the word classes by using their markers.

Keywords: Word Formation, Translation, Equivalence, Shift, Contrastive Linguistic Approach

INTRODUCTION
This research was conducted to find out the comparison between the Indonesian and the English verbs based on their markers. Basically, the English verbs are more complex than the Indonesian verbs, because in the sentences, the English verbs can change form according to tenses. Therefore, the writers would like to contrast the Indonesian verbs to the English verbs.

The reason why this topic is interesting to be discussed because many Indonesian people especially the Indonesian students are confused in differentiating the markers of the Indonesian and the English verbs, while as students, they must understand word class marker.

This research is important to be carried out because it is difficult for Indonesian students to translate the Indonesian into English especially in verbs, since the markers of the Indonesian and the English verbs are different. Furthermore, in writing English verbs sometimes the Indonesian students make mistakes in verb tenses because they do not know its verb markers. In speaking and listening as well, sometimes they cannot speak fluently and listen clearly what the speaker said. Generally, this is because the structures of both languages are different. By means of that reason, this research may help students to identify the verb word class by using its markers. For example: (SL) the Indonesian verbs of 'Petani itu menanam sayuran di kebun' the morphological marker of the Indonesian verb is 'inflectional prefix me-' active transitive' is translated into English (TL) 'The Farmer planted vegetables in the garden' the morphological marker of the English verb is 'inflectional suffix -ed 'simple past'.

THEORETICAL REVIEW
Translation
According to Owen (1996:1), translation is the transfer of the meaning of a text (which maybe a word or a text) from one language to another. Machali (2000:00) noted that translation as an operation performed on languages; a process of substituting a text in one language for a text in another. While, Larson (1998:3) said that translation is basically a change of form. In translation, the form of the source language is replaced by the form of receptor (target) language.

It can be concluded that translation consists of transferring the meaning of the source language into the target language.

Contrastive Linguistic Approach in Translation
Nickel (1971:1) said that contrastive linguistic approach is one way of introducing a new method in foreign language teaching, which contrasts compares the first language of the students or L1 to the second language or foreign language which the students learned or L2. In the translation is Source Language or SL to the Target Language or TL.

The foreign-language grammars make use of the contrastive approach when they compare constructions or functions of the target language with those of the source language (Fries, 1965:4). It can be concluded that contrastive linguistic approach can be applied in translation, because in the translation, the students’ language as L1 becomes the Source Language text and the foreign language which the students learned as L2 becomes the Target Language text.

The Verb Markers
The Verb markers are used for identifying a verb word class. A word class marker can be an affix or a function word which characterizes a word class. The verb markers consist of the morphological and the syntactic markers (Richard at all, 2000 from http://www. papyr. com/ hypertextbooks / grammar / pi- verb. htm).

The Morphological Markers
Indonesian Verbal Inflectional Prefix Markers
1) me- 'active transitive' in the word menolong 'to help' is a verb from the word tolong 'help', in the word membaca 'to read' is a verb from the word baca 'read'; in the word menyanyi 'to sing' is a verb from the word nyanyi 'sing', in the word mengasih 'to care' is a verb from the word asah 'care'.
2) ber- 'active' in the word bermain 'to play' is a verb from the word main 'play'
3) di- 'passive' in the word diambil 'taken' is a verb from the wordambil 'take'
4) ter- 'within the situation' in the word termanak 'eaten' is a verb from the word makan 'eat'

Indonesian Verbal Inflectional Suffix Markers
1) -kan 'causative; expressing causation;' imperative' in the word kerajakan 'do' is a verb from the word kerja 'work'
2) -i 'causative; repeatedly; imperative in the word tanam 'cultivate' do is a verb from the word tanam 'plant'
Indonesian Verbal Inflectional
Confix Markers

1) me-.kan ‘active; causative’ in the word mengerjakan ‘to work’ is a verb from the word kerja ‘work’
2) me-.i ‘active’ in the word menemui ‘to meet’ is a verb from the word temui ‘meet’
3) memper-.kan ‘active’ in the word memperleburkan ‘to ask’ is a verb from the word tanya ‘ask’
4) memper-.i ‘active’ in the word memperlukis ‘to disarm’ is a verb from the word luncur ‘remove’
5) ber-.kan ‘active’ in the word berkenalan ‘to be introduced’ is a verb from the word kenal ‘introduce’
6) ber-.kan ‘active’ in the word bertulis ‘to write’ is a verb from the word tulis ‘write’
7) ker-.an ‘active’ in the word kehilangan ‘to lose’ is a verb from the word hilang ‘lost’
8) di-.i ‘passive’ in the word dikerjai ‘worked’ is a verb from the word kerja ‘work’
9) di-.kan ‘passive’ in the word dibacaan ‘read off’ is a verb from the word baca ‘read’

diper-.i ‘passive’ in the word diperkenalkan ‘introduced’ is a verb from the word kenal ‘introduce’

Indonesian Verbal Derivational
Prefix Markers Transpose Nouns into Verbs

1) men- ‘active transitive’ in the word memahami ‘to take in’ is a verb from the noun taruh ‘take’
2) ber- ‘active’ in the word berbudi ‘be kind hearted’ is a verb from the noun budih ‘mind’
3) di- ‘passive’ in the word dipukul ‘beaten’ is a verb from the noun pukul ‘hit’
4) ter- ‘within the situation’ in the word tersusun ‘arranged’ is a verb from the noun susun ‘stack’

Indonesian Verbal Derivational
Suffix Markers Transpose Nouns and Adjectives into Verbs

1) -kan ‘causative; expressing causation; imperative’ in the word gelapkan ‘darken’ is a verb from an adjective gelap ‘dark’
2) -i ‘causative; imperative’ in the word temani ‘accompany’ is a verb from the noun teman ‘companion’

Indonesian Verbal Derivational
Confix Markers Transpose Nouns and Adjective into Verbs

1) me-.kan ‘active; causative’ in the word merasakan ‘to feel’ is a verb from a noun rasa ‘feel’
2) me-.a ‘active’ in the word memenangi ‘to win’ is a verb from the noun memenang ‘win’
3) memper-.kan ‘active’ in the word mempermasak ‘to utilize’ is a verb from a noun guna ‘use’
4) ber-.an ‘active’ in the word berpasangan ‘to be paired’ is a verb from a noun pasang ‘pair’
5) ber-.kan ‘active’ in the word berdayakan ‘based on’ is a verb from a noun dasar ‘base’
6) ke-.an ‘active’ in the word kec sopan ‘to pick a pocket’ is a verb from a noun copet ‘pickpocket’
7) di-.a ‘passive’ in the word disikat ‘is being hurt’ is a verb from an adjective sakit ‘pain’
8) di-.kan ‘passive’ in the word dibekalkan ‘is allowed to’ is a verb from an adjective benar ‘right’
9) dipér-.i ‘passive’ in the word dipersalinakan ‘blamed’ is a verb from an adjective salah ‘Wrong’

English Verbal Inflectional Suffix
Markers

1) -s ‘third person singular present tense’ in the word plays from the word play ‘play’
2) -ed ‘simple past’ in the word played from the word play ‘play’
3) -ing ‘present continuous’ in the word playing from the word play ‘play’

English Verbal Inflectional Prefix
Markers

1) co- ‘together or jointly’ in the word cooperate from the word operate ‘operate’
2) de- ‘out of or all of’ in the word delay from the word lay ‘play’
3) inter- ‘together’ in the word intermarry from the word marry ‘marry’
4) out- ‘out’ in the word outgrow from the word grow ‘grow’
5) pre- ‘before’ in the word prepare from the word pay ‘pay’
6) re- ‘again’ in the word refill from the word fill ‘fill’
7) un- ‘not or showing the opposite of’ in the word uncouple from the word couple ‘couple’
8) mis- ‘showing an opposite or the lack of something; incorrectly or badly in the word misunderstand from the word understand
9) dis- ‘do the opposite of; deprive of; exclude or expel; to break off in the word discontinue from the word continue

English Verbal Derivational Suffix
Markers Transpose Nouns and Adjective into Verbs

1) -ate ‘to cause or to become’ in the word activate is a verb from a noun ‘active’
2) -fy or -ify ‘to make or to become; to fill with’ in the word beautify is a verb from a noun ‘beauty’
3) -ize or -ise ‘to cause to be (more) or to make’ in the word memorize is a verb from a noun ‘memory’
4) -en ‘to cause; to be (become or have) in the word brighten is a verb from an adjective ‘bright’

The Syntactic Markers

Indonesian Modals as Syntactic Verb
Markers

Indonesian modals such as: akan (will), mau, ingin (would), harus, mestli (must, shall/should), dapat, bisa, mampu (can/could), boleh (may/might)


Head Word as Syntactic Marker

The position of Indonesian head word can be marked, because the position or the word order of Indonesian head word in phrases can determine the meaning of the entire phrase.

‘To’ as English SyntacticVerb Marker

The function word To is always followed by a verb. That is why ‘To’ can mark a verb word class. A verb which follows ‘To’ is the infinitive verb. The infinitive is the bare verb stem, with no inflections; examples are: sing, leave, think, help, etc.

English Modals and Auxiliaries as
Syntactic Verb Markers

The main English modals are can/could; shall/should; may/might; will/would, and must is mostly, exceptionally, has no distinct past tense form. English modals are followed by the infinitive verb. While the English auxiliaries such as have to, have got to, ought to are followed by the infinitive verb.

English Head Word as Syntactic
Marker

The position of English head word can be marked, because the position or the word order of English head word in phrases can determine the meaning of the entire phrase.

English Phrasal Verbs as Syntactic
Verb Markers

A phrasal verb is idiomatic expressions, combining verb and preposition to make new verb which meaning is often not obvious from the dictionary definitions of the individual word (Nell, 1966:78).

As Frank stated in her book (1992:240) the composition of phrasal verbs are derived primarily from verbs of movement or action (go, put, take) and adverbial particles of direction and location (up, off, down). The base verbs are mainly
monosyllabic and may underlie a range of phrasal verbs: for example, get up, get down, get in, get out, get on, get off, get away, get back. The particles commonly used are `about, ahead, along, apart, aside, around, away, back, beyond, down, in, off, on, out, over, round, through, up. The commonest are: down, in, off, on, out, up. Frank said that many phrasal verbs are separable. If a phrasal verb is separable, the pronoun always comes between the verb and the particle; the pronoun never follows the particle (Frank, 1992:244). For example: we put our trip off. While Frank also stated that some other phrasal verbs are non-separable, if a phrasal verb is non-separable, a noun or pronoun follows the particle (Frank, 1992:243). For example: a truck ran over his pet.

A phrasal verb like `get up' is the marker of the English verb because the simple form of a verb or Vi 'get' is followed by the preposition `up'.

**RESEARCH METHOD**

In this research, the writers use a qualitative descriptive method. The source of the data is taken from a novel written by Pramoedya Ananta Toer entitled "Gadis Pantai", and its English translation "The Girl from the Coast" which translated by Willem Samuel.

In collecting data, the writers identify the data which consists of the Indonesian verbs (SL) and its translation (TL) which related to their markers. Then the data is edited, because there might be some mistakes when they are transferred from SL and TL into the corpus or list. Those data are classified into three main categories:

1. The Morphological category is further subclassified into:
   1) SL Infinitive Inductive Prefix is translated into TL Infinitive Inductive Suffix
   2) SL Infinitive Inductive Prefix is translated into TL Simple Past
   3) SL Infinitive Inductive Prefix is translated into TL Infinitive Inductive Suffix
   4) SL Infinitive Verb is translated into TL Infinitive Verb
   5) SL Infinitive Conjugation is translated into TL Infinitive Conjugation

2. The Syntactic category is further subclassified into:
   1) SL Modal Verb is translated into TL Modal Verb
   2) SL Modal Verb is translated into TL Auxiliary Verb
   3) SL Modal Verb is translated into TL Phrasal Verb

3. The Mixed category or SL Morphological category is translated into TL Syntactic category. The Mixed category is further subclassified into:
   1) SL Infinitive Inductive Prefix is translated into TL 'To' Infinitive Verb
   2) SL Infinitive Inductive Prefix is translated into TL Phrasal Verb

**RESEARCH RESULTS AND DISCUSSION**

The verb markers are classified into three categories, those are:

1) The Morphological category consists of 1) SL Infinitive Inductive Prefix is translated into TL Infinitive Inductive Suffix, 2) SL Infinitive Inductive Prefix is translated into TL Simple Past, 3) SL Infinitive Inductive Suffix is translated into TL Infinitive Inductive Suffix, 4) SL Infinitive Verb is translated into TL Infinitive Verb, 5) SL Infinitive Conjugation is translated into TL Infinitive Conjugation.

2) The Syntactic category consists of 1) SL Modal Verb is translated into TL Modal Verb, 2) SL Modal Verb is translated into TL Auxiliary Verb, 3) SL Modal Verb is translated into TL Phrasal Verb, 4) The Mixed category or SL Morphological category is translated into TL Syntactic category. The Mixed category consists of 1) SL Verbal Inductive Prefix is translated into TL 'To' Infinitive Verb, 2) SL Verbal Inductive Prefix is translated into TL Phrasal Verb, 3) SL Infinitive Verb is translated into TL Phrasal Verb, 4) SL Infinitive Conjugation is translated into TL Phrasal Verb.

Then, they are further classified according to their markers because the markers can characterize a verb word class. The result shows that the morphological category (30%) occurs more in the novel TL than the syntactic category (25%), and the mixed category (28%) from total numbers of data that is 100.

**The Contrast between SL Verbs and TL Verbs**

**The Morphological Category**

**SL Infinitive Inductive Prefix Translated into TL Infinitive Inductive Suffix**

1) (SL) ...menurunkan ikan tangkapan dan menunggu besok sampai kantor lelang baka (P.11, L.7).
   (TL) ...unloaded their catch, and waited until the next morning when buyers would come from the city for the day's action (P.3, L.5).

In sentence (1), we can see that SL prefix men- `active' in the word menunggu is translated into waited in continuous tense the verb should combine with the suffix `-ing'. So, we can conclude that SL morphological marker is translated into TL morphological marker.

**SL Infinitive Verb Translated into TL Simple Past**

(2) (SL) "Menepuk bali kemari?" (P.27, L.7).
   (TL) "Why did you put these things here?" (P.21, L.7).

In sentence (2), we can see that SL prefix di- `passive' in the word dibali is translated into put in TL active. The marker of the Indonesian verb is the inflectional prefix di- `passive', and the marker of the English verb is simple past and `put' is an irregular verb. So, we can conclude that SL morphological marker is translated into TL morphological marker.

**SL Infinitive Conjugation Translated into TL Infinitive Conjugation**

3) (SL) "Bicaralah, aku menunggu kancil" (P.35, L.7).
   (TL) "Speak to me, I'm listening" (P.132, L.13).

In sentence (3), we can see that SL suffix -kan in the word menunggu is translated into am listening in TL. The marker of the Indonesian verb is the inflectional suffix -kan `passive', and the marker of the English verb is the inflectional suffix ing `present continuous', it means that in a present continuous tense the verb should combine with the suffix `-ing'. So, we can conclude that SL morphological marker is translated into TL morphological marker.

**SL Infinitive Verb Translated into TL Simple Past**

4) (SL) Ia dengar bunyi burung hantu mendesis dan berseru di atas bubugan (P.32, L.25).
   (TL) She heard the screech and hoot of an owl on the rooftop (P.26, L.22).

In sentence (4), we can see that SL dengar is translated into heard in TL. The marker of the Indonesian verb is the inflectional verb, and the marker of the English verb is simple past and `heard' is an irregular verb. So, we can conclude that SL morphological marker is translated into TL morphological marker.
The Mixed Categories or SL Morphological Category Translated into TL Syntactic Category

SL: Verbal Inflectional Prefix Translated into TL ‘To’ Infinitive Verb

(9) (SL) Terilih kepala kampung sebentar-sebentar mengkilap ke hir puit (P.23, L.19).
(TL) They were able to see the village chief through the doorway to the Bendoro’s room (P.16, L.16).

In sentence (9), we can see that SL prefix ter- in the word terilih is translated into to see in TL. The marker of the Indonesian verb is the infinitive prefix ter- ‘within the situation’, and the marker of the English verb is ‘to’ infinitive verb in to see. So, we can conclude that SL morphological marker is translated into TL syntactic marker.

SL: Verbal Inflectional Prefix Translated into TL Phrasal Verb

(10) (SI) Emak membunang muka,... (P.14, L.5).
(TL) Her mother turned her head away. (P.6, L.29)

In sentence (10), we can see that SL VP membunang muka is translated into turned her head away in TL Phrasal Verb. The marker of the Indonesian verb is the infinitive prefix men- ‘active’, membunang is the head word initial, and the marker of the English verb is the phrasal verb in turned her head away, turned is the head word initial and the kind of phrasal verb is separable phrasal verb. So, we can conclude that SL morphological marker is translated into TL syntactic marker.

SL: Infinitive Verb Translated into TL Phrasal Verb

(11) (SL) Kemudian duduk membungkuk berjaga-jaga kedua belah tangan di atas kasur (P.32, L.9).
(TL) And then sat up, her torso stooped at the waist, her head bowed, and her arms positioned at her sides with her palms resting on the mattress for support (P.26, L.5).

In sentence (11), we can see that SL duduk is translated into sat up in TL Phrasal Verb. The marker of the Indonesian verb is the infinitive verb, duduk is the head word initial, and the marker of the English verb is the phrasal verb in sat up, sat is the head word initial and the kind of phrasal verb is non-separable phrasal verb. So, we can conclude that SL morphological marker is translated into TL syntactic marker.

The problems in this research are: How are Indonesian verbs translated into English? And What are the markers of the Indonesian and the English verbs? This research answers the questions by contrasting the translation of Indonesian verbs into English and describing the markers of the Indonesian and the English verbs.

The writers conclude that by contrastive linguistic approach, the Indonesian verbs which are translated into English verbs are changed because of their markers.

From this research, the writers also conclude that there are three main categories of verb markers which are:

1) The Morphological Category is divided into SL Verbal Inflectional Prefix is translated into TL Verbal Inflectional Suffix, SL Verbal Inflectional Prefix is translated into TL Simple Past, SL Verbal Inflectional Suffix is translated into TL Verbal Inflectional Suffix, SL Infinitive Verb is translated into TL Simple Past, SL Verbal Inflectional Suffix is translated into TL Verbal Inflectional Suffix.

2) The Syntactic Category is divided into SL Modal Verb is translated into TL Modal Verb, SL Modal Verb is translated into TL Auxiliary Verb, SL Modal Verb is translated into TL Modal Verb, and 3) the Mixed Categories or SL Morphological Category is translated into TL Syntactic Category is divided into SL Verbal Inflectional Prefix is translated into TL ‘To’ Infinitive Verb, SL Verbal Inflectional Prefix is translated into TL Phrasal Verb, SL Infinitive Verb is translated into TL Phrasal Verb, and SL Infinitive Verb is translated into TL Phrasal Verb, SL Verbal Inflectional Suffix is translated into TL Phrasal Verb.

The result shows that the Morphological category with the percentage of 50% occurs more than the Syntactic category with the percentage of 25%. And the Mix categories with the percentage of 28% from total numbers of
data that is 100. Therefore, this research is new and interesting to be learned by students. This research has more contribution in identifying a verb word class by using its markers.

**Suggestion**

The writers suggest for the next researcher to discuss a contrastive linguistic approach in the translation of nouns or adjectives by using its markers.

**BIBLIOGRAPHY**


