

# 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 occurs 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 shifts in Morphological, Unit shifts 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, so 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

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## 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 writer 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** sayur-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 (2000:60) 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, 1973:4).

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.papyp.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 *mengasah* 'to sharpen' is a verb from the word *asah* 'sharpen'.
- 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 word *ambil* 'take'
- 4) **ter-** 'within the situation' in the word *termakan* 'eaten' is a verb from the word *makan* 'eat'

#### Indonesian Verbal Inflectional Suffix Markers

- 1) **-kan** 'causative; expressing causation; imperative' in the word *kerjakan* 'do' is a verb from the word *kerja* 'work'
- 2) **-i** 'causative; repeatedly; imperative' in the word *tanami* '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 *temu* 'meet'
- 3) **memper...-kan** 'active' in the word *mempertanyakan* 'to ask' is a verb from the word *tanya* 'ask'
- 4) **memper...-i** 'active' in the word *memperlucuti* 'to disarm' is a verb from the word *lucut* 'remove'
- 5) **ber...-an** 'active' in the word *berkenalan* 'to be introduced' is a verb from the word *kenal* 'introduce'
- 6) **ber...-kan** 'active' in the word *bertuliskan* 'write down' is a verb from the word *tulis* 'write'
- 7) **ke...-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 *dibacakan* 'read off' is a verb from the word *baca* 'read'
- 10) **diper...-kan** '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 *menaruh* 'to take' is a verb from a noun *taruh* 'take'
- 2) **ber-** 'active' in the word *berbudi* 'be kind hearted' is a verb from a noun *budi* 'mind'
- 3) **di-** 'passive' in the word *dipukul* 'beaten' is a verb from a noun *pukul* 'hit'
- 4) **ter-** 'within the situation' in the word *tersusun* 'arranged' is a verb from a 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 a 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...-i** 'active' in the word *menemani* 'to accompany' is a verb from a noun *teman* 'companion'
- 3) **memper...-kan** 'active' in the word *mempergunakan* '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 *berdasarkan* 'based on' is a verb from a noun *dasar* 'base'
- 6) **ke...-an** 'active' in the word *kecopetan* 'to pick a pocket' is a verb from a noun *copet* 'pickpocket'
- 7) **di...-i** 'passive' in the word *disakiti* 'is being hurt' is a verb from an adjective *sakit* 'pain'
- 8) **di...-kan** 'passive' in the word *dibenarkan* 'is allowed to' is a verb from an adjective *benar* 'right'
- 9) **dipe(r)...-kan** 'passive' in the word *dipersalahkan* '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* 'main'
- 2) **-ed** 'simple past' in the word *played* from the word *play*
- 3) **-ing** 'present continuous' in the word *playing* from the word *play*

### English Verbal Inflectional Prefix Markers

- 1) **co-** 'together or jointly' in the word *cooperate* from the word *operate*
- 2) **de-** 'out of or all of' in the word *delay* from the word *lay*, the word *lay* can transpose noun into verb but it must be combined with inflectional prefix *de-*. Actually the inflectional can transpose the word class but only in some cases.
- 3) **inter-** 'together' in the word *intermarry* from the word *marry*, the same as number 2 which is *marry* can transpose into verb, it must be combined with inflectional prefix *inter-*.
- 4) **out-** 'out' in the word *outgrew* from the word *grew*
- 5) **pre-** 'before' in the word *prepay* from the word *pay*, the same as number 2 which is *pay* can transpose into verb, it must be combined with inflectional prefix *pre-*.
- 6) **re-** 'again' in the word *refill* from the word *fill*, the same as number 2 which is *fill* can transpose into verb, it must be combined with inflectional prefix *re-*.
- 7) **un-** 'not or showing the opposite of' in the word *uncouple* from the word *couple*, the same as number 2 which is *couple* can transpose into verb, it must be combined with inflectional prefix *un-*.
- 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, mesti** (must, shall/should), **dapat, bisa, mampu** (can/could), **boleh** (may/might) (Tata Bahasa Baku Bahasa Indonesia: 1988:70).

#### 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 Syntactic Verb 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* (Tallerman, 1998:

#### English Modals and Auxiliaries as Syntactic Verb Markers

The main English modals are **can/could; shall/should; may/might; will/would, and must** is most, 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 (Tallerman, 1998:90).

#### 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 (Neil, 1996:78).

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 *aback, 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, 1992:241). 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 V1 '*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 are 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 subcategorized into:
  - 1) SL Verbal Inflectional Prefix is translated into TL Verbal Inflectional Suffix
  - 2) SL Verbal Inflectional Prefix is translated into TL Simple Past
  - 3) SL Verbal Inflectional Suffix is translated into TL Verbal Inflectional Suffix
  - 4) SL Infinitive Verb is translated into TL Simple Past
  - 5) SL Verbal Inflectional Confix is translated into TL Verbal Inflectional Suffix
2. The Syntactic category is further subcategorized 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 categories or SL Morphological category is translated into TL Syntactic category is further subcategorized into:
  - 1) SL Verbal Inflectional Prefix is translated into TL 'To' Infinitive Verb
  - 2) SL Verbal Inflectional Prefix is translated into TL Phrasal Verb

- 3) SL Infinitive Verb is translated into TL Phrasal Verb
- 4) SL Verbal Inflectional Confix 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 Verbal Inflectional Prefix is translated into TL Verbal Inflectional Suffix, 2) SL Verbal Inflectional Prefix is translated into TL Simple Past, 3) SL Verbal Inflectional Suffix is translated into TL Verbal Inflectional Suffix, 4) SL Infinitive Verb is translated into TL Simple Past, 5) SL Verbal Inflectional Confix is translated into TL Verbal Inflectional Suffix.
- (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. And (3) *the Mixed categories* or SL Morphological category is translated into TL Syntactic category consists of 1) SL Verbal Inflectional Prefix is translated into TL 'To' Infinitive Verb, 2) SL Verbal Inflectional Prefix is translated into TL Phrasal Verb, 3) SL Infinitive Verb is translated into TL Phrasal Verb, 4) SL Verbal Inflectional Confix 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 (50%) occurs more in the novel

TL. The marker of the Indonesian verb is the *inflectional prefix men-* 'active', and the marker of the English verb is the *inflectional suffix -ed* 'simple past'. So, we can conclude that SL morphological marker is translated into TL morphological marker.

### SL Verbal Inflectional Prefix Translated into TL Simple Past

- (2) (SL) "Mengapa **dibawa** kemari?" (P.27, L.17).  
(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 **dibawa** 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 Verbal Inflectional Suffix Translated into TL Verbal Inflectional Suffix

- (3) (SL) "Bicaralah, aku **dengarkan**" (P.135, 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 **dengarkan** is translated into **am listening** in TL. The marker of the Indonesian verb is the *inflectional suffix -kan* 'causative; imperative', and the marker of the English verb is the *inflectional suffix -ing* 'present continuous', it means that in a present

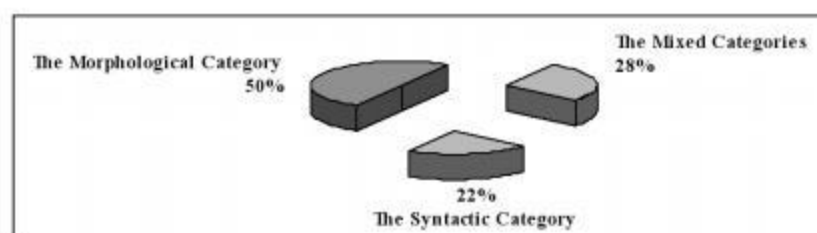


Figure 1 The Main Categories of Verb Markers

than the syntactic category (22%), 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 Verbal Inflectional Prefix Translated into TL Verbal Inflectional Suffix

- (1) (SL) ...menurunkan ikan tangkapan dan **menunggu** besok sampai kantor lelang buka (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

- (4) (SL) Ia **dengar** bunyi burung hantu mendesis dan berseru di atas bubungan (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 *infinitive 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.

### SL Verbal Inflectional Confix Translated into TL Verbal Inflectional Suffix

- (5) (SL) "Bukan sahaya **mengikuti**, Mas Nganten (P.45, L.23).  
(TL) "I'm not **following** you (P.40, L.7).

In sentence (5), we can see that SL confix *me-...-i* in the word **mengikuti** is translated into **following** in TL. The marker of the Indonesian verb is the *inflectional confix me-...-i* 'active', and the marker of the English verb is the *inflectional suffix -ing* 'present continuous'. So, we can conclude that SL morphological marker is translated into TL morphological marker.

### The Syntactic Category

#### SL Modal Verb Translated into TL Modal Verb

- (6) (SL) ..., dan aku **akan beri**, biarpun sampai sekarang... (P.110, L.4).  
(TL) ...and I **will give** it to you (P.107, L.12).

In sentence (6), we can see that SL VP **akan beri** is translated into **will give** in TL VP. The marker of the Indonesian verb is the *modal verb 'akan*, *beri* is the head word final, and the marker of the English verb is the *modal verb 'will* is future tense, *give* is the head word final. So, we can conclude that SL syntactic marker is translated into TL syntactic marker.

#### SL Modal Verb Translated into TL Auxiliary Verb

- (7) (SL) Kita **akan pergi** sekarang" (P.256, L.10).  
(TL) We **have to leave**" (P.259, L.7).

In sentence (7), we can see that SL VP **akan pergi** is translated into **have to leave** in TL Auxiliary Verb. The marker of the Indonesian verb is the *modal verb 'akan*', *pergi* is the head word final, and the marker of the English verb is the *auxiliary verb is have to leave*, *leave* is the head word final. So, we can conclude that SL syntactic marker is translated into TL syntactic marker.

#### SL Modal Verb Translated into TL Phrasal Verb

- (8) (SL) "Takkan **balik** lagi (P.18, L.24).  
(TL) "She's not **coming back** (P.11, L.23).

In sentence (8), we can see that SL VP **kan balik** or **akan balik** is translated into **coming back** in TL Phrasal Verb. The marker of the Indonesian verb is the *modal verb 'akan*', *balik* is the head word final, and the marker of the English verb is the *phrasal verb is coming back*, *coming* is the head word initial and the kind of phrasal verb is non-separable phrasal verb. So, we can conclude that SL syntactic marker is translated into TL syntactic 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) **Terlihat** kepala kampung sebentar-sebentar mengintip ke luar pintu (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 **terlihat** is translated into **to see** in TL. The marker of the Indonesian verb is the *inflectional 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 the TL Phrasal Verb

- (10) (SL) Emak **membuang muka**,... (P.14, L.5).  
(TL) Her mother **turned her head away**... (P.6, L.20)

In sentence (10), we can see that SL VP **membuang muka** is translated into **turned her head away** in TL Phrasal Verb. The marker of the Indonesian verb is the *inflectional prefix mem-* 'active', *membuang* 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 berjagangkan kedua belah tangan di atas kasur (P.32, L.3).  
(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.

#### SL Verbal Inflectional Confix Translated into TL Phrasal Verb

- (12) (SL) Ia **menyanyikan** cerita waktu tuan besar Guntur alias Daendels

membangun jalan raya menerjang selatan daerah mereka (P.170, L.5).  
(TL) He **sang out** the story of Governor General Daendels, who had built the great Postal Road that traversed the area's southern border (P.171, L.5).

In sentence (12), we can see that SL confix *me-...-kan* in the word **menyanyikan** is translated into **sang out** in TL Phrasal Verb. The marker of the Indonesian verb is the *inflectional confix me-...-kan* 'active transitive; causative' *menyanyikan* is the head word initial, and the marker of the English verb is the *phrasal verb in sang out*, *sang* 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.

## CONCLUSION AND SUGGESTION

### Conclusion

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 in 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 Confix 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 Phrasal 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, SL Verbal Inflectional Confix 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 22%, 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.

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