

AN UNDERGRADUATE THESIS

AN ANALYSIS
OF NON FINITE VERBS IN STUDENTS TRANSLATION
ACCURACY
AMONG THE FIFTH SEMESTER AT IAIN METRO

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Student Number: 1501070124



ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

SITI NURJANAH
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Tarbiyah And Teacher Training Faculty
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020M

**AN ANALYSIS
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ACCURACY
AMONG THE FIFTH SEMESTER AT IAIN METRO**

ABSTRACT

By:

SITI NURJANAH

The purpose of this study is to show the students' accuracy in translating non-finite among the fifth semester at IAIN Metro. This is based on the identification of problems that explains that students have a low desire to learn English.

This study uses descriptive qualitative analysis and analysis document to answer the research questions. The data in this study were from 9 Sentence of translation non-finite that containing accuracy by students. In collecting data, the author uses observation, documentation, and interview. This research was conducted with an English teacher class B in Englis Education at IAIN Metro Metro named the teacher is Trifita Handayani.

Finally after the data was examined it can be concluded that students have made several types of accuracy when translation non-finite. The analysis showed accuracy in translating non finite that are gerund 46,25 %, infinitive 32,35 %, and participalthe 21,40 %. The barriers of translating non-finite that are by using infinitive and participle at the sentence.

Keywords: *translation, non-finite*

ANALISIS TINGKAT KEAKURATAN DARI KATA KERJA NON-FINITE DALAM MENERJEMAHKAN KATA KERJA NON FINITE DI SEMESTER LIMA IAIN METRO

ABSTRAK

Siti Nurjanah

Tujuan dari penelitian ini adalah untuk menunjukkan keakuratan dari kata kerja non-finite dalam penerjemahan pada mahasiswa IAIN Metro pada semester 5. Berdasarkan identifikasi permasalahan mahasiswa lemah dalam penerjemahan.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dan analisis untuk menjawab permasalahan. Data dalam penelitian ini menggunakan 9 kalimat selanjutnya diterjemahkan pada mahasiswa. Dalam pengumpulan data ini penulis menggunakan observasi, dokumentasi dan wawancara. Pelaksanaan penelitian ini bersama dengan dosen bahasa inggris di IAIN Metro yang bernama Trifita Handayani.

Akhirnya dapat disimpulkan bahwa keakuratan dalam penggunaan non-finit pada penerjemahan ada 3 type, yaitu gerund 46,25 %, infinitive 32,35 %, and participalthe 21,40 %. Permasalahan penerjemahan pada kata kerja non-finite yaitu terletak pada penggunaan infinitive dan gerund.

Kata kunci :*penerjemahan, kata kerja non-finit*



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NOTA DINAS

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Matter : **Pengajuan Munaqosyah**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Siti Nurjanh
NPM : 1501070124
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF NON-FINITE VERB IN STUDENTS
TRANSLATION ACCURACY AMONG THE FIFTH SEMESTER AT
IAIN METRO.

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

| | |
|--|--|
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APPROVAL PAGE

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Name : Siti Nurjanah
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Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Institute for Islamic Studies
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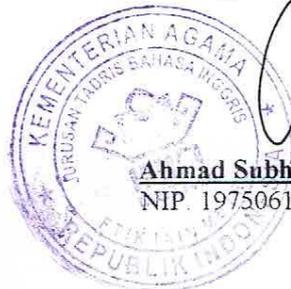
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NOTIFICATION LETTER

Number :
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Matter : **In order to hold the munaqosyah
of Siti Nurjanah**

To:
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written
by:

Name : Siti Nurjanah
Students Number : 1501070124
Department : English Education
Faculty : Tarbiyah and Teacher Training Faculty
Title : AN ANALYSIS OF NON-FINITE VERB IN STUDENTS
TRANSLATION ACCURACY AMONG THE FIFTH SEMESTER AT
IAIN METRO.

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on
the Munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

| | |
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RATIFICATION PAGE

No. B-0375/11-28-1/D/PP-00-9/01/2020

An Undergraduate thesis entitled: AN ANALYSIS OF NON FINITE VERBS IN STUDENTS TRANSLATION ACCURACY AMONG THE FIFTH SEMESTER AT IAIN METRO, written by Siti Nurjanah, student number 1501070124, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 22th January 2020 at 09.30 – 11.30 am.

BOARD OF EXAMINERS:

Chairperson : Drs. Kuryani, M.Pd

Examiner I : Dr. Umi Yawisah, M.Hum

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(.....)
(.....)
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The Dean of Tarbiyah and Teaching Training Faculty



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STATEMENT OF RESEARCH

The undersigned :

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Faculty : Tarbiyah and Teacher Training Faculty
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States tha this undergraduate thesis is originally the result of the writer's research, in expectation of certain part which are excerpcted from the bibliographies mentioned.



Metro, January 2020

The writer,

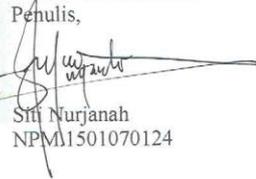
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ORSINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

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Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020
Penulis,

Siti Nurjanah
NPM1501070124



MOTTO

AL INSYIRAH : 6

(٦) إِنَّ مَعَ الْعُسْرِ يُسْرًا

With difficult is surely easy (Al Insyirah : 6)

“A person who never made a mistake never tried anything new .”

(Albert Einstein)

DEDICATION PAGE

This piece of work is dedicate to:

1. Allah SWT and prophet Muhammad Saw, who always give me chance in every step I take and makes me stand up again after fail and fall many times.
2. My beloved parents, Mr. Bibit and Mrs. Sutiya who always support me in their endless love.
3. My lovely families who have given wonderful motivation to me.
4. My excellent counsellors (Mr. Drs. Kuryani, M.Pd and Mr. Ahmad Subhan Roza, M.Pd) and all of my beloved lectures of the IAIN of Metro.
5. My beloved friends Jamilatun Nikmah, Khoirul Munawaroh, Desi Lestari, Dwi Lestari, Umi Khoiriah, Sri Rahayu, Tya Tiyul, Silipong, Kang Dun, and the big family of IMPAS who always give me idea and suggestion.
6. My beloved almamater of State Institute For Islamic Studies Of Metro.

ACKNOWLEDGEMENT

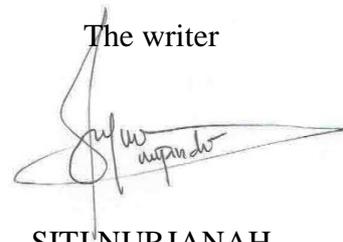
All praise due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing, the writer can finish this undergraduate thesis successfully without any obstacle. Those blessings and gifts are the only reason the writer not giving up today. Then, peace and solutation always be given to our beloved prophet Muhammad SAW the one who has taught us how to life in a harmony, may peace always be upon Him.

The writer realize that this proposal may not be finish without the support, help, and guidance from the others. Therefore, the writer would like to express the deepest gratitude to those who always help the writer in order to finish this proposal research entitled: “AN ANALYSIS OF NON-FINITE VERB IN STUDETS TRANSLATION ACCURACY AMONG THE FIFTH SEMESTER AT IAIN METRO” and to the sponsor, Drs. Kuryani, M. Pd, and the co-sponsor, Ahmad Subhan Roza, M. Pd and also to the institution of IAIN Metro.

Finally, the writer expect that this proposal research may be able to provide useful knowledge and information to the readers.

Metro, 17th Desember 2019

The writer

A handwritten signature in black ink, appearing to read 'Siti Nurjanah', is written over a faint, circular watermark or stamp.

SITI NURJANAH

St. Number: 1501070124

TABLE OF CONTENTS

| | |
|--|-------------|
| COVER | i |
| TITLE PAGE | ii |
| Abstract | iii |
| Abstrak | iv |
| Nota Dinas | iv |
| Aproval Page | iv |
| Notivication Letter | iv |
| Ratification | iv |
| STATEMENT OF RESEARCH ORIGINALITY | v |
| ORISINALITAS PENELITIAN | vi |
| MOTTO | vii |
| DEDICATION PAGE | viii |
| ACKNOWLEDGEMENT | ix |
| TABLE OF CONTENTS | x |
| LIST OF TABLES | xii |
| LIST OF FIGURES | xiii |
| LIST OF APENDIXES | xiv |
| | |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of the Study | 1 |
| B. Research Question | 4 |
| C. Objective and Benefits of the Study | 4 |
| D. Prior Research..... | 5 |
| | |
| CHAPTER II THEORETICAL REVIEW | 9 |
| A. The Concept of Translation..... | 9 |
| 1. The definition of Translation | 9 |
| 2. Method Translation | 10 |
| 3. Process of Translation | 13 |
| 4. Translation Quality Assessment..... | 15 |
| B. Concept of English Verb..... | 18 |
| 1. The Nature of Verb | 18 |
| 2. The Kind of Verb | 19 |
| 3. The Nature of Non-Finite Verb..... | 20 |
| a. The Definition of Non-Finite Verb | 20 |
| b. Characteristics of Non-Finite Verbs..... | 21 |
| c. Function of Non-Finite Verb..... | 22 |
| d. Types of Non-Finite Verb | 23 |
| | |
| CHAPTER III RESEARCH METHOD | 23 |
| A. Types and Characteristics of Research | 23 |
| B. Data Resources..... | 24 |

| | |
|--|-----------|
| C. Data Collecting Technique..... | 25 |
| D. Data Analysis Technique | 26 |
| E. Approach..... | 29 |
| | |
| CHAPTER IV RESULT AND DISCUSSION | 31 |
| A. Profil of IAIN Metro | 31 |
| B. Data general description..... | 45 |
| C. Description of Data Analysis | 45 |
| D. Discussion | 49 |
| CHAPTER V CONCLUSION AND SUGGESTION | 51 |
| A. Conclusion..... | 51 |
| B. Suggestion..... | 51 |
| BIBLIOGRAPHY | |
| | |
| APPENDICES | |
| | |
| CURICULUM VITAE | |

LIST OF TABLES

| | |
|---|----|
| Table 1.1 Pre Survey Result of Translation Among The Fifth Semester at IAIN Metro | 3 |
| Table 2.1 The scoring Scale of Translation Accuracy | 15 |
| Table 4.1 Name of lectures and official employees of Tarbiyah Teaching Training Faculty | 35 |
| Table 4.2 Total of students state institute for Islamic studies of Metro | 38 |
| Table 4.3 The Student's Test | 47 |
| Table 4.5 The Accuracy Translating Non-Finite | 48 |
| Table 4.6 Brief description Student's Translation accuracy of Non-finite | 51 |

LIST OF FIGURES

| | |
|--|----|
| Figure 4.1: The Structural Organization of IAIN Metro | 40 |
| Figure 4.2: the Location Sketch of IAIN Metro..... | 43 |
| Figure 4.3 Recapitulation of Students Translation Accuracy Non-finite..... | 49 |

LIST OF APPENDICES

Appendix 1. Research Proposal Guidance Letter

Appendix 2. APD Guidance Letter

Appendix 3. Permit of Research

Appendix 4. Response Letter of Research

Appendix 5. Thesis Guidance Letter

Appendix 6. Observation Sheet of Students

Appendix 7. Documentation

Appendix 8. Curriculum Vitae

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language that plays an important role in various aspects of life. English as an international language used by people to communicate with each other that has a major influence on human activities throughout the world. This is used in almost all aspects of life, such as science, technology, politics, economics, trade, business. English has a very important role in international communication, it can be seen that many countries use English as their communication tool or at least in their oral interpretation of contact. Therefore, English is taught in the real of formal and non-formal education.

Moreover, one element in mastering English is translation, translation is the process of finding meaning from the source language to the target language. With translation catalyst is transferring meaning and structure from source language to target language. Translation is important to complete all four skills that are listening, speaking, reading and writing. In the process of interpreting other languages, translation becomes an urgent component that must be mastered by one aspect of speech that sometimes people make good foreign language communication. Moreover, translating source text into target texts is very urgent, especially for English Department students because they are expected to be able to obtain information from many sources such as English books. Without

accuracy of translation, they will not get the maximum knowledge. In other words, translations also influence the success of their studies.

Furthermore in processing translations, several difficulties are often encountered. One of difficulties is the understandability of the purpose of the translation it self, even though the purpose is to understand the meaning of a text, misrepresenting a single word will be different in meaning. Besides that the problem that often occurs in translation is ambiguity. This can occur in a specific vocabulary and certain language structure so that the difficulty in describing it. Choosing the wrong word in a particular context is also a problem in translation. However, in some cases the text has more than one meaning. In the semantic field, many words have more than one meaning in terms of lexical, contextual and socio-cultural differences. In addition, one of the translation elements is non-finite. Non-Finite verb is a verb that is not influenced by tense (present / past), person (first / second / third), and number (singular / plural). The propblems of non-finite in students translation at the fifth semester at IAIN Metro are the use of non-finite is not correct.

Furthermore, Non-finite verbs are verbs which are void of tenses but have definite meanings. Their behaviour in translation may bring about meaning lose or gain. Non-Finite Verb is actually the opposite of Finite Verb. If Finite Verb is the main verb in English and cannot be changed

using the auxiliary verb, Non-Finite can be converted into a verb in the form of participle, gerund, infinitive, adjective, and adverb.¹

In line with the translation problems above, pre-survey was conducted on Friday, March 29th at IAIN Metro. The pre-survey result is shown in the following table

Table 1
The Result data Translation UTS Score based on Pre Survey among the fifth semester at IAIN Metro

| No | Grade | Criteria | Frequency | Percentage |
|----|------------|-----------|-----------|------------|
| 1 | A (81-100) | Excellent | 2 | 10 % |
| 2 | B (71-80) | Very Good | 2 | 10 % |
| 3 | C (61-70) | Good | 3 | 15 % |
| 4 | D (51-60) | Fair | 12 | 60 % |
| 5 | E (0-50) | Poor | 1 | 5 % |
| | TOTAL | | 20 | 100 % |

Source : Documentation from the lecturer of Indonesia-English Translation Mrs Trifita Handayani

Based on the data above, it is known students who got grades A , B and C in translation is 7 students (35 %). While the number of students who got D,E grades in translation is 13 students (65 %). Therefore, it can be conclude that students of English study program at IAIN Metro have unsatisfactory. Referring the data above, the writer assumes that they are low in translation.

¹Mohamed Abdou Moindjie , “*The Behaviour of Non-finite Verbs in Translation: A Comparative Case Study of English, Malay and French*”, University of California: International Journal of Comparative Literature & Translation Studies, Vol. 4 No. 3; July 2016, Download on 18 November 2018, p.17

Based on the illustration above, there is an attempt to uncover the phenomenon of the use of non-finite verb in translation. In this case the researcher will analyze of non-finite verb at the fifth semester at IAIN Metro. Therefore, the researcher constructs a research proposal entitled “An Analysis Of Non-Finite Verb In Students Translation Accuracy Among The Fifth Semester At IAIN Metro.”

B. Research Question

Based on the consideration of background of the study above, the writer formulates a research question, as follows:

1. What are the students’ accuracy in translating non-finite verb among the fifth semester at IAIN Metro?
2. What factors do become the barriers of translating non-finite verb among the fifth semester at IAIN Metro?
3. How to solve the students’ problem in translating non-finite verb among the fifth semester at IAIN Metro?

C. Objective and Benefits of the Study

1. Objective of the Study

This study has two objectives, as follows:

- a. To investigate the students’ accuracy in translating non-finite verb among the fifth semester at IAIN Metro
- b. To know the factors that become the barriers in translating non-finite verb on among the fifth semester at IAIN Metro

- c. To investigate the solution to solve the students' accuracy in translating non-finite verb on among the fifth semester at IAIN Metro

2. Benefits of the Study

Hopefully, this study will be beneficial for the writer, the students, the teachers and the headmaster. The benefit of this study are, as follows:

- a. For the Students

As the actual phenomena that provides students' better understanding about the non-finite verb in translation

- b. For the English Lecturer

As the information for the English lecturer in getting better understanding of how far the students in capturing special subjects in non-finite translation after the writer conducted the research.

- c. For the Other Researcher

As the consideration for the researcher to find out how quickly students learn specifically in non-finite verb of translating, and will be evaluated together after the writer has conducted his research.

D. Prior Research

This research will be carried out by considering some prior researches. The first prior research is carried out by Mohamed Abdou Moindjiewith the research title *The Bahaviour of Non-finite Verbs in Translation: A*

*Comparative Case Study of English, Malay and French*². The purpose of the first prior research is an investigation on their translation behaviour from English into Malay and French. The research method used in the first prior research is qualitative and quantitative study about one grammatical aspect. The subject of the first prior research is the student University Sains Malaysia. The result of the prior research reveals that non -finite verbs are, sometimes, determined by language peculiarities. English is found to use more non-finite verbs than Malay and French, which reflect its openness, flexibility, and richness in terms of grammatical variation.

This research has similarities and differences with the first prior research. The similarity between this research and the first priority research lies in the similarity of the variables examined, namely the research of non-finite verb in translation. Another similarity lies in the research method similarity which is the same as using qualitative research. Meanwhile, the difference between this study and the first prior research lies in the differences in the research subject. This study will examine the use of non-finite verb in the translation of the fifth semester at IAIN Metro. While the first prior research examines the use of non-finite verb in the student University Sains Malaysia.

²Mohamed Abdou Moindjie , “*The Behaviour of Non-finite Verbs in Translation: A Comparative Case Study of English, Malay and French*”, University of California: International Journal of Comparative Literature & Translation Studies, Vol. 4 No. 3; July 2016, Download on 18 November 2018, p.17

The second prior research was done by Renata Simunková with the research title *Non-Finite Verb Phrase In Students Translation*³. The purpose of the second prior research is to investigate what difficulties (if any) students have when translating non-finite verb phrases. The research method used in the first prior research is qualitative. The subject of the second prior research is the student University of Liberec. The result of the prior research reveals that the assumption that non-finite verb phrases cause problems in translation from English to Czech has been confirmed, but not to the extent expected. The students almost did not have problems with time reference of perfect forms of non-finite verb phrases and did not seem to have big difficulties when the phrases were used in nominal or adjectival functions, as long as a suitable noun or adjective existed in Czech.

The other prior research was done by Angel J Gallego with the title *On the prepositional nature of non-finite verbs*⁴. The purpose of this prior research is to investigate the prepositional nature of non-finite verbal forms. The research method used in the first prior research is qualitative. The subject of this prior research is the student University of Autònoma. The result of the prior research reveals that the analysis in order to account for some interpretive constraints that so-called 'absolute clauses' are subject to.

³Renata Simunková, "*Non-Finite Verb Phrase In Students Translation*", University of Liberec, ACC JOURNAL, Volume 21 ; 8 March 2015, Download on 18 November 2018, p.17

⁴Àngel J. Gallego, *On the prepositional nature of non-finite verbs*, Universitat Autònoma de Barcelona, Catalan Journal of Linguistics, 2010, Download on 18 November 2018, p.79

Based on all prior research that has been done by several researchers previously related to analysis non-finite verb in translation. The writer in this case will use the research as material for consideration by examining the comparison of steps in analyzing the non-finite verb in student's translation. Therefore, the writer will take the point of view as one of the researchers who benefited from some of the prior research.

Based on the description of prior research above, the writer plans to conduct qualitative research to analyze the translation of non-finite verb in different samples, namely in IAIN Metro in order to analyze the accuracy of students in translation of the English non-finite verb at IAIN Metro. In addition, the writer also will analyze the factors that become barriers in translating of non-finite verb at IAIN Metro. The writer will also examine how to solve the accuracy of student in Indonesia-English translation of non-finite verb at IAIN Metro.

CHAPTER II

LITERATUR RIEWE

A. The Concept of Translation

1. The Definition of Translation

According to Hartman and Stork, translation is the replacement of a representation of a text in one language by representation of an equivalent text in a second language.⁵ It can be said that translation to find the equivalent utterance both target language and source language in translation, transferring meaning doesn't solely change the shape of Source Language into Target Language since the main purpose of translation is to provide equivalent text without reducing or omitting the main idea or the substance of Source Language.

According to John. Cunnison Catford, translation is an operation performed on languages: a process of substituting a text in one language for a text in another".⁶ It means that translation is a process of translation from language to another language, such as translation from Indonesian to English. For the biggining, the translator should be known what translation means are

Nida Eugene Albert and C.R Taber state that translation is "The transference of a message from one language to another is a valid subject for

⁵Roger.T.Bell, *Translation and Translating Theory and Practice*, (England: Longman, 1991), p.6

⁶Catford, J.C. *A Linguistic Theory of Translation*,(London: Longman, 1965),p.10

scientific description”.⁷ In the other words, there are some definitions of translation and every translation expert has his/her own opinion about it. In general, translation is defined as a process of transferring the message from source language into the target language.

Newmark explains that translation is “rendering the meaning of a text into another language in the way that the author intended the text”.⁸ In other words the translator can convey the meaning of the language that has been translated.

Therefore, the writer concludes the translation is a process to transfer the message, information, and culture in source language into target language. The translation is not easy to do because the differences between two language also include culture differences, so the translator should be master in his field. The main point in the translation is that a translator may not change the meaning of the message of the original text.

2. Method of Translation

Method is a manner or form of procedure to accomplishing something. It means that translation method is a way or procedure to translate something. Newmark divided method of translation into two perspective. Those are source language (SL) emphasis and target language (TL) emphasis. Each of those emphasis will consist of four methods.

⁷Nida, Eugene A. and C.R.Taber. *The Theory and Practice of Translation*, (Leiden: E. J. Brill., 1969),p.50

⁸Newmark, Peter. *A Textbook of Translation*, (New York: Prentice Hall,1988),p.17

According to Newmark method in translation from source language emphasis means the translation process follow the structure, lexis and culture of source language, while target language emphasis means that the translation process follow the structure, lexis and culture of target language so it will be more understandable.

1. Source Language Emphasis

a. Word-for-word Translation

This method translate the word by word from SL into TL. The SL word-order is not changed and the word translated simply by using the equivalent meaning in TL.

b. Literal Translation

This method is simply by translating the text from SL into TL literally. The SL grammatical structures are converted into the nearest TL equivalent words but it is still translated literally.

c. Faithful Translation

In faithful translation, this method tries to translate the word into TL but it still keeps the grammatical structure from SL. It sometime makes the translation feels awkward.

d. Semantic Translation

This method is same with faithful translation but the differences are more accurate because it does not keep SL grammar, more aesthetic because it looks more natural in result, more flexible because it allows the translator's intuitive empathy with the original.

2. Target Language Emphasis

a. Adaptation

This is the “freest” method in translation and usually used in plays and poetry. The themes, characters, plots are usually remained the same but SL culture is translated into TL culture and the text is rewritten.

b. Free Translation

This is the second method in target language emphasis. This method usually paraphrase and reproduce the content but it is not the same with the original form.

c. Idiomatic Translation

This method reproduces the “message” from the source language but it tends to give the wrong meaning. It happens because the translator use colloquialisms and idioms in TL that do not exist in SL.

d. Communicative Translation

This method attempts to produce the text with the exact meaning from SL into TL so that the text will be acceptable and comprehensible to the reader.

3. Process of Translation

The process of translation is a series of actions in which the translator devotes his knowledge, skills, abilities, and habits to divert

messages from source language (SL) into target language (TL). The process of translation is cognitive because it is abstract and visible, only the translator himself knows. The process of translation is a series of steps that must be passed by translator to get to the end result.

The process of translation consists of three steps, as follows:⁹

a. 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 aspects like sentences, clauses, phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.

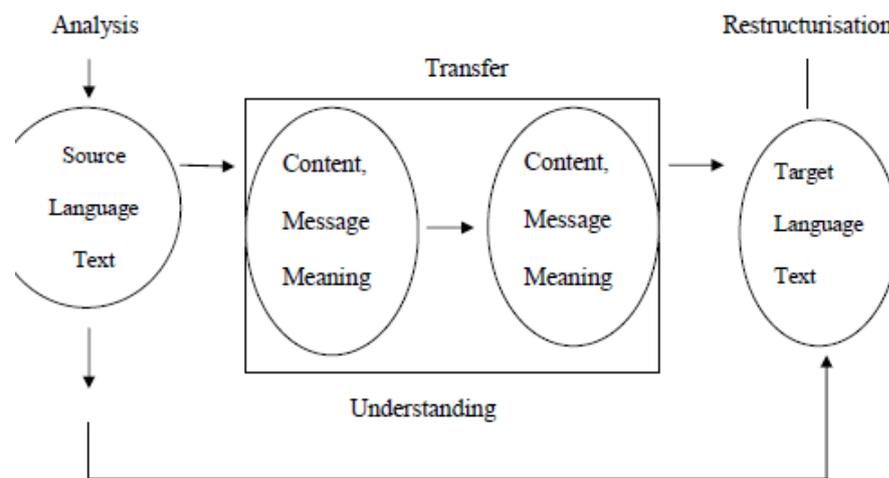
b. The Transference of Message

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.

c. Restructurisation

⁹Bena Florita Krisetyawati, (*An Error Analysis on the Translation of English NounPhrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty*), Universitas Sebelas Maret, Download on 02 November 2018, p.20

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 type, and they also must consider to whom the translation is made.



The Process of Translation (Suryawinata, 1987:80)

4. The Accuracy of Translation

The most important aspect in translation is accuracy. It becomes one of the factors which determine the quality of translation. According to

Roswani Siregar, accuracy means to check whether the meaning of the source text (ST) is similar with the target text (TT)¹⁰.

According to Shuttleworth and Cowie in Anari and Bouahli, accuracy is a term used in translation evaluation to refer to degree of corespondence between the translted and original text. Accuracy is defined by Rahmini in Anari and Bouahli as a suitable and detailed explanation of the source message and transmission of that message as exactly as posible.

Moreover According to Nababan , accuracy aspect have the weight which the highest than the order aspect, it is adjusted to the basic concepts of the translation process as the process, of transferring the message (accuracy) of the source language text into the target language. Nababan et all the quality category of accuracy in translation as follow :¹¹

| Scale | Translation Category | Quality parameter |
|--------------|-----------------------------|--|
| 3 | Accurate | The meaning of the word, a technical term, phrase, clause, sentence or source language text accurately transfered into the target language ; absolutely no distortion of meaning. |
| 2 | Less accurate | Most of meaning of words, a technical term, phrase, clause, sentence or text of the source language has been transfered accurately into the target language. However, there is still a distortion of meaning or translation of double meaning (ambiguous) or existing meaning is eliminated, which |

¹⁰Roswani Siregar. *Translation Quality Assessment of “the 8th Habit: from Effectiveness to Greatness by Stephen R. Covey” into Indonesian*. (American Research Institute for Policy Development 2016) Vol. 4, No. 1. p.232

¹¹

| | | |
|---|------------|---|
| | | interrupt the integrity of the message. |
| 1 | Inaccurate | The meaning of the word, a technical term, phrase, clause, sentence or source or source language text inaccurately transferred into the target language or omitted (deleted). |

B. Concept of English Verb

1. The Nature Verb

Verb is a word or a group of words that expresses an action (such as eat), an even (such as happen), or a state (such as exist) ¹²

A verb is one of word classes in grammatical units which expresses the ways in which the subject of the sentence acts, the state in which it is, a change it undergoes, etc. Before dealing with the forms of the verb itself, the writer shall consider the ways in which the verb phrase functions in the sentence.¹³

Furthermore, verbs are words that show action or a state of being drive written language and give it life. Because verbs are so important, mistakes involving verbs can be glaring.¹⁴The verb is the proposition and grammatical category that expresses a predicate about a subject, which can be personal, impersonal, explicit or implicit.¹⁵

The verb is not limited only to actions, since, in addition, it can manifest “changes, movements of beings or things, the activities carried

¹²Oxford dictionary

¹³David Holton at all, *An Essential Grammar of the Modern Language* (New York : Routledge, 2004) p.112

¹⁴Judith F. Olson, *Grammar essential* (New York : Learning Express, 2006) p. 99

¹⁵Ernesto Hernández Rodríguez, “*Expressing physical and emotional state changes through the verb get and its translations in bilingual writing, English-Spanish, in high school*” Open Access Journal of Science. Vol.2 No.5 (2018). p.360

out or suffered by people and animals, as well as situations or states in which they are, the changes that the objects suffer, the manifestations of diverse phenomena of the nature”.

2. The Kind of Verbs

In formulating an English sentence, in formulating an English sentence, the need to be considered is the English sentence arrangement. To compose an English sentence with both required subjects and the predicate when learning English. The verb there are 2 types of Finite Verb and Non-Finite Verb.

Finite Verb is the main verb in the English sentence. This type of verb is not accompanied by an auxiliary or altered form to present participle (verb-ing). The most important thing about this type of verb is that it is used only in the present tense form as well as the past tense which in fact does not involve auxiliary verbs.

The verbs **appear** in each sentence

My father **bought** a pack of biscuit.¹⁶

3. The Nature of Non-Finite Verb

a. The Definition of Non-Finite Verb

Non-Finite Verb is actually the opposite of Finite Verb. Non-finite verbs are verbs which are void of tenses but have definite meanings.

Their behaviour in translation may bring about meaning loss or gain.¹⁷

¹⁶Geoffrey Leech, *English Grammar for Today A new introduction*. (London: THE MACMILLAN PRESS LTD. 1982). Pg 77

Furthermore According to "The Theory of Functional Grammar" by Simon C.Dik and KeesHengeveld, nonfinite verbs are "unmarked or reduced with respect to distinctions of tense,aspect, and mood, and have certain properties in common with adjectival or nominal predicates."

Moreover Non-finite verb is not influenced by the subject and tenses. Non-finite is also an incomplete English verb or not the main verb. This verb functions as a noun, adjective and adverb. In its use, non-finite is used as a form of non-finite clause which is a dependent clause. Non-finite verb is also not influenced by agreement, namely person (first, second, third) and also number (singular and plural).¹⁸

In addition Nonfinite verb is verbal element that is not marked for person, number, or tense.¹⁹

Based on definition above non-finite is a verb that is not influenced by tense but have definite meanings, non-finite verb can't as main verb.

b. Function of Non-Finite Verb

The grammatical functions of nonfinite are the same as those we identified for finite (nominal, adjectival, and adverbial), but not all non-finite forms can serve all functions, but non-finite do not function as verb.

¹⁷Mohamed Abdou Moindjie , "The Behaviour of Non-finite Verbs in Translation: A Comparative Case Study of English, Malay and French", University of California: International Journal of Comparative Literature & Translation Studies, Vol. 4 No. 3; July 2016, Download on 18 November 2018, p.17

¹⁸Imam Khanafi, *Pengertian Finite Dan Non Finite Dan ContohKalimat*", an article. Download on 28 juli 2019

¹⁹Laurel, Donna M. Barton,*The Linguistic Structure of Modern English.*(Amsterdam . John Benjamins Publishing Company. 1984).Pg 272

Non-finite clauses are normally embedded within a larger construction. There are likely to be aspects of the meaning that can be figured out from this larger construction, but that are not explicitly expressed in the non-finite clause itself the way they usually would be in main clauses. The function of non-finite as adverb, noun, and adjective, for example :

Shinta went to be US to study (adverb)

Dancing is my hobby (noun)

My hobby is dancing (noun)

The running cat is black (adjective)²⁰

c. Types of Nonfinite Verb

Non-finite appear in a very wide range of functions, but there are major differences between the three types. We'll look at them separately in turn: first infinitive, participial, then gerund.

1. Infinitive

According to Andrew Radford, infinitive forms are comprised of the "base or stem of the verb with no added inflection (such forms are frequently used after the so-called infinitive particle *to*.)" ²¹

²⁰Rodney, Geoffrey K. Pullum, *A Student's Introduction To English Grammar*, (New York. Cambridge University Press. 2007).Pg 205

The infinitive implies something uncertain or something that will happen in the future perhaps. The corresponding main clause therefore has a modal would, expressing a similar uncertainty. There are two types of infinitive, to infinitive and bare infinitive. The bare infinitive occurs only as the object after verbs such as make, see, hear, and feel. The to-infinitive is much more frequent. It occurs as object to many verbs, as subject, subject predicate, and adverbial. The infinitival clause with to frequently has a for as complementizer, or an in order, that connects the infinitival clause to the main clause.²²

For example:

She made him **leave** (Bare Infinitive)

He wanted **to find** solution. (To infinitive)

2. Gerund

Gerund is a word formed from verb with suffix (suffix) -ing and functions as noun. Because gerund functions as a noun, there must be a verb in a sentence. Gerund can occupy positions as subject, direct object, subject complement, object of preposition, or appositive in a sentence.²³ For examples :

²¹Andrew Radford, *Transformational Grammar A First Course*, (New York. Cambridge University. 1988). Pg 89

²²Elly van gerderer, *An Introduction to the Grammar of English*, (New York Arizona State University. 2010).pg150

²³*Ibid.*,85

Running may be hard for some people (running subject of sentence)

I love **running** (running object of the sentence)

I love writing but **writing** is not my habit (writing as a subject and subject complement)

3. Participle

Participle is generally used to refer to the types of non-finite verbs which primarily co-occur with a finite auxiliary. There are two types of participle, ing participle and past participle.

Present participle is the -ing form of the verb which, together with auxiliary be, gives progressive aspect. But the -ing form doesn't only co-occur with an auxiliary: the verb form laughing also appears on its own in the other examples:

Kim was **laughing** loudly.

Kim kept on **laughing**.

Laughing loudly, Kim rushed into the room.

I found Kim **laughing** in the corner.

The past participle of most English verbs has the -ed/-(e)n ending, as in played, shown, seen, forgotten. In English, this form of the verb, together with auxiliary have, gives the perfect aspect. For example:

Have you **eaten** the cake?²⁴

²⁴Elly van gerderer, *An Introduction to the Grammar of English*, (New YorkArizona State University. 2010),pg.87

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the writer consider the accuracy of non-finite verb in translation. The writer decided to use qualitative research analyze of non-finite verb in student translation at IAIN Metro.

John W. Creswell states that qualitative research is a for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.²⁵It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Moreover, qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.²⁶Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.

In line with the explanation above, the purpose of this research to know the accuracy of non-finite verb in translation of the students at IAIN Metro.

The characteristic in this research focuses on the descriptive qualitative research. The writer will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research

²⁵John W. Creswell, *Research Design* (London : Sage Publication, 2009). p. 22

²⁶Nancy Arsenault and Gary Anderson, *Fundamental of Educational Research* (Francis : Falmer Press, 1988). p. 126

is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.²⁷

B. Data Resources

In this research the writer divides the sources into two items. They are primary and secondary.

1) Primary sources

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research will be the result of fifth semester of IAIN Metro in the academic year of 2019/2020. The total numbers of the students are 20 students.

2) Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, the books, journals, e-books and articles that are related to the research.

²⁷ Geoffrey Marcyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), p.16.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.²⁸ It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”²⁹The data collection is the accumulation of specific evidence that enable the writer to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.³⁰

Qualitative writer also has a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.³¹ The writer in this research uses document to collect the data. The writer takes documents from the result of use the english text in students’ translation. In the process of collecting the data, the writer collects the results

²⁸Linda Kalof et.al., *Essential of Social Research*, (England: Open University Press, 2008), p. 85.

²⁹John W. Creswell, *Research Design*, (London : Sage Publication, 2009) p. 184

³⁰Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publisher, 2006), p. 212.

³¹Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), p.32

of translation students to analyze and to identify the using a text in student's translation.

In this research the writer use three techniques to collect the data, there observation and documentation, and interview as follows :

1. Observation

Observation is one of the data collecting technique that help the writer to get important information related with the data. Observation is one of common of data collection techniques in qualitative reserach methods. Observation is essentially an activity using the listening senses needed to answer researcch problems. In this research, the writer is an observer in getting the data. The writer does not involve directly in the classroom activity. The writer observed the students' translation document about non-finite verb.

2. Documentation

Qualitative writer use written documents or other artifacts to gain an understanding of the phenomenon under study.³² In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and

³²*Ibid.*, p. 432

newspaper. Example of private documents is personal journal and diaries, letters, and personal notes. Accordingly, in this research the writer document the important data such us history of IAIN, structure organisation, total of the lectures and students, staff administration, sketch location of IAIN Metro.

3. Interview

Interview occurs when the writer ask one or more participants general, open-ended questions and record their answers.³³ It means that by interviewing the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. Interview provides useful information when the writer cannot directly observe participants, and the writer permits participants to describe detailed personal information. Therefore, in this research the writer use interviewed to collect the data from the students.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions,

³³John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Delhi: Pearson Education, 2012), 4th Edition, p.217.

observations, impressions, interview, recordings, and the like). The writer must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The writer apply Miles and Huberman model to analyze the data.³⁴ The componets of this analysis model are pictured by this figure.

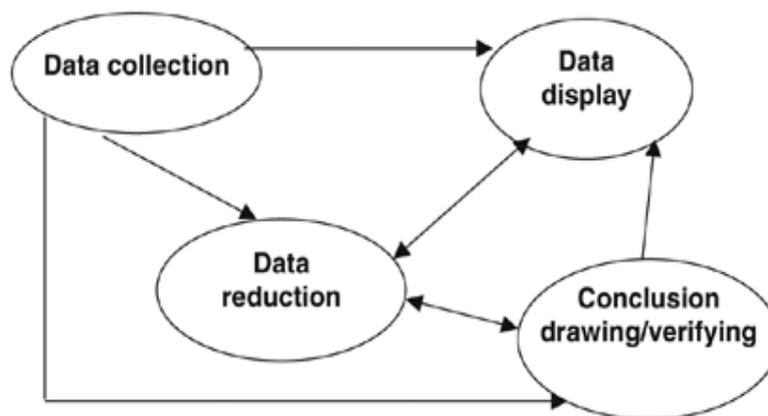


Figure II. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³⁵

- 1) Data collection is the step when the writer gather all data which are used to complete the research.
- 2) The writer reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the writer usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

³⁴Michael Huberman M. and Miles, *Data Management and Analysis Methods* (N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

³⁵*Ibid*,

4) Lastly, the writer verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Approach

In this research the writer use six steps in the process of research, as follows :

1. Identifying a Research Problem

Writer begin a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

2. Reviewing the Literature

Reviewing the Literature locating resource Selecting resources Summarizing resources Specifying a Purpose for Research Identifying the purpose statement. It is important to know who has studied the research problem writer plan to examine. Writer fear that writer initiate and conduct a study that merely replicates prior research.

3. Specifying a Purpose for Research

If the research problem covers a board topic of concern, writer need to focus it so that writer can study it. A focused restatement of the

problem is the purpose statement. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, writers engage in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study. Obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting Data

During or immediately after data collection, writers try to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individuals’ responses and the “putting it together” to summarize.

6. Reporting and Evaluating Research

After conducting the research, writers will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. Profil of IAIN Metro

1. Profile of State Islamic Institute of Metro

a. The Historical Background of State Islamic Institute Metro

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was established on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar lampung. The existence of IAIN Raden Intan Bandar lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL).

In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Islamic Law faculty was changed from private to state.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time.

Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named " State Islamic Institute Raden Intan Tanjung Karang". In the year 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung. Likewise, in 1967, the education and Islamic Law Faculty were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society.

It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of Institutional Faculties STAIN outside central instituted to be

Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro.

IAIN Metro has fourth faculty, namely (1) Education (2) Islamic Law Faculty (3) Islamic Announcement and Communication, (4) Economies and Islamic Business. Education Department has eight study programs, they are: Islamic Education Department (PAI), Arabic Education Study Program (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI).

Biological Education, Islamic Garden School Departement (PGRA), Mathematic Education, Social Education Department. After that, Syari'ah Department has five study programs, they are: Syari'ah Economic (Esy), Ahwalusy Syakhisiyyah (AHS), Syari'ah Economic Law (HESy), Islamic Banking (D3 PBS), Islamic Banking (S1 PBS). Then, Islamic Announcement and Communication Department has three study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA) and Islamic Extension Guidance (BPI).

b. Name of Lectures English education Department

The whole employees of English Education Department Tarbiyah and Teaching Training Faculty in State Islamic Institute of Metro Academic Year 2019/2020

Table 4.1
Name of lectures English Education Department

| No | Name of Lectures |
|----|------------------------------|
| 1 | Drs. Mokhtaridi Sudin, M.Pd. |
| 2 | Dra. Isti Fatonah, MA. |
| 3 | Drs. Kuryani, M.Pd. |
| 4 | Dr. Masyukurillah, S.Ag, MA. |
| 5 | Dr. Mahrus As'ad, M. Ag. |
| 6 | Dr. Widhiya Ninsiana, M. Hum |
| 7 | Dr. Umi Yawisah, M. Hum. |
| 8 | Sudirin, M.Pd. |
| 9 | Dr. Dedi Irwansyah, M.Hum. |
| 10 | A. Subhan Roza, M.Pd. |
| 11 | Syahreni Siregar, M.Hum |
| 12 | Trisna Dinillah Harya, M.Pd. |
| 13 | Andianto, M.Pd |
| 14 | Much Deniantur, M.Pd. BI |
| 15 | M. Dini Handoko, M.Pd |
| 16 | Ning Setio Wati, M.Pd. |
| 17 | Eka Yuniasih, M.Pd |
| 18 | Ani Meitika Sari, M.Pd |
| 19 | Sri Wahyuni, M.Pd |
| 20 | Leny Setiyana, M.Pd |
| 21 | Yeasy Agustina Sari, M.Pd |
| 22 | Muhammad Fauzi Sholeh, M.Pd |
| 23 | Yuniarti, M.Pd |
| 24 | Linda Septiyana, M.Pd |

c. Students at State Islamic Institute of Metro

The total of the students in State Institute for Islamic Studies of Metro is 8659 students.

Table 4.2
Total of students state institute for Islamic studies of
Metro

| No | Departments | Program | Total of students |
|----|--------------------------------|--|-------------------|
| 1 | Tarbiyah Department | English Education (TBI) | 945 |
| | | Islamic Education Department (PAI) | 1362 |
| | | Arabic Education Department (PBA) | 301 |
| | | Islamic Elementary School Department (PGMI) | 562 |
| | | Mathematic Education Department (TM) | 194 |
| | | Biology Education Department (TB) | 185 |
| | | Social Science Education Department (IPS) | 165 |
| | | Islamic Childhood Education Department (PIAUD) | 223 |
| 2 | Economy Business Faculty | D3 Syari'ah Program (D3 PBS) | 130 |
| | | S1 Syari'ah Banking Program (S1 PBS) | 1108 |
| | | Economy Syari'ah (ESY) | 1239 |
| 3 | Syari'ah Faculty | Islamic Accountant (AKS) | 211 |
| | | Pilgrimage Management (MHU) | 109 |
| | | Islamic Law Program (AS) | 457 |
| | | Islamic Economy Law Program(HESY) | 681 |
| | | Islamic Constitutional Law (HTNI) | 112 |
| 4 | Dakwah and communication | Islamic Communication and Broadcasting | 419 |

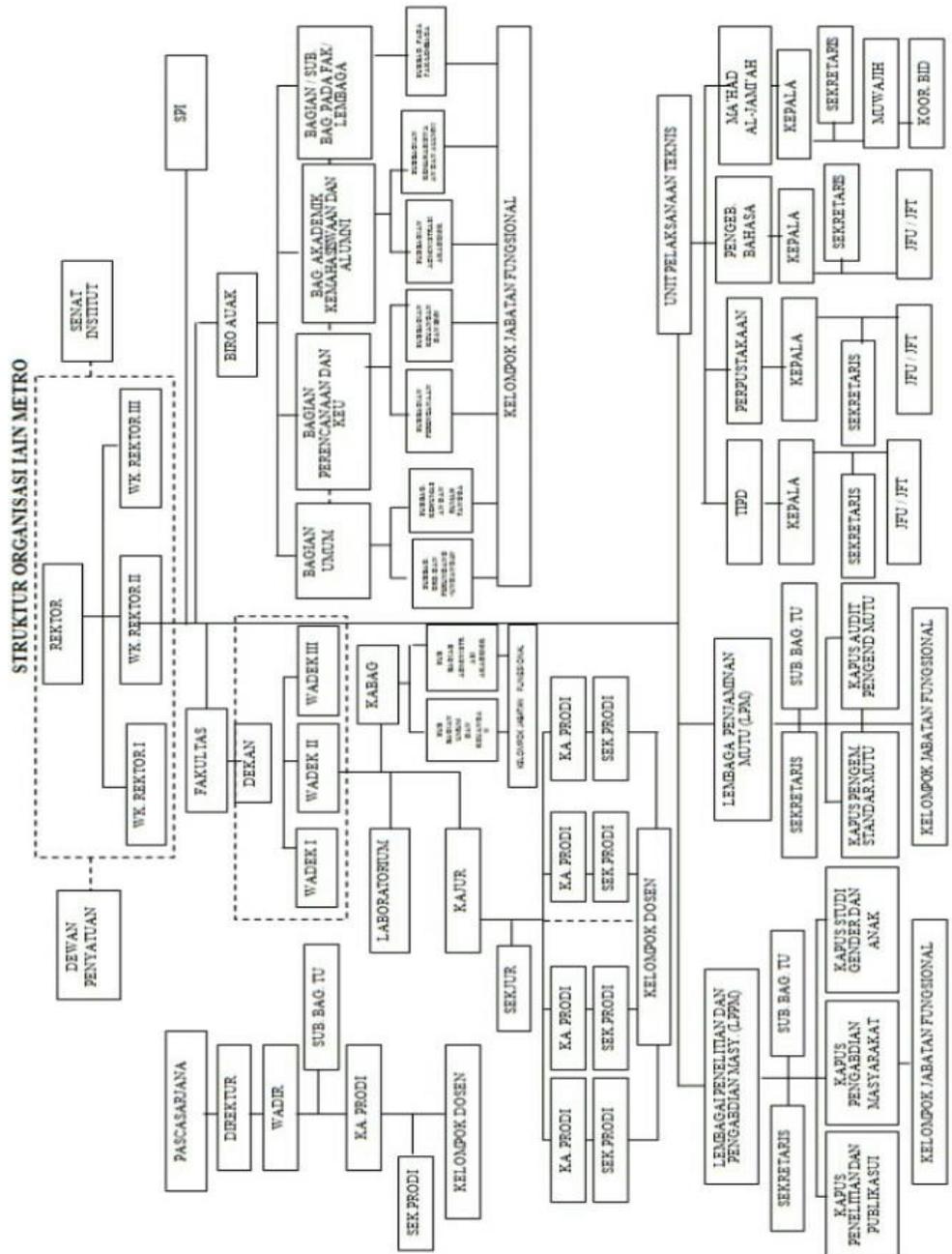
| | faculty | program (KPI) | |
|--|---------|--|-----|
| | | Language and Arabic Literature Program (BSA) | 90 |
| | | Islamic Extension Guidance (BPI) | 107 |

Source: result documentation of IAIN Metro in academic year 2019/2020

d. Organization Structure of State Islamic Institute of Metro

The organization structure of IAIN Metro in academic year 2019/2020 as follows

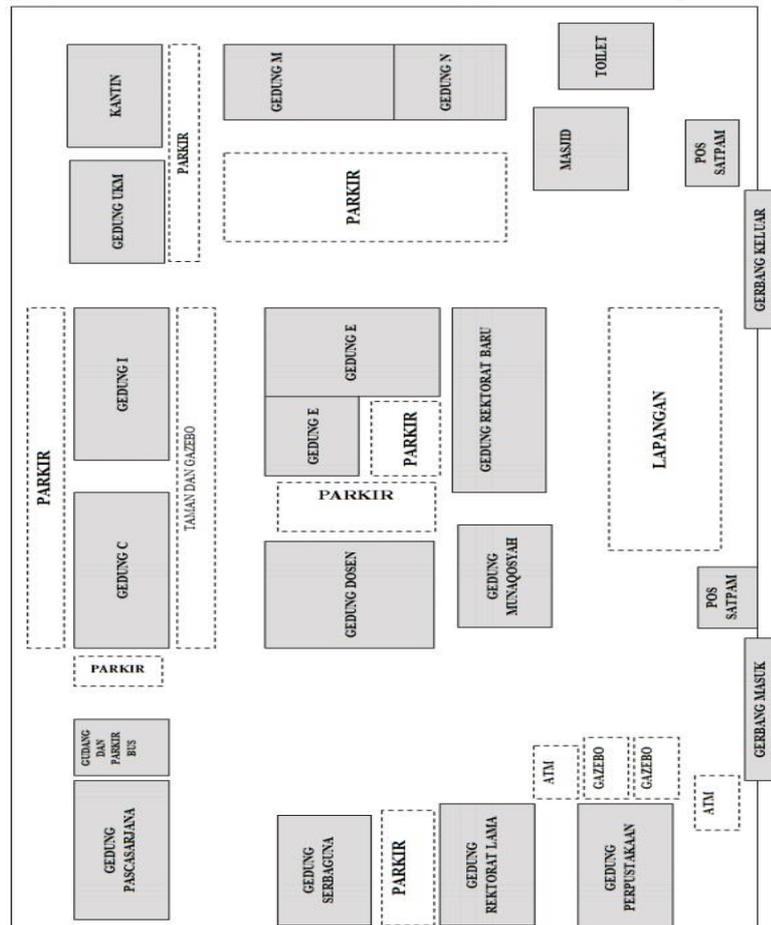
Figure 1: The Structural Organization of IAIN Metro in the Academic year 2019/2020



e. Facilities at State Islamic Institute of Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Mal wa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volly field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office.

**f. The Sketch Location of State Islamic Institute of Metro
Figure 2: the Location Sketch of IAIN Metro (Campus 1)**



g. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

- e. Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of English Education Department, as follows:

- a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.
- b. To prepare the students be professional with spirit of English Islamic.

In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

B. Data General Description

The researcher conducted the research at the IAIN Metro college at november 21th,22nd,28th,29th in English Department Students of IAIN Metro at the fifth semester. The researcher use three steps to get the data they are interview, observation, documentation. The first steps was the writer collected the primary data that was student's task result. The second

data got by doing interview and documentation to the students at IAIN Metro among the fifth semester especially in class B english department student's. Then the writer classified the accuracy in translating non-finite.

C. The Description of Data Analysis

The data analyzed based on the framework by miles and huberman models. This model consist of some steps to qualitative analyze finding.

The steps are :

1. Data Collection

This is the first step of writer before the data are lively analyzed. In line with that, the writer collected many data which are greatly needed for this research. The writer got the data by interview the teacher and students. The writer visiting the class and got some record. The writer observed 20 students at the fifth semester at IAIN Metro.

2. Data Reduction

Data reduction means the writer selected the most important parts of main points of all data she had gotten by summarizing and specific things. The specific things of the research are the accuracy in translating non-finite

3. Data Display

From the data reduction, the writer show the accuracy in transliting non-finite among the fifth semester at IAIN Metro. Based on the data from the observation, there are some results the accuracy of translating non-finite among the fifth semester at IAIN Metro.

The following table illustrated the accuracy translating non-finite result.

Table 4.5
The Student's Test

| No | Name Of The Students | Non-Finite Test | | | | | | | | | Total |
|----|----------------------|--------------------|----|----|--------|----|----|------------|----|----|-------|
| | | Infinitive | | | Gerund | | | Participle | | | |
| | | Number Of Exercise | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 1 | AKW | A | A | L | A | A | A | L | I | L | 22 |
| 2 | ARR | A | L | L | A | A | A | I | I | I | 19 |
| 3 | AH | A | A | A | A | A | A | I | I | I | 21 |
| 4 | ASH | A | L | I | A | A | L | A | I | A | 21 |
| 5 | CHN | A | L | I | A | A | A | L | I | A | 21 |
| 6 | DKP | A | L | I | A | A | A | I | I | I | 18 |
| 7 | AD | A | A | I | A | A | A | I | I | I | 19 |
| 8 | DMS | A | I | I | A | A | A | I | I | I | 17 |
| 9 | DR | A | A | I | A | A | L | I | I | L | 19 |
| 10 | EAYP | A | I | I | A | A | A | I | I | I | 17 |
| 11 | EAN | A | I | A | A | A | L | I | I | L | 19 |
| 12 | ESDS | A | A | L | A | A | A | I | I | L | 21 |
| 13 | EIM | A | I | I | L | A | A | I | I | L | 18 |
| 14 | FE | A | I | I | L | A | A | I | I | L | 17 |
| 15 | FAN | A | I | I | A | A | A | I | I | I | 17 |
| 16 | HMA | A | L | I | A | A | A | I | I | L | 19 |
| 17 | HPL | L | I | I | A | A | L | I | I | L | 6 |
| 18 | HM | A | I | I | A | A | A | L | L | I | 19 |
| 19 | IS | A | I | I | A | A | A | L | I | I | 18 |
| 20 | IYS | A | I | I | A | A | L | I | L | I | 17 |
| | Total | 59 | 35 | 27 | 58 | 60 | 55 | 27 | 22 | 31 | 374 |

Based on the table above, A as accurate have 3 point, L as less accurate have 2 point, and I as Inaccurate have 1 point. The exercise number 1,2,3 are infinitive, number 4,5,6 are gerund, 7,8,9 are participle.

Table 4.6
The Accuracy Translating Non-Finite

| No | Types of Non-finite | The accuracy | | | Total | Percentage |
|--------------|---------------------|--------------|---------------|------------|------------|--------------|
| | | Accurate | Less accurate | Inaccurate | | |
| 1 | Infinitive | 78 | 18 | 25 | 121 | 32,35 % |
| 2 | Gerund | 159 | 14 | 0 | 173 | 46,25 % |
| 3 | Participle | 9 | 28 | 43 | 80 | 21,40 % |
| TOTAL | | | | | 374 | 100 % |

Based on the table above, it can be said that there were in accurate in translating non-finite is gerund there are 46,25 %, and inaccurate in translating non-finite is participle there are 21,40 %.

Figure 3
Recapitulation of Students Translation Accuracy Non-finite

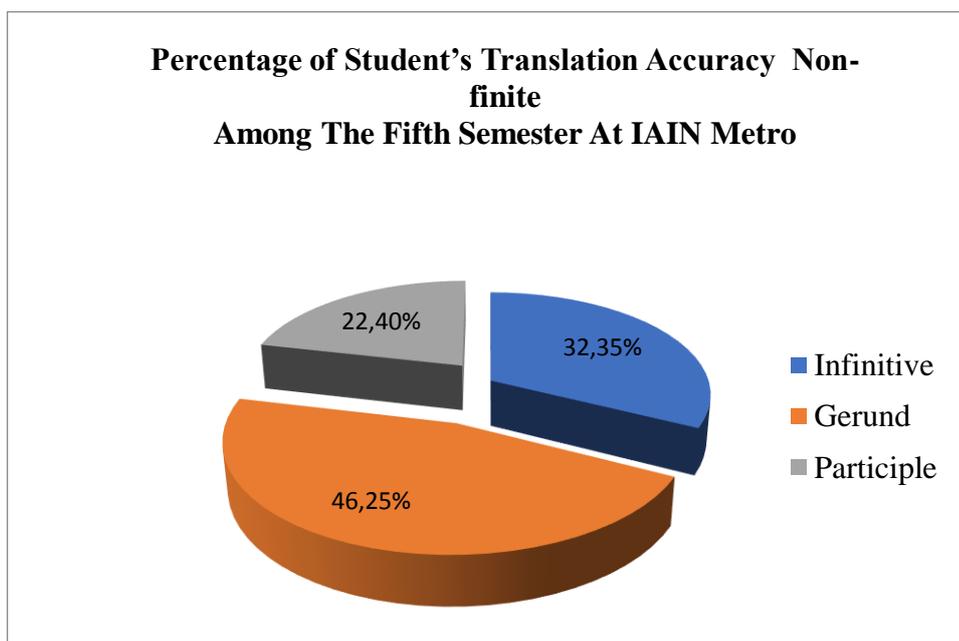


Table 4.7
Brief description Student's Translation Accuracy of Non-finite

| NO | Types Of Non Finite | SL | TL | Students Answer | Type Of Accuracy |
|----|---------------------|------------------------------------|--|---|------------------|
| 1 | Infinitive | Alila Pergi Belajar | Alila goes to study | Alila goes to study | Accurate |
| | | | | Alila go to study | Less Accurate |
| 2 | Infinitive | Saya tidak Punya waktu untuk makan | I don't have time to eat | I don't have time to eat | Accurate |
| | | | | I have no time to eat | Accurate |
| | | | | My time is lost for eat | In accurate |
| | | | | I have lost my time to eat | In accurate |
| 3 | Infinitive | Suaranya (Pr) tidak enak di dengar | Her voice is not pleasant to hear | Her voice is not pleasant to hear | Accurate |
| | | | | Her sound is not good to hear | Less Accurate |
| | | | | her sound is sonot good | In accurate |
| | | | | My ear can't hear this sound | In accurate |
| | | | | I can't hear her sound | In accurate |
| | | | | My ear can't hear this sound from her | In accurate |
| | | | | This sound is broke | In accurate |
| | | | | Her voice is so bad | In accurate |
| 4 | Gerund | Berlari adalah kebiasaan yang baik | Running is a good habit | Running is a good habit | Accurate |
| | | | | Running are a good habit | Less accurate |
| 5 | Gerund | Menari adalah hobi saya | Dancing is my hobby | Dancing is my hobby | Accurate |
| 6 | Gerund | Berenang baik untuk kesehatan | Swimming is a good for healt | Swimming is a good for health | Accurate |
| | | | | Swimming is agood for healt | Less accurate |
| | | | | Swimming is good for healty | Less accurate |
| 7 | Participle | Kucing yang tidur berwarna coklat | The sleeping cat is brown colour | The sleeping cat is brown colour | Accurate |
| | | | | The sleeping cat is brown | Less accurate |

| | | | | | |
|---|------------|--|---|---|---------------|
| | | | | The cat are sleeping is brown colour | In accurate |
| | | | | The cat are sleep brown colour | In accurate |
| | | | | This cat is brown | In accurate |
| | | | | This is a brown cat | In accurate |
| | | | | This is a cat was sleeping | In accurate |
| | | | | This cat is brown are sleepthis is a cat sleep is brown | In accurate |
| | | | | The cat is sleeping are brown colour | In accurate |
| | | | | Cat sleep are brown colour | In accurate |
| 8 | Participle | Tugas yang ditulis guru akan diselesaikan oleh murid | The assigenment written by the teacher will be finished by the students | The assigenment written by the teacher will be finished by the students | Accurate |
| | | | | The task written by the teacher will be finished the students | Less Accurate |
| | | | | The student will be finished Their assigenment from the teacher | In accurate |
| | | | | The student will be finished Their assigenment | In accurate |
| | | | | The teacher will give assigenment for students | In accurate |
| | | | | The student will be finished The assigenment from the teacher | In accurate |
| | | | | The teacher will be give assigenment for students | In accurate |
| 9 | Participle | Pecahan kaca itu melukai kaki saya | The broken glass is hurt my foot | The broken glass is hurt my foot | Accurate |
| | | | | My leg sick because glass of broken | In accurate |
| | | | | My food is broken from the glasses | In accurate |
| | | | | My foot is hurt | In accurate |

| | | | | | |
|--|--|--|--|-----------------------------------|-------------|
| | | | | My leg is hurt by the glass | In accurate |
| | | | | My foot is broken by the glasses | In accurate |
| | | | | The broken glasses is hurt my leg | In accurate |
| | | | | My foot is sick by the glasses | |
| | | | | | |
| | | | | | |

The explanation of data in the table above is provided, as follows :

a. Infinitive

Accurate :

SL

Alila pergi untuk belajar

TL

Alila went **to study**

Student answer

Less accurate:

Alila go **to study**

Alila go to studying

Study is a verb, but in this sentence study as the adverb because function of infinitive, and the student less accurate in this answer, because the subject is she, so must use verb “go”.

SL

Saya tidak punya waktu untuk makan

TL

i don't have time **to eat**

Student answer

My time is lost for eat

I have lost my time to eat

To eat is infinitive, because from verb to adverb, and the student answer is accurate, word, phrase in this answer is ambiguity of meaning, the word is not correct for SL to TL, and technical term is false.

SL

Suaranya (perempuan) tidak enak

TL

Her voice is pleasant **to hear**

Student answer

Her voice is not good for hear

I cant listen her voice because so bad

To hear are infinitive, but student answer use "for" the function of infinitive are false. Furthermore this sentence inaccurate because the technical term "for" incorrect. And the second answer is correct because have different meaning

b. Gerund

In accurate

SL

Berlari adalah kebiasaan baik

TL

Running is a good habit

Student answer

Running are a good habit

The students use are, running is subject “it” so use verb is not are.

c. Participle

Inaccurate :

SL

Kucing yang tidur berwarna coklat

TL

The **sleeping** cat is brown

Student answer

The cat was sleeping is brown colour

Sleeping is a verb, but in this sentence such as modivier, student answer inaccurate because technical term is not correct.

SL

Tugas yang ditulis guru akan diselesaikan oleh murid

TL

The assignment **writen** by the teacher will be completed by the student

Student answer

The student will be finished the assignment from the teacher

“written” as the parctipal in this sentence, but student answer not use it. The student answer inaccurate because meaning of the word, phrase, and technical term incorrect.

SL

Pecahan kaca itu melukai kaki saya

TL

The broken glass hurt my foot

Student answer

my foot is hurt by the glasses

The student answer is incorrect because the meaning of word is ambiguity.

D. Discussion

The student still confused use non-finite verb in the sentence because it was one of important things to support their ability in translation. From the data show us the percentage student accurate in translating non finite expecially gerund 46,25 %, infinitive 32,35 %, and participalthe 21,40 % there are show us the student very low in non-finite expecially inifitive and participial.

The finding show that the accuracy in translating non-finite is inaccurate in infinitive and gerund. Based on the result of the data analysis, it provides that the student translation need to be improved, the also understand the type of non-finite.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer like to take the conclusion as follows :

1. The accuracy in translating by using non-finite that are gerund.
2. The student have a low desire to learn english, especialy in translation, the barriers of translating non-finite are by using infinitive and participle at the sentence.
3. Student should learn more about the usage non-finite verb correclty and the teacher should suitable strategy, method, and media to make students easy in learning process.

B. Suggestion

Based on the result of the data analysis, the writer like to take the suggestion as follows :

1. For the head of university
The head of university most support in order to the Englis Learning process by preparing the fasilitas and instrument of English Learning completly.
2. For the teacher
 - a. The english teacher should motivate in order to students to be more active in english lerning process.

- b. The english teacher should add media in order to make easy the student in understanding the use of non-finite.
3. For the students
- a. The students should enlardge knowledge about grammar more in orderto have good translation assesment.

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|----|-----------------|------------|----|--|------------------------|
| | | I | II | | |
| | 9 Oktober 2018 | | ✓ | Revisi ch 1, 2, 3. Add Bibliografi. | |
| | 14 Oktober 2018 | | ✓ | Check & Recheck grammar Give explanation before giving detail | |
| | 18 Oktober 2018 | | ✓ | Mr Sumar See in library | |

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| | | I | II | | |
| 1 | 28 Oktober 2018 | ✓ | | Revisi Footnote & Bibliography | |
| 2 | 31/10/2018 | ✓ | | Revisi chapter I | |
| 3 | 4/11/2018 | ✓ | | Revisi chapter II Revisi chapter III | |
| 4 | 11/11/2018 | ✓ | | ACC Seminar | |

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| | | I | II | | |
| 1 | 10/12 2018 | ✓ | ✓ | - Lembar pengantar ke Wakilnya - - - - Pakar Intervensi berikut ketersediaan ke transkrip). | |
| 2 | 12/12 2018 | ✓ | | Ace I.P.D | |

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Semester/TA : X / 2020

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|----|------------------------|------------|----|---|------------------------|
| | | I | II | | |
| 1. | Jumat 27 Desember 2019 | | ✓ | - Revise Abstract - Date of Acknowledgement - Font Statement of Research - Add the barriers | |
| 2 | Selasa 1 Januari 2020 | | ✓ | - Revise Chapter I-III - Revise Chapter IV - Add the barriers of Research - Revise Chapter V | |
| 3 | Selasa 7 Januari 2020 | | | <i>Am Muzandi Sen 2 Advers</i> | |

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| | | I | II | | |
| | Senin / 9 Feb 2019 | | <i>c</i> | <i>Dr. Wismartha</i> | |

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|----|---------------|------------|----|--|------------------------|
| | | I | II | | |
| 1 | 9/01/2020 | ✓ | | - Kekurang telah melakukan Prasurvey dan hasil di IAIN Metro - Foto 2 diambil Ronde APTRIVAL | |
| 2 | 15/01/2020 | ✓ | | XCC Manajemen | |
| 3 | 20/01/2020 | — | | | |

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Nomor : B-0179/In.28.1/J/TL.00/01/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY** .

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **SITI NURJANAH**
NPM : 1501070124
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF NON-FINITE VERB IN STUDENTS
TRANSLATION MASTERY AMONG THE SEVENTH SEMESTER
AT IAIN METRO IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Januari 2019
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
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DOCUMENTATION GUIDANCE

| No | Documentation Points | Availability |
|----|--|--------------|
| 1 | Profil of IAIN Metro | |
| 2 | Condition of the teacher and official employers in IAIN Metro | |
| 3 | Quantity of students IAIN Metro | |
| 4 | Organization Structure of IAIN Metro | |
| 5 | Facilities | |
| 6 | Location Sketch | |

Note.

- (√) Tick for each positive availability

OBSERVATION GUIDANCE

- Date of the observation.
- Picture that are related to observation.



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Nomor : B-2308/In.28/R.1/TL.00/07/2019
Lampiran : 1 bundel
Perihal : Balasan Izin Pra Survey

18 Juli 2019

Kepada Yth.
Siti Nurjanah
di
Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 17 Juli 2019 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama : **SITI NURJANAH**
NPM : 1501070124
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul proposal : An Analysis of Non-finite Verb in Students Translation
Mastery Among The Seventh Semester at IAIN Metro
2019/2020

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor
Wakil Rektor Bidang Akademik dan
Kelembagaan



Dr. Suhairi, S.Ag. MH
NIP. 197210011999031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4532/In.28/D.1/TL.01/12/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **SITI NURJANAH**
NPM : 1501070124
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di TBI FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF NON-FINITE VERB IN STUDENTS TRANSLATION ACCURACY AMONG THE FIFTH SEMESTER AT IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 Desember 2019

Mengetahui,
Pejabat Setempat

Ahmad Subhan Roza, M.Pd.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIR 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4533/In.28/D.1/TL.00/12/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KAJUR TBI FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4532/In.28/D.1/TL.01/12/2019, tanggal 19 Desember 2019 atas nama saudara:

Nama : **SITI NURJANAH**
NPM : 1501070124
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

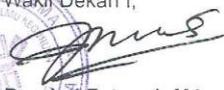
Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di TBI FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF NON-FINITE VERB IN STUDENTS TRANSLATION ACCURACY AMONG THE FIFTH SEMESTER AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Desember 2019
Wakil Dekan I,




Dra. Isfi Fatonah MA
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : 0144 /In.28/R.1/TL.00/01/2020 9 Januari 2020
Lampiran : -
Perihal : Balasan Izin Research

Kepada Yth.
Siti Nurjanah
di
Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 30 Desember 2019 perihal Izin Research, maka dengan ini kami memberikan Izin Research kepada:

Nama : **SITI NURJANAH**
NPM : 1501070124
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF NON-FINITIVE VERB IN STUDENTS
TRANSLATION ACCURACY AMONG THE FIFTH SEMESTER AT
IAIN METRO

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor
Wakil Rektor Bidang Akademik dan
Kelembagaan

Suhairi



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : B-4161 /In.28.1/J/PP.00.9/12/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

04 Desember 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

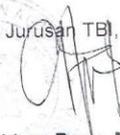
Nama : Siti Nurjanah
NPM : 1501070124
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Non-Finite Verb In Students Translation Accuracy Among The Fifth Semester At IAIN Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049

Name : Afdhik khusnila wati
Class : 10
Student Number : 1701070159

Translate the following exercise from indonesia to english! by using Non-finite

1. Alila pergi untuk belajar (Infinitive)
2. Saya tidak punya waktu untuk makan (Infinitive)
3. Suaranya (perempuan) tidak enak didengar (Infinitive)
4. Berlari adalah kebiasaan yang baik (Gerund)
5. Menari adalah hobi saya (Gerund)
6. Berenang baik untuk kesehatan (Gerund)
7. Kucing yang tidur berwarna coklat (Participle)
8. Tugas yang ditulis guru akan diselesaikan oleh murid (Participle)
9. Pecahan kaca itu melukai kaki saya (Participle)

1. Alila ~~went~~^{goes} to study
2. My time is lost for eat
3. her sound is not good to hear
4. running is a good habit
5. Dancing is my hobby
6. Swimming is good for health
7. the sleeping cat is brown
8. The student's will finished their assignment
9. The broken of glasses hurt my foot.

3

Name : Ayu hardizanti Rukmana
Class : B.
Student Number : 1701070007

Translate the following exercise from the indonesia to english! by using non finite

1. Alila pergi untuk belajar
2. Saya tidak punya waktu untuk makan
3. Suaranya (perempuan) tidak enak didengar
4. Berlari adalah kebiasaan yang baik
5. Menari adalah hobi saya
6. Berenang baik untuk kesehatan
7. kucing yang tidur berwarna coklat
8. tugas yang ditulis guru akan diselesaikan oleh murid
9. pecahan kaca itu melukai kaki saya

Answer

1. Alila went to study
2. I have no time to eat
3. Her voice is pleasant to hear
4. Running is good habit
5. Dancing is my hobby.
6. Swimming is a good health.
7. The cat was sleeping is brown colour
8. The student will be finished the assignment from the teacher.
9. The piece of glass is hurting my leg.

Name : Ayu Sila Hasroni
 Class : B
 Student Number : 1701070170

Translate the following exercise from the Indonesia to English! by using non-finite

1. Alila pergi untuk belajar
2. Saya tidak punya waktu untuk makan
3. Suaranya (perempuan) tidak enak didengar
4. Berlari adalah kebiasaan yang baik
5. Menari adalah hobi saya
6. Berenang baik untuk kesehatan
7. kucing yang tidur berwarna coklat
8. tugas yang ditulis guru akan diselesaikan oleh murid
9. pecahan kaca itu melukai kaki saya

Answer

- 1) Alila went to study
- 2) I don't have time to eat
- 3) her voice is not good for hear
- 4) Dancing is my hobby.
- 5) running is a good habit
- 6) swimming is good for health.
- 7) the sleeping cat is brown colour
- 8) the teacher was give the student assignment.
- 9) the broken of glass hurt my foot

Interview with the students of class B

INTERVIEW

Place of Interview : Classroom

Date of Interview : November 21th, 2019

Name : Afdhila Khusnila Wati

Class : B

Question:

1. What do you know about translation?
2. What do you know about non-finite and the kind of non finite?
3. Do you have some difficulties in learning English?
4. What are your difficulties?
5. What are the causes of difficulties in learning English?

Answer:

1. Translation is transferred meaning.
2. Non-finite is a verb without tenses.
3. Yes.
4. Difficult to understand meaning .
5. Because don't have to much in vocabulary

Interview with the students of class B

INTERVIEW

Place of Interview : Classroom

Date of Interview : November 21th, 2019

Name : Andi Ahmad Riadi

Class : B

Question:

1. What do you know about translation?
2. What do you know about non-finite, and the kind of non finite?
3. Do you have some difficulties in learning English?
4. What are your difficulties?
5. What are the causes of difficulties in learning English?

Answer:

1. Translation is transferred meaning from the source language to the target language.
2. Non-finite is a verb without tenses, number, gerund participial, infinitive
3. Yes.
4. Difficult to understand meaning .
5. Because don't have to much in vocabulary

Interview with the students of class B

INTERVIEW

Place of Interview : Classroom

Date of Interview : November 21th, 2019

Name : Ayu hardiyanti

Class : B

Question:

1. What do you know about translation?
2. What do you know about non-finite and the kind of non finite?
3. Do you have some difficulties in learning English?
6. What are your difficulties?
7. What are the causes of difficulties in learning English?

Answer:

1. Translation is transferred meaning.
2. Non-finite is a verb without tenses.
3. Yes.
4. Difficult to understand meaning .
5. Because don't have to much in vocabulary

Interview with the students of class B

INTERVIEW

Place of Interview : Classroom

Date of Interview : November 21th, 2019

Name : Cikal Hedi Nugraha

Class : B

Question:

1. What do you know about translation?
2. What do you know about non-finite and the kind of non finite?
3. Do you have some difficulties in learning English?
4. What are your difficulties?
5. What are the causes of difficulties in learning English?

Answer:

1. Translation is transferred meaning.
2. Non-finite i dont know, i know gerund is verb puls ing, i dont know infinitive and participle.
3. Yes.
4. Difficult to understand meaning .
5. Because don't have to much in vocabulary

Interview with the students of class B

INTERVIEW

Place of Interview : Classroom

Date of Interview : November 21th, 2019

Name : Dini Kurnia Putri

Class : B

Question:

1. What do you know about translation?
2. What do you know about non-finite and the kind of non finite?
3. Do you have some difficulties in learning English?
4. What are your difficulties?
5. What are the causes of difficulties in learning English?

Answer:

1. Translation is transferred meaning.
2. I'm feel confused with the non finite, i know gerund is a verb with ing and as the subject.
3. Yes.
4. Difficult to understand meaning .
5. Because don't have to much in vocabulary

DOCUMENTATION



Observation in the Class 1st Day



Observation in the Class2nd Day

DOCUMENTATION



Interviewing with the student's



Interviewing with the student's

DOCUMENTATION



Observation in the Class 3rd Day



Observation in the clas 4th Day

CURICULUM VITAE



The writer was born on April 7th, 1997 in Simpang Agung, Central Lampung. Her name is Siti Nurjanah. She is the first daughter of Mr Bibit and Mrs Sutiayah. She has younger sister named Imellda Nurhayati.

In 2009, she graduated from SDN 1 Seputih Agung Central Lampung. At the time 2012, she graduated from SMP N 1 Seputih Agung Central Lampung. Then she continued her study to SMAN 1 Seputih Agung Central Lampung and graduated in 2015. In the same year, she continued her study as students S-1 Englis Education Department in the State Institute For Islamic Studies Of Metro (IAIN) Metro.