

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF INTRANSITIVE PHRASAL VERB TRANSLATION
IN BROWN'S *PRINCIPLE OF LANGUAGE LEARNING AND TEACHING*
FROM ENGLISH INTO INDONESIAN**



By:

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STATE INTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H/ 2018 M

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AN ANALYSIS OF INTRANSITIVE PHRASAL VERB TRANSLATION
IN BROWN'S *PRINCIPLE OF LANGUAGE LEARNING AND*
***TEACHING* FROM ENGLISH INTO INDONESIAN**

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

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Dedy Yulianto**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

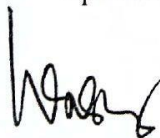
We have given guidance and enough improvement to research thesis script which is written by:

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Title : AN ANALYSIS OF INTRANSITIVE PHRASAL VERB
TRANSLATION IN BROWN'S *PRINCIPLE OF LANGUAGE
LEARNING AND TEACHING* FROM ENGLISH INTO
INDONESIAN

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.

Wassalamu'alaikum Wr. Wb

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NOTA DINAS

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Kepada Yth.,
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Institut Agama Islam Negeri (IAIN)
di-
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Assalamu'alaikumWr.Wb.

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

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TRANSLATION IN BROWN'S *PRINCIPLE OF LANGUAGE
LEARNING AND TEACHING* FROM ENGLISH INTO
INDONESIAN

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

Wassalamu'alaikumWr.Wb.

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APPROVAL PAGE

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LEARNING AND TEACHING* FROM ENGLISH INTO
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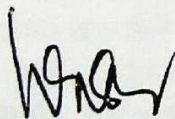
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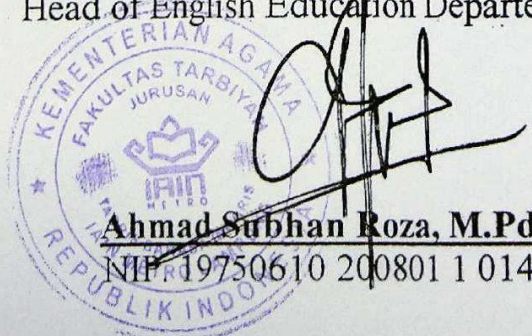
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RATIFICATION PAGE

No. b-3944/11-28.1/D/PP-00-9/12/2018

An Undergraduate thesis entitled: AN ANALYSIS OF INTRANSITIVE PHRASAL VERB TRANSLATION IN BROWN'S *PRINCIPLE OF LANGUAGE LEARNING AND TEACHING* FROM ENGLISH INTO INDONESIAN, written by Dedy Yulianto, student number 14121107, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, November 28th 2018 at 09.00-11.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Widhiya Ninsiana, M.Hum (.....)

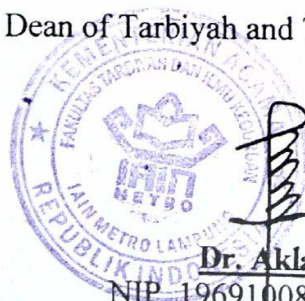
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**AN ANALYSIS OF INTRANSITIVE PHRASAL VERB TRANSLATION IN
BROWN'S *PRINCIPLE OF LANGUAGE LEARNING AND TEACHING*
FROM ENGLISH INTO INDONESIAN**

ABSTRACT

BY:

DEDY YULIANTO

In this research, the researcher concerned with the translation of intransitive phrasal verb in Brown's *Principle of Language Learning and Teaching* from English into Indonesian. This book has been used by the students of English Education Department in IAIN Metro but many students could not understand the content of this book.

So the researcher wanted to analyze the accuracy level and readability level of intransitive phrasal verb translation in *Principle of Language Learning and Teaching* from English into Indonesian. The type of this research was qualitative research which dealt with non-numerical data. This research was analyzed by using the technique proposed by Cresswell. There are six steps, those are: (1) preparing the data for analysis; (2) looking and reading all the data; (3) coding all the data; (4) using the coding to describe the setting; (5) making advanced description; and (6) making interpretation.

The finding results show that the accuracy level and readability level in Brown's *Principle of Language Learning and Teaching* from English into Indonesian are fair with average score 2.2. The total of intransitive phrasal verbs are 17 with details: 2 sentences of accurate translation (12%); 3 sentences of innaccurate translation (18%); 12 sentences of less accurate (70%) while the readability level shows that there is 0 of readable translation; 15 sentences of less readable (88%); 2 sentences of not readable translation (12%).

**ANALISIS TERJEMAHAN KATA KERJA PHRASAL INTRANSITIF DI
BUKU BROWN *PRINCIPLE OF LANGUAGE LEARNING AND
TEACHING* DARI BAHASA INGGRIS KE DALAM BAHASA
INDONESIA**

ABSTRAK

OLEH:

DEDY YULIANTO

Dalam penelitian ini, peneliti focus terhadap penerjemahan phrasal intransitif di buku Brown *Principle of Language Learning and Teaching* dari Bahasa Inggris ke dalam Bahasa Indonesia. Buku ini digunakan oleh mahasiswa Jurusan Tadris Bahasa Inggris di IAIN Metro tetapi banyak mahasiswa tidak dapat memahami isi dari buku ini.

Jadi, peneliti ingin menganalisa tingkat keakuratan dan tingkat keterbacaan dari terjemahan kata kerja phrasal intransitif di buku Brown *Principle of Language Learning and Teaching* dari Bahasa Inggris ke dalam Bahasa Indonesia. Tipe dari penelitian yang digunakan adalah penelitian kualitatif. Penelitian ini dianalisis dengan menggunakan teknik dari Cresswell. Ada enam langkah, yaitu: (1) menyiapkan data yang ingin dianalisis; (2) lihat dan baca seluruh data; (3) mengkode seluruh data; (4) menggunakan kode untuk mendeskripsikan; (5) membuat deskripsi lanjut; (6) membuat kesimpulan.

Temuan penelitian ini menunjukkan bahwa tingkat keakuratan dan tingkat keterbacaan buku *Principle of Language Learning and Teaching* dan terjemahannya adalah sedang dengan nilai rata-rata 2,2. Total kata kerja phrasal intransitif berjumlah 17 dengan rincian: tingkat akurat 2 kalimat (12%); tidak akurat 3 kalimat (18%); kurang akurat 12 kalimat (70%) sedangkan tingkat keterbacaan menunjukkan bahwa tingkat keterbacaan baik adalah 0; kurang keterbacaan terdapat 15 kalimat (88%); tingkat keterbacaan yang tidak terbaca sebanyak 2 kalimat (12%).

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : DEDY YULIANTO
Student ID : 14121107
Study Program : English Educational Department
Department : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of hi research, in exception of certain parts which are excerpted from bibliographies mentioned.

Metro, 28th Nov, 2018

The Researcher



DEDY YULIANTO

St. Number 14121107

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : DEDY YULIANTO
NPM : 14121107
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 28 November 2018

Peneliti,



DEDY YULIANTO

NPM. 14121107

MOTTO

“مَنْ جَدَّ وَجَدَ”

*“Barang siapa yang bersungguh-sungguh maka dia akan berhasil
(mendapatkannya)”*

“where there is a will there is a way”

- (Arabic Proverb) -

“Be better than you were yesterday”

- (Arabic Proverb) -

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved family,

My Parent, Mr. Sukirman Ali, Mrs. Rimbun who support me endlessly.

My sister, Novi Febriyanti who gives emotional support.

ACKNOWLEDGEMENT

Praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given His mercies and blessing to the writer so that he is able to accomplish this undergraduate thesis. Peace and Salutation may always be upon the holy world leader, Prophet Muhammad S.A.W, the man of any good deeds who never think hard for the sake of better and better way of Islamic life.

In the second place, the researcher would like to give thank to:

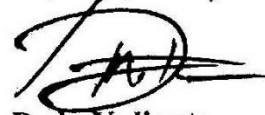
1. Prof. Dr. Enizar, M.Ag as Rektor of IAIN Metro, who have been willing to give the opportunity to the researcher so the researcher could complete the study to take a Bachelor degree.
2. Dr. Akla, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty, who gives permission to write an undergraduate thesis as a form of final assignment.
3. Ahmad Subhan Roza, M.Pd as the Head of English Education Department and also as second advisor, who is willing to give permission for research to the researcher so that this undergraduate thesis can be arranged and also the time and direction which have been given.
4. Dr. Widhiya Ninsiana, M.Hum as the first advisor, who gives many advices and suggestions so that this undergraduate thesis could be finished well.

5. All the lecturers in English Department who always give motivation and knowledge during the study in IAIN Metro.
6. Urzulatul Rosyidah, who inspired the researcher to finish the process of studying and writing this undergraduate thesis.
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8. All the students of English Department of IAIN Metro in academic year 2014, who contributed directly and indirectly in this research.
9. Brothers and Sisters in Eureka English Center, who have educated and taught me many lessons.

The researcher realizes that this undergraduate thesis is far from perfect. Last but not least, may this research be of some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro, 28th Nov, 2018

The Researcher,



Dedy Yulianto

NPM. 14121107

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CHAPTER I

INTRODUCTION

A. Background of the Study

IAIN Metro is one of the universities which is located in Lampung. There are many faculties in IAIN Metro. One of them is Tarbiyah and Teacher Training Faculty or in short FTIK. Many students, who have graduated from senior high school, chose FTIK and took English Education Department as their major.

In English Education Department, the students not only learn English but also learn how to teach English. One of the books which is used by the students is *Principle of Language Learning and Teaching* by Brown. This book gives many information about how to learn and teach a language.

Even though the book is rich in information, many students found it hard to understand the contain of the book. There are several reasons such as: they have limited vocabularies; there are many strange words (one of them is phrasal verb); and they are not good in translating English into Indonesian.

To help the students understand the book well, there is an Indonesian version of the book with the title “*Prinsip Pembelajaran dan Pengajaran Bahasa*” translated by Noor Cholis and Yusi Avianto Pareanom. Every word is translated into Indonesian included phrasal verbs. Based on that, the researcher is interested in analysing the translation of intransitive phrasal verb from English into Indonesian version.

According to Newmark, translation can be considered as ‘rendering the meaning of a text into another language in the way the author intended the text’¹. It means that translation is a process of finding equivalent meaning of words or text from one language to another or from source language (SL) to target language (TL). Translation is not an easy work. The translator needs to pay attention in language style which is used in source language to match the language style in target language without changing the meaning from the content itself.

Many phrasal verbs can be found in English book. There are two kinds of phrasal verbs, those are: transitive phrasal verb and intransitive phrasal verb. According to Marjolijn and Sauter intransitive verbs are verbs that do not need an object as a complement². Michael McCarthy and Felicity O’Dell said that phrasal verbs are verbs that consist of a verb and a particle. The particles are small words which you already know as prepositions or adverbs³.

It can be concluded that intransitive phrasal verb is a verb which combines with either preposition or adverbial particle and does not require an object. In this research, the researcher will analyze on translation intransitive phrasal verb. Understanding about phrasal verbs is very important because

¹ Newmark, P. *A Textbook of Translation*. (New York: Prentice Hall. 1988). p.5

² Marjolijn Verspoor & Kim Sauter. *English Sentence Analysis An Introductory Course*. (Amsterdam: John Benjamins Publishing Company. 2000) p. 83

³ McCarthy, M & O’Dell, F. *English Phrasal Verbs in Use*. (United Kingdom: Cambridge University Press. 2004) p.6

many books contain phrasal verbs in it. Many printed medias which contain many valuable information also use phrasal verbs.

These are the examples of phrasal verb, “*look out*”, “*look after*”, “*get on*”, “*take off*”, and “*run away*”. There are many phrasal verbs out there. Sometimes, phrasal verbs cannot be translated word for word because phrasal verb will produce different meaning. For example: “*My mother asked me to **look after** my brother*”. It means “*Ibuku meminta aku untuk **merawat** adik laki-laki ku*” but if one uses word by word, it will become like this “*Ibuku meminta ku untuk **melihat setelah** adik laki-laki ku*”.

There are phrasal verbs which the meaning can be guessed by translating word by word. For example: “*The teacher asks Budi to **sit down** in the corner of the room*” it means “*Pak guru menyuruh Budi untuk **duduk** di pojok ruangan*”. You will easily guess the meaning just by seeing the meaning of two morphemes.

In this research, the researcher focuses on analyzing the translation intransitive phrasal verbs from English into Indonesian. Phrasal verbs can be figured based on literal and figurative meaning. Literal meaning is the meaning that can be guessed by the exact meaning of two morphemes. For example: the meaning of “*take back*” can be guessed literally “*mengambil kembali*”

Meanwhile figurative meaning is the meaning that is really difficult to be guessed. For example: if you guess the meaning of “*look after*” based on

the meaning of two morphemes, it will be “*melihat setelah*” but the real meaning of “*look after*” is “*merawat*”.

These are the two sentences which have the same meaning but one of them use intransitive phrasal verb. (1) My brother came late because his motorcycle *broke down*. (2) My brother came late because his motorcycle *stopped working*. From those examples, English learners usually more familiar with the second sentence than the first one. The first sentence contains phrasal verb “*broke down*” that has same meaning with “*stopped working*”.

The different language structure from source language to target language such as Indonesian makes a translation becomes harder. The translator has to make some modification in translation. This phenomenon happened in translation of literature book. One of the literature books is written by H. Douglas Brown with the title “*Principle of Language Learning and Teaching*”. It has been translated into Indonesia.

Here is the example of the use intransitive phrasal verbs in *Principle of Language Learning and Teaching* by H. Douglas Brown:

SL: ... learning puzzle have been located and **set in** place.

TL: ... keping pembelajaran sudah terkumpul dan **terpasang** pada tempatnya.

There is an intransitive phrasal verb in the first sentence and the pattern of phrasal verb above is set (verb) + in (adverb). The purpose of in (adverb)

is to change the meaning of the verb (set). *Set* means to put something/somebody in a particular place or position. *In* means contained within an object, an area or a substance. The second sentence is Indonesian translation. Phrasal verb “*set in*” is translated into “*terpasang*”.

In this research, the researcher analyzes the translation intransitive phrasal verbs, especially in accuracy and readability, by conducting the research with the title “An Analysis of Intransitive Phrasal Verb Translation in Brown’s *Principle of Language Learning and Teaching* from English into Indonesian”.

B. Focus of the Research

In this research, the researcher focused on analyzing the translation of intransitive phrasal verbs in Brown’s *Principle of Language Learning and Teaching* from English into Indonesian, especially in the aspect of accuracy and readability of the translated book of *Principle of Language Learning and Teaching*.

C. Problem Limitation

This research delimited to the accuracy and readability of translation intransitive phrasal verbs which is found in chapter one and two. This is designed to get the best result of the research with effective time and energy.

D. Problem Formulation

Based on the problem limitation above, some problems are formulated as follows.

1. How is the accuracy level of intransitive phrasal verb translation in *Principle of Language Learning and Teaching* from English into Indonesian?
2. How is the readability level of intransitive phrasal verb translation in *Principle of Language Learning and Teaching* from English into Indonesian?

E. Objectives and Benefits of the Study

1. Objectives of the Study

The objectives of the research are to figure out: (1) the accuracy level of intransitive phrasal verb translation in *Principle of Language Learning and Teaching* from English into Indonesian, and (2) the readability level of intransitive phrasal verb translation in *Principle of Language Learning and Teaching* from English into Indonesian.

2. Benefits of the Study

a. For the Students

This research can be useful as information in learning phrasal verbs especially intransitive phrasal verbs.

b. For the Lecturers

This research can be useful as additional information in teaching translation phrasal verbs especially intransitive phrasal verbs.

c. For further Research

The result of this research can be used as information or reference in conducting a research related to the phrasal verbs.

F. Prior Researches

There are many researchers that had conducted the research related to the analysis of phrasal verbs. One of the researchers is Indah Siswati with her thesis entitled Translation of phrasal verbs in The Adventures of Tintin Land of Black Gold comics and its Translation. This research focuses on the analysis of the translations of the translations of phrasal verbs and describing the translations of phrasal verbs in The Adventures of Tintin Land of Black Gold comics. This thesis was conducted in order to describe the use of phrasal verbs found in the Tintin comics. The research belongs to descriptive qualitative. It is a method of the research which does not establish calculations. The source of data is Tintin comics entitled The Adventures of Tintin Land of Black Gold written by Herge, published by Egmont, 2008 and its translation entitled Petualangan Tintin Di Negeri Emas Hitam translated by Dini Pandia and published by PT. Gramedia Pustaka Utama, Jakarta, 2011. There are 43 data consisting of phrasal verbs found in the comics. The results

of this analysis show that there are two types of phrasal verbs used in Tintin comics. They are separable and non-separable phrasal verbs. The proportion (%) of the use of two types of phrasal verbs is 9,2% using separable phrasal verbs and 90,8% using non separable phrasal verbs.

The similarity of this research is it focused on analyzing phrasal verbs and the difference in Indah's research and in this research is Indah's research focused on analyzing phrasal verbs found in *The Adventures of Tintin Land of Black Gold* while in this research it focus on analyzing translation intransitive phrasal verbs found in *Principle of Language Learning and Teaching 5th Edition*.

The second is Burhan Elrosyid Jamil with the title "A Translation Analysis of English Phrasal Verb in *Endless Night Novel* and Its Translation". This research's objectives are to classify the translation shift of phrasal verb and describe the equivalence of phrasal verb. The results of the research show that first, from 185 data, the writer finds 153 data or 82.70% belong level shift that consists of phrasal verb into verb are 142 data or 76.75%, phrasal verb into adjective are 3 data or 1.62%, phrasal verb into adverb is 1 datum or 0.54%, and phrasal verb into clause is 4 data or 2.16%. Second, he finds 33 data or 17.83% belong to structure shift consists of phrasal verb into verb phrase are 25 or 13.51%, and untranslated phrasal verbs are in 8 data or 4.32%. Third, from 185 data, there are equivalence and nonequivalence. The researcher find 178 data or 96.21%

belong to equivalence translation that consists of formal equivalence are 102 data or 55.13% and dynamic equivalence are in 76 data or 41.08%. And 7 data or 3.78% are nonequivalence.

The research has some differences as follows, the first, it focused on the translation of English phrasal verb in *Endless Night Novel* while in this research it focused on translation of English phrasal verb in *Principle of Language Learning and Teaching 5th Edition*. The second, Burhan's research is about translating all of phrasal verbs but in this research it only analyze intransitive phrasal verbs. The similarity of this research is that both of the research are mainly discuss about English phrasal verbs.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Translation

Nowadays there are many theories about translation. Newmark stated that translation is a process of rendering the meaning of a text into another language in the way that the author intended the text⁴. In other words, translation is a process of changing the meaning from one language to another language which the author wanted.

In line with Newmark, Catford stated that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). It means that, translation is a process of replacing one language into another language by using the equivalent meaning from source language to target language.

Hatim and Munday also said that translation is a process of transferring text from source language into target language, conducted by a translator, or translators, in a specific socio-cultural context⁵. It can be said that translation is a process which is done by translator to transfer the information to other people.

In strengthen, according to Nida and Taber translation consists in reproducing in the receptor language the closest natural equivalent of the source

⁴ Newmark, P. *Loc. Cit.*

⁵ Hatim, Basil & Munday, Jeremy. *Translation an Advanced Resource Book*. (London: Routledge. 2004). p.6

language message, first in terms of meaning and secondly in terms of style⁶. It can be concluded that translation is a process of bringing out the closest meaning from source language to target language in term of meaning and also style.

Robert said that translation is the replacement of representation of a text in one language by a representation of an equivalence text in a second language⁷. It means that translation is a substitute of a text from one language into second language which has the same meaning.

Furthermore, Kuswarini stated that translation has the main aim of transferring the message contained in SL into TL as equivalence as possible. Equivalence means the elements of target language contain same message with the element of source language⁸. It can be concluded that translation is a process of transferring the information as same as possible from source language into target language.

Based on the some definitions above, it can be concluded that translation is a process of changing the meaning of text from one language (SL) into closest equivalence meaning of another language (TL) that the author intended. The most important thing in translation is that the result has the same meaning and purpose as the source language.

⁶ Nida, Eugene A. and Taber, Charles R. *The Theory and Practice of Translation*. (Leiden: E.J.Brill. 1969) p.12

⁷ Bell, Robert T. *Translation and Translating, "Theory and Practice"*. (London: Longman. 1998). p.20

⁸ Prasuri Kuswarini. *A shift of Ideology in the Translation of Karl May's Work Und Friede auf Erden! Into Indonesian Language*. Vol. 2 No. 3 (Makassar: Hassanuddin University. 2014) p. 1

B. Method of Translation

As we know that 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.

Newmark put all the methods into a flattened V diagram below:

SL Emphasis

Word-for-word Translation

Literal Translation

Faithful Translation

Semantic Translation

TL Emphasis

Adaptation

Free Translation

Idiomatic Translation

Communicative Translation⁹

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 translates 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.

⁹ Newmark, P. *Op. Cit.* p.45

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 paraphrases 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.

C. The Procedures of Translation

In translation, there are some procedures that we have to know, those are:

1. Translation

It means that rendering sound or changing the alphabet from SL into TL.

2. Borrowing

This is the procedure that keep the SL word because there is no equivalent word in TL.

3. Literal

It is one-to-one structural and conceptual correspondence. It can include borrowing and word-for-word translation.

4. Transposition

This procedure is try to replace the grammatical structure from SL into grammatical structure in TL so it will have same meaning. For example: “How are you?” is translated into “Bagaimana kabar mu?”

5. Modulation

This procedure changes the lexical elements. Modulation and transposition are two main processes in translation and it may take at the same time. For example: “No Smoking” is translated into “Dilarang merokok”, the word “No” has modulation with “Dilarang”.

6. Adaptation

This procedure is used when the other is not enough. Adaptation using a situation analogous to the SL situation even though it is not identical. For example: “sandal” is adaptation from “sandal”

7. Omission

When there is no translation from SL into TL, the part will be omitted. For example: “lack of confident” is translated into “kurang percaya diri”. The word “of” is omitted.

8. Adding

This is the process of translation in order to find equivalent meaning of SL by adding the specific word to TL. It can happen because of grammatical differences between SL and TL. For example: “Saya penari” translated into “I am a dancer”. The word “a” is addition from TL.

9. Subtraction

This is the opposite of addition. In subtraction, it decreases the text from SL into TL. For example: “sandal jepit” translated into “sandal”. The subtracting word is “jepit”.

10. Expanded

This procedure means that the word will be expand from SL into TL. For example: the word “rose” translated into “bunga mawar”. The expanded word is “bunga”.

D. The Problems in Translation

There are many problems that we meet in translation process. We have known that different in sentence structure from SL to TL is one of the problems in translation. Susan and Robert state the problem that may be found in translation¹⁰, such as:

¹⁰ Ervin, Susan and T. Bower, Robert. *Translation Problems in International Surveys*. (Public Opinion Quarterly, 1952) Vol. 16, No. 4 p. 596

1. Words may or may not have objective referents.

It means, sometimes there are words that have the object in one country but not in other country. For example: “washing machine” in some country there are no “washing machine” but only “hand-operated washing”.

2. Some languages are especially rich in homonyms.

As we know that homonym is two words that have same spelled and sound but have different meanings. For example: can (*kaleng*) and can (*bisa*). Homonyms make the translation process become harder.

3. It is probable that few words have no exact counterpart in another language.

For example: we know “*lusa*” in Indonesia but if we try to translate it into English it will become “the day after tomorrow”. Other example is “*latah*”. Try to translate *latah* in English.

4. Bilinguals have a tendency to regard similar words in two language as identical in meaning.

Translation is not an easy thing to do. It is possible that even an experienced translator cannot fully transfer the contain. According to Widhiya Ninsiana¹¹, it is a fact that no matter how competent the translator is, the translation might lose a certain degree of meaning relative to the original text.

¹¹ Widhiya Ninsiana. *Problem Solving of Non-Equivalence Problems in English into Indonesian Text*. (Metro: Institut Agama Islam Negeri) p.13

E. Translation Quality Assessment

An assessment is needed in order to measure the quality of translation. The products of translation are not always good. Sometimes, there are many mistakes in translating a text. Therefore, the readers need to pay attention to the product of translation. There are many ways to evaluate the quality of a translation. Larson cited in International Journal of Language and Literature by Roswani Siregar stated that there are three aspect in assessing the translation quality such as, Accuracy, Naturalness and Readability¹². In this research, it measures the translation from accuracy and readability aspect.

1. Accuracy

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)¹³. Larson cited in Roswani Siregar, stated that the accuracy of translation has objectives as follows¹⁴: 1. aim to check the equivalence of information in a text; 2. To find another problem by comparing SL and TL.

The result can be said accurate if meet in these criteria, 1. The meanings are accurately transferred; 2. The meaning of words transferred

¹² Roswani 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

¹³ *Ibid*,...

¹⁴ *Ibid*,...

accurately but still needs the improvement; 3. The source texts are inaccurately transferred into target language.

According to Nababan et al the quality category of accuracy in translation as follow¹⁵:

1. Good : The meaning of words, terms, phrases, clauses, sentences are convey accurately and there is no distortion of meaning.
2. Fair : Most of the meaning of the words, terms, phrases, clauses, and sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message.
3. Bad : Meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even deleted.

2. Readability

Readability is related to the level of fluency in target language. Readability deals with how natural and easy a translation are read by the reader. The text is said to be highly readable if the reader can understand the text easily. According to Roswani Siregar, there are some criteria as

¹⁵ Mangatur Nababan, Ardiana Nuraeni & Sumardiono. *Pengembangan Model Penilaian Kualitas Terjemahan*. (Jurnal Kajian Linguistik dan Sastra. Vol.24.No.1 Juni 2012) p.39-57

follows¹⁶: 1). The text can be understood easily; 2). In general, the text can be understood, but there are certain parts should be re-read to comprehend; 3). The text is difficult to comprehend.

According to Nababan et al the level of readability can be seen as follows¹⁷:

1. Good : Words, terms, phrases, clauses, sentences can be easily understood by the reader.
2. Fair : Most of the translation can be understood by the reader, but there are certain parts that must be read more than one times to understand the translation.
3. Bad : The translation is difficult for the reader to understand.

Those are the categories for assessing the accuracy of translation intransitive phrasal verbs from English into Indonesian.

F. The Concept of Phrasal Verbs

In English, we sometimes found that there is a verb that accompanied by preposition while it has completely different meaning, and we call it phrasal verb. According to Rawdon Wyatt, phrasal verb is a verb formed from two (or sometimes three) parts: a verb and an adverb or preposition¹⁸. It means that phrasal verb is verb that come with preposition and or adverb.

¹⁶ Roswani Siregar. *Op. Cit.* p.237

¹⁷ Mangatur Nababan, Ardiana Nuraeni & Sumardiono. *Loc. Cit.*

¹⁸ Wyatt, Rawdon. *Check Your English Vocabulary for Phrasal Verbs and Idioms.* (London: A & C Black Publisher Ltd 2006). p.3

In the same line, McCarthy and Felicity state in their book that phrasal verbs are verbs that consist of a verb and a particle, particles are small words which you already know as prepositions or adverbs¹⁹.

Furthermore, Graham Workman said that multi-word verbs or phrasal verbs as they are often referred are verbs that combine with one or two particles (a preposition and/ or an adverb)²⁰. For example: “the letters LAN **stand for** Local Area Network” (verb + preposition), “I really am tired, I will **beg off**” (verb + adverb), and “All the teachers **give up on** her because she is stupid” (verb + adverb + preposition).

In line with Graham, Raymond Murphy said that we often use verbs with the following words such as: in, on, up, away, out, off and etc which gives a special meaning to the verb²¹. For example: the word “look” means “melihat”, if you add “out” and become “look out” it will be translated into “berhati-hati”.

There are many definition about phrasal verbs which is mentioned above, it can be concluded that a phrasal verb is a verb that combines with preposition and/ or adverb which gives different meaning to the verb. The meaning sometimes cannot be guessed word by word and sometimes can be understood by guessing from the context. For example: “look after” if we translate it word by word, it will become “melihat setelah” but the real meaning is “merawat”.

¹⁹ McCarthy, Michael & O'Dell, Felicity. *Loc. Cit.*

²⁰ Workman, Graham. *Phrasal Verbs and Idioms*. (Oxford University Press) p. 4

²¹ Murphy, Raymond. *English Grammar in Use* 3rd Edition. (United Kingdom: Cambridge University Press, 2004) p. 274

G. Types of Phrasal Verb

Phrasal verbs has many types, according to Rawdon Wyatt, there are five main types of phrasal verbs, and those are²²:

1. Intransitive Phrasal Verbs

Phrasal verbs which do not need an object. For example: Mahmud **passed out** after playing football 5 hours nonstop without eating.

2. Transitive Phrasal Verbs

Transitive phrasal verbs is phrasal verbs which should have an object. And the object can be placed in two positions.

- a. Between the verb and particle. For example: I think Doni will **put** my cloth **on**.
- b. After the participle. For example: I think Doni will **put on** my jacket.

If the object is a pronoun (he, she, it, etc), the object usually comes between the verb and particle. For example: I think Doni will **put** it **on**.

3. Transitive phrasal verbs where the object must come between the verb and the particle. For example: Bobby's talent in cooking **sets** him **apart** from other contestants.

²² Wyatt, Rawdon. *Loc. Cit.*

4. Transitive phrasal verbs where the object must come after the particle. For example: My father **gave up** smoking three years ago.
5. Transitive phrasal verbs with two object, one object is between verb and particle and the other one after the particle. For example: They **put** their success **down to** good planning.

Some of phrasal verbs can be used in passive form but the object must come between the verb and the particle.

Cited in Journal of English Linguistics and Literature, Broukal stated there are transitive and intransitive phrasal verb²³, as follow:

1. Transitive Phrasal Verb

Transitive Phrasal Verb is a phrasal verb which is followed by object.

There are two kinds of transitive phrasal verbs.

- a. Separable Phrasal Verbs

In separable phrasal verbs, the object can be put between the verb and particle. For example:

(1) The boys *ate up* their food = The boys *ate* their food *up*.

- b. Inseparable Phrasal Verbs

In inseparable phrasal verb, the object always comes after the particle. For example:

²³ Istima, Yen Polisda. “*Translating English Phrasal Verbs into Indonesian Language*” in Journal of English Linguistics and Literature. (Padang: STBA Prayoga Padang). June 2016. 2 (1): 36-56. p.38

(1) My aunt will *look after* my children.

2. Intransitive Phrasal Verb

Intransitive phrasal verb is a phrasal verb which is not followed by the object. For example: “My motorcycle *broke down* last night”.

Broukal also stated that some of phrasal verbs can be followed by prepositional phrase, but the meaning remains the same. For example: “You should not take advantage of her innocent”.

H. Intransitive Phrasal Verbs

It has been explained that there are many types of phrasal verbs. One of them is intransitive phrasal verb. Intransitive phrasal verb is a phrasal verb which does not need an object or does not require an object after phrasal verb.

It is supported by Scott, he said that intransitive phrasal verb is phrasal verb that does not take an object²⁴. For example: *break down* (cannot be used). Folse said that there are some phrasal verbs that do not have an object and it called intransitive phrasal verbs. It consists of verb and particle which express complete meaning and no object is possible²⁵.

In intransitive phrasal verbs, it does not know separable or non-separable phrasal verb because there is no object that can separate them. There are three rules that is found in intransitive phrasal verbs²⁶, those are:

²⁴ Thonrbury, Scott. *How to Teach Vocabulary*. (London: Longman. 2002) p.123

²⁵ Keith S, Folse. *Clear Grammar 3*, 2nd Edition: *Keys to Grammar for English Language Learners*. (Michigan ELT. 2015) p.17

²⁶ *Ibid.*,

1. Intransitive phrasal verbs cannot have an object.
2. The best way to determine whether it is intransitive phrasal verb or not is to check in dictionary.
3. Some phrasal verbs can be both intransitive and transitive but the meaning may be different. For example: phrasal verb *make up* can be both transitive and intransitive phrasal verb.

Here is the example of Intransitive phrasal verbs:

Intransitive Phrasal Verbs with Examples	
Phrasal Verb	VERB + No Object
break down (stop functioning)	My car broke down.
break up (end a relationship)	Susan and Jack broke up yesterday.
catch on (begin to understand)	It took me a long time to catch on.
come on (stop delaying)	Come on! We're going to be late.
eat out (eat at a restaurant)	It's expensive to eat out every day.
get up (leave bed)	What time do you usually get up?
give up (stop trying)	I was learning French, but I gave up.
grow up (become an adult)	I grew up in Canada.
hold on (wait)	Hold on a minute.
hurry up (go faster)	Hurry up or we'll be late.
keep on (continue)	Mike kept on talking.
show up (arrive, appear at a place)	Not many people showed up.
slow down (go more slowly)	Please slow down.
take off (leave the ground)	The plane didn't take off on time.
wake up (stop sleeping)	I woke up when I heard the noise.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the research method that will be performed in the research. There will be the type and characteristic of the research, data resources, data collecting techniques, data analysis technique and approach.

A. Type and Characteristic Research

A research which focuses on analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings is called qualitative research²⁷. And this research is used in this research is qualitative. Qualitative is a type research that collects and works with non-numerical data and that interpret meaning from these data.

According to Donald Ary, qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants²⁸. The researcher collects and analyzes the data after that draw the conclusion based on the data analysis. The data which are collected and analyzed are in the form of intransitive phrasal verbs in Brown's *Principle of Language Learning and Teaching*.

²⁷ Cresswell, John. W. *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition. (Boston: Pearson Education Ltd. 2012) p.16

²⁸ Donal Ary et. al. *Introduction to Research in Education* 8th Edition. (Canada: Wadsworth Cengage Learning. 2010) p.39

B. Sampling Technique

Purposive sampling technique was used in this research by the researcher. According to Ilker Etikan, purposive sampling to concentrate on people with particular characteristics who will better be able to assist with relevant research²⁹. Based on that, the researcher chose the most influential and important data. The researcher only chose the data which contain intransitive phrasal verb in a sentence. The researcher also tends to choose the participants who have the experiences, know the information about the problems and are reliable as valid source of data.

C. Data Resources

In this research, the sources of data are taken from the book “*Principle of Language Learning and Teaching*” by H. Douglas Brown, 2007 in chapter 1 and 2 and its translation “*Prinsip Pembelajaran dan Pengajaran Bahasa*” by H. Douglas Brown, translated by Noor Cholis and Yusi Avianto Pareanom, 2008.

The primary data was taken from the books includes intransitive phrasal verbs which are found in chapter 1 and 2. The result of interview was used to find out the accuracy and readability of the translation.

²⁹ Ilker Etikan, *et. al. Comparison of Convenience Sampling and Purposive Sampling*. (Science Publishing Group. 2016) Vol. 5, No. 1 p.3

D. Data Collecting Technique

In this research, the research collected the data from documents and interview.

1. Documentation

One of the sources of information is documents. In this research, the documents are the books, *Principle of Language Learning and Teaching* by H. Douglas Brown and its translation *Prinsip Pembelajaran dan Pengajaran Bahasa* translated by Noor Cholis and Yusi Avianto Pareanom.

The step in collecting the data as follows:

- a. The researcher reads both of the books. *Principle of Language Learning and Teaching* and *Prinsip Pembelajaran dan Pengajaran Bahasa*.
- b. The researcher finds and takes a note of intransitive phrasal verbs which are found in the book *Principle of Language Learning and Teaching*.
- c. The researcher makes a list of intransitive phrasal verbs
- d. The researcher identifies intransitive phrasal verbs which are found in *Principle of Language Learning and Teaching* and its translation in *Prinsip Pembelajaran dan Pengajaran Bahasa*.

2. Questionnaire

To collect the data about accuracy and readability of translation, the researcher conducted a questionnaire. The questionnaire is used to get the

information regarding the primary data about accuracy and readability of translation. The participants are the students, lecturers, as well as sponsor and co-sponsor of this research. The researcher planned to determine the participant based on their competency in translation skill.

The participants were required to complete the questionnaire by giving checklist on the paper in order to rate the accuracy and readability of the intransitive phrasal verb translation. The following are the categories of the quality assessment from accuracy and readability aspect.

Table 1:

The Criteria of Accuracy Level

Accuracy Level	Score	Criteria
Good	3	The meaning of words, terms, phrases, clauses, sentences are convey accurately and there is no distortion of meaning.
Fair	2	Most of the meaning of the words, terms, phrases, clauses, and sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message.
Bad	1	Meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even deleted.

Table 2:
The Criteria of Readability Level

Readability Level	Score	Criteria
Good	3	Words, terms, phrases, clauses, sentences can be easily understood by the reader.
Fair	2	Most of the translation can be understood by the reader, but there are certain parts that must be read more than one times to understand the translation.
Bad	1	The translation is difficult for the reader to understand.

After the data had been taken from the participants, the researcher calculated the data into three categories. The categories can be seen as follows:

a. Accuracy Level

Categories:

- 1) Good = Accurate (average score 2,6 – 3)
- 2) Fair = Less Accurate (average score 2 – 2,5)
- 3) Bad = Inaccurate (average score 1 – 1,4)

b. Readability Level

Categories:

- 1) Good = Readable (average score 2,6 – 3)
- 2) Fair = Less Readable (average score 2 – 2,5)
- 3) Bad = Not Readable (average score 1- 1,4)

E. Data Analysis Techniques

In this research, the researcher uses some steps according to John Creswell³⁰, those are:

1. Organize and prepare the data for analysis.

This step involves transcribing the interviews, scanning the materials, and sorting all the materials into different types depending on the information.

2. Read or look at all the data.

In this step, the researcher reads all the necessities data and get the general sense of the information and write the overall meaning,

3. Start coding all of the data.

The researcher in this step starts to process the data by giving the code that represent the data.

4. Use the coding.

The researcher uses the coding process to describe the setting or people for analysis. The description involves detail information about people, places, or events

³⁰ Creswell, John. W. *Op. Cit.* p.247-249

5. Advanced description.

Apply the narrative passage to convey the findings of the analysis. It presents a process model, advance a drawing of the specific research, or convey descriptive information in a table.

6. Making interpretation

The final step is making an interpretation of the finding result. These finding results can be based on the researcher interpretation.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Setting

1. The Historical Background of IAIN Metro

a. The Brief History of IAIN Metro

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio-ecotechno-preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.³¹

³¹ Taken from <http://metrouniv.ac.id>, accessed on August 2nd, 2018

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.³²

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas

³² *Ibid*,..

waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the

establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.

b. The Condition of Lecturer of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

Table 3

Total of lecturers educational background of TBI in IAIN Metro

No	Educational Background	Total
1	SI	-
2	S2	30
3	S3	2
TOTAL		32

Source: Documentation of IAIN Metro in academic year 2017/2018

taken from The General Bureau

B. General Description of Research Data

In English, prepositions and adverbs can be placed after verbs so that it can make different meanings and it called phrasal verb. Phrasal verb is one of the English subjects that should be known by the students of English Department. In IAIN Metro, phrasal verb is taught in grammar and structure subject. Phrasal verbs can be very difficult for non-native English learners because not all dictionaries always contain phrasal verbs.

The students of IAIN Metro know that there are two kinds of phrasal verbs, those are transitive and intransitive phrasal verb. In this research, it focused on intransitive phrasal verb. As the name suggest, intransitive phrasal verb is a phrasal verb that doesn't need an object.

Regarding to the object of this research, the researcher specified his main object into an analysis of intransitive phrasal verb translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian.

C. Description of Data Analysis

The description of data analysis showed the findings of the research which were concerned to the answer of research question. The data analysis in this research is gathered by analysing the result of the questionnaire. The first thing to do before analysing the data is collecting the data. The researcher got the data from the questionnaire which were given to the participants.

The participants are chosen based on their experiences, know about the problems and reliable as a valid source of data. The researcher got the data

from 5 lecturers and 40 students of IAIN Metro. All of the participants were asked to give the assessment level of translation quality. There are 5 lecturers, as participants, were given the questionnaire about the accuracy level of intransitive phrasal verb translation and 40 students of IAIN Metro were given the questionnaire about readability level of intransitive phrasal verb translation.

After getting all the data, the researcher calculated the average score based on the result of questionnaire. There are 17 sentences which contain intransitive phrasal verb found in chapter 1 and chapter 2 in Brown's *Principle of Language Learning and Teaching*. The participants were asked to give the checklist in the column based on the score given by the participants.

The data were classified into three categories, namely: accurate, less accurate, inaccurate for accuracy level and readable, less readable, not readable for readability level.

1. Accuracy Aspect

One of the important aspects in translation is accuracy. The accuracy is a term in the translation field to find out whether the meaning of message is well transferred into target language. In this research, the researcher had given the questionnaire about the accuracy level of intransitive phrasal verb translation to the five participants. The participants needed to give checklist into the column based on the score

which the participants thought is appropriate. The participants will be mentioned into rater 1, rater 2, rater 3, rater 4 and rater 5.

According to the result of the questionnaire about accuracy level, the researcher found that from the total of 17 sentences with intransitive phrasal verb in it, there are two (12%) accurate translation, 12 (70%) sentences are less accurate and three (18%) inaccurate translations. It can be said that the accuracy level of intransitive phrasal verbs translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian based on the 17 sentences is less accurate with the average score of 2,2.

a. Accurate Translation

The sentence which is included in this category is translated accurately. Accurate translation means that the meaning of words, terms, phrases, clauses, sentences are convey accurately and there is no distortion of meaning. The average score of the data to be called accurate translation is 2,6 – 3. Accorddding to the result of questionnaire, there are two sentences which can be categorized as accurate translation. The sentence is below:

Sentence number 8:

ST: *What would you add to or delete from the definitions **given in this** chapter? Share your definitions with another classmate or in a small group.*

TT: *Apa yang akan anda tambahkan atau hapus dari definisi-definisi **yang disajikan** dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.*

The datum above is taken from the sentence number 8. The datum taken from the questionnaire showed that all the raters gave score 3 for the accuracy aspect. It means that, the meaning of intransitive phrasal verb **given in** translated into **yang disajikan** is translated correctly from English into Indonesian without the distortion of the meaning. All the raters are agree that **yang disajikan** is very appropriate translation.

Sentence number 13:

ST: *Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, **turn out** to be relevant!*

TT: *Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, **ternyata** relevan!*

The sentence number 13 is categorized as accurate translation. Although the rater 4 gave the score 1, the others rater gave the score 3. Rater 1, 2, 3 and 5 found that the translation of intransitive phrasal verbs from English into Indonesia is convey well. The word **turn out** is properly translated into **ternyata** and they didn't find any distortion of the meaning.

b. Less Accurate Translation

In this category, most of the meaning of the words, terms, phrases, clauses, sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message. The average score for less accurate is 2 – 2,5. Below are some of the sentences which belong to the category:

Sentence number 1

ST: *Some of the pieces of the language learning puzzle have been located and **set in** place.*

TT: *Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan **terpasang** pada tempatnya.*

The sentence above is considered as less accurate by the rater 2 and rater 5. Rater 2 and 5 found that there is still a distortion in the meaning of intransitive phrasal verb of **set in** because it is translated into **terpasang**. It can be concluded that intransitive phrasal verb found in sentence number 1 is translated less accurately and the meaning is not well conveyed.

Sentence number 2

ST: *Suppose you were **stopped by** a reporter on the street, and in the course of an interview about your field of study, you were asked:*

“well, since you’re interested in second language acquisition, please define language in a sentence or two”.

TT: *Andaikan anda **dicegat** seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: “karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat”.*

In the second sentence, rater 4 gave score 2 for the intransitive phrasal verb translation in the sentence. It can be seen the intransitive phrasal verb **stopped by** is translated into **dicegat**. There is still a meaning which is omitted and so the translation is translated less accurately.

Sentence number 7:

ST: *There was little to distinguish Grammar Translation from what had **gone on** in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.*

TT: *Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah **berlangsung** di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.*

In the sentence number 7, rater 3 and rater 4 considered intransitive phrasal verb translation is less accurate. Both the rater gave the score 2 for the translation of intransitive phrasal verb from English into Indonesia. There is still a distortion of meaning in the word **gone on** which is translated into **berlangsung** in Indonesian's version of book.

c. Inaccurate Translation

In this category, the meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even deleted. The average score in this category is 1 – 2,4. From the data above which was taken in the questionnaire, here is some of the sentences which was translated inaccurately:

Sentence number 4:

ST: ***Breaking down** the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.*

TT: ***Memilah-milah** komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai domain penelitian dan penyelidikan.*

Rater 3 and rater 4 gave score 1 for the translation of intransitive phrasal verb in sentence number 4. Rater 4 and rater 1 agreed that the

translation of word **breaking down** into **memilah-milah** is translated inaccurately. It also happened in the sentence number 9.

ST: “... *and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having **broken in** my mouth to these signs, I thereby gave utterance to my will*”.

TT: “... *dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan **mulai membiasakan** mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku*”.

In the sentence number 9, rater 3 and rater 4 also agreed that intransitive phrasal verb translation is translated into indonesian inaccurately. Both of the raters gave the score 1 for the translation. it because the word **broken in** is translated into **mulai membiasakan**, it makes intransitive phrasal verb is not transferred well into indonesian.

Sentence number 14:

ST: *So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a “hole” and a “hoyle”, we must not too quickly **pass off** the letter as an irrelevant slip of the tongue.*

TT: *Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara “a hole” dan “a hoyle”, kita tidak boleh terburu-buru **menerima yang terakhir** itu sebagai selip lidah.*

Rater number 3 gave the score 1 for the intransitive phrasal verb translation in this sentence. The rater found that the translation of intransitive phrasal verb **pass off** is not translated accurately, it translated into **menerima yang terakhir**. Inaccurate translation made the meaning of the sentence is not transferred well.

2. Readability Aspect

The second aspect is readability. Readability aspect is to find out whether the intransitive phrasal verb translation is translated readably or not. The data were collected by giving questionnaire about readability level. The questionnaire given to 40 students of IAIN Metro from English Education Department contained 17 sentences which included intransitive phrasal verb in it. The participants were asked to give checklist in the column score that they thought it was appropriate.

The participants were selected from the eight semester because they had studied and learnt from the Brown's *Principle of Language Learning and Teaching*. The participants not only had studied on how to translate well but also the participants had studied about phrasal verb in grammar and structure subject so that they are familiar with phrasal verb.

Based on the questionnaire which were given to the 40 students of IAIN Metro from English Department in assessing the readability level, the researcher found that there are 15 sentences which are less readable (88%), 2 sentences are not readable (12%) and there is no readable intransitive phrasal verb translation in chapter 1 and 2. It can be said that the readability from 17 sentences with intransitive phrasal verb in it are translated less readable and got the score 2,2 based on the average score of the result.

a. Readable Translation

Based on the result above, the researcher find out that from the total of 17 sentences including intransitive phrasal verb, there is no average score which was closer to the category of readable. The average score for readable category is 2,6 – 3.

Based on the average score, it means that most of the participants, the total of 40 students, had to read more than one times to understand the meaning of intransitive phrasal verb translation or the translation of intransitive phrasal verb is difficult to understand by them.

b. Less Readable Translation

The data in this category are considered less readable based on the result of questionnaire. The participants had to read more than one times to understand the meaning of intransitive phrasal verb translation from English into Indonesia. The average score for this category is 2 – 2,5. Here is some of the data which belong to this category:

Sentence number 13:

ST: *Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, **turn out** to be relevant!*

TT: *Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, **ternyata** relevan!*

The data above was taken from the sentence number 13. Some of the participants who gave the score 2 are UR, EL and DP. From the result, it can be assumed that UR, EL and DP were able to read and understand the meaning of intransitive phrasal verb translation but it took them twice to read in order to get the meaning. The researcher found that sentence number 13 is less readable.

Sentence number 6:

ST: *So language teaching before the twentieth century is best captured as a “tradition” that, in various manifestations and adaptations,*

*has been practiced in language classrooms worldwide **even up** to the present time.*

TT: *Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah “tradisi” yang dipraktikkan **hingga** hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.*

In the sentence number 6, some of the participants gave the score 2 which include in less readable category. The participants RPA, AIRN and NAH gave score 2 which mean that they need twice to read the intransitive phrasal verb translation. intransitive phrasal verb **even up** is translated into **hingga** and it made the translation of intransitive phrasal verb less readable. The same thing happens in the sentence number 15.

ST: *Without awareness of such a principle, someone would get all **tangled up** in sentence.*

TT: *Tanpa kepaahaman tentang prinsip semacam ini, orang akan **menjadi kusut menghadapi** kalimat.*

In this sentence, participants TES, DL and RS gave the score 2 for less readable. Since TES, DL and RS needed to read more than one time to understand the intransitive phrasal verb translation, so it was include in less readable category. The intransitive phrasal verb **tangle**

up is translated into **menjadi kusut menghadapi** made the participants difficult to understand the meaning.

c. Not Readable

In this category, there are two sentences which included, those are sentence number 10 and 14. It means that the intransitive phrasal verb translations, in this category, are difficult for the reader to understand the meaning. The average score for this category is 1 – 2,4.

The following are the sentences which belong to not readable:

Sentence number 10:

ST: *The first (behaviorist) position is **set in** contrast to the second (nativist) and third (functional) positions.*

TT: *Pandangan pertama (behavioris) **berhadap-hadapan** dengan pandangan kedua (nativis) dan ketiga (fungsional).*

In this sentence, the word **set in** translated into **berhadap-hadapan**. As we can see, in the first sentences the word **set in** translated into **terpasang** and got average score 2.4. RDO and AL gave score 1 for this sentence. They agreed that intransitive phrasal verb translation in this sentence is difficult to understand the meaning.

Sentence number 14:

ST: *So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a “hole” and a “hoyle”, we must not too quickly **pass off** the letter as an irrelevant slip of the tongue.*

TT: *Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara “a hole” dan “a hoyle”, kita tidak boleh terburu-buru **menerima yang terakhir** itu sebagai selip lidah.*

The participants AI, DP and ED gave this sentence a score of 1.

They are all agreed that the word **pass off** translated into **menerima yang terakhir** is difficult to understand.

D. Interpretation

From the data above, the researcher concluded that the accuracy level of intransitive phrasal verb translation from English into Indonesia in Brown's *Principle of Language Learning and Teaching* from English into Indonesian is less accurate. It can be seen from the chart below:

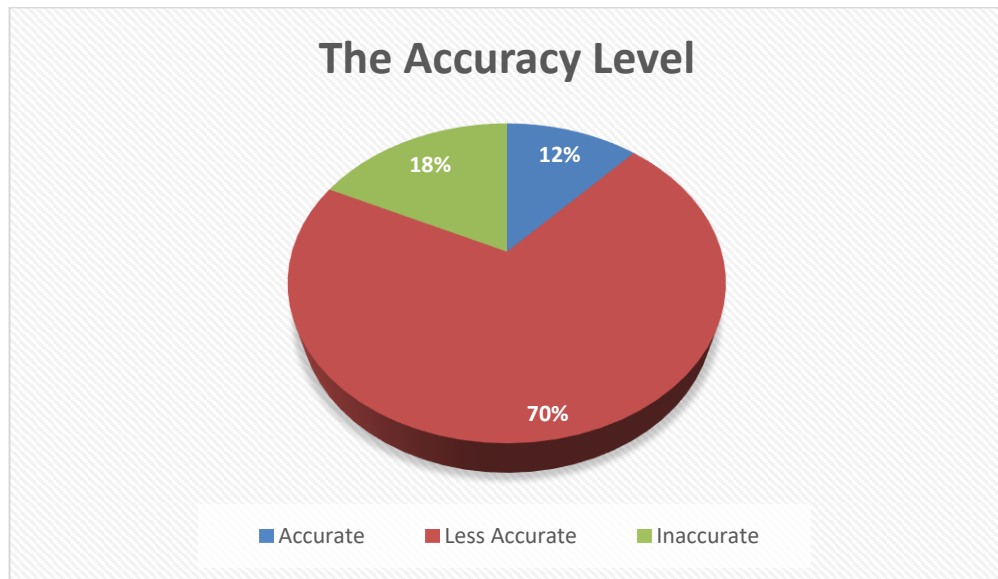


Figure 1: Accuracy Level

The researcher had given a questionnaire which included 17 sentences containing intransitive phrasal verb along with its translation to the five lecturers. It showed that, from five lecturers, the average score for intransitive phrasal verb translation is less accurate or there are 12 sentences (70%) with less accurate translation, 3 sentences (18%) is inaccurate and 2 sentences (12%) accurate. It means from the total 17 sentences, all the lecturers only agreed two sentences that had an accurate translation.

Not only were the questionnaire given to the lecturers but also to 40 students of IAIN Metro from English Education Department. The questionnaire were about readability level. It can be concluded that the readability level of intransitive phrasal verb from English into Indonesian is less readable.

Here is the chart:

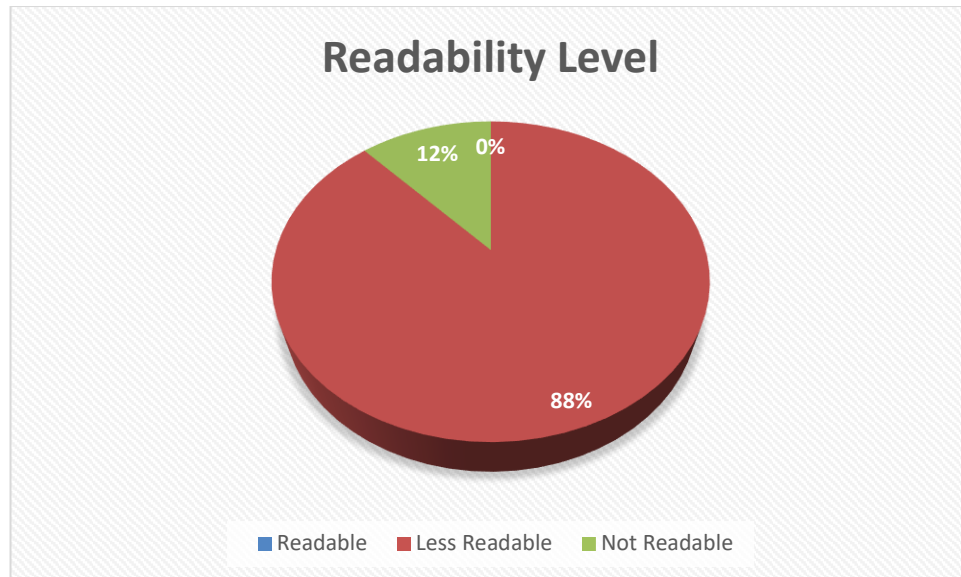


Figure 2: Readability Level

From the chart above, the percentage for intransitive phrasal verb translation in readability aspect are 15 sentences (88%) are less readable, and 2 sentences (12%) are not readable and there is no readable. From 40 students of English, most of them needed to read the intransitive phrasal verb translation more than one times to understand the sentence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In line with the result of data analysis on the previous chapter, the discussion can be concluded as follows:

1. The accuracy level of intransitive phrasal verb translation in *Principle of Language Learning and Teaching* from English into Indonesian included in the categories proposed by Mangatur Nababan is fair with the average score 2.2.
2. The readability level of intransitive phrasal verb translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian showed in the categories is fair with average score 2.2.

All of the conclusions above were taken from the result of questionnaire which were given to the participants.

B. Suggestions

Through this research, the researcher would like to give suggestions as follows:

1. The accuracy level of intransitive phrasal verb translation in *Principle of Language Learning and Teaching* might be increased through:
 - a. Before translating source language into target language, firstly, the translator needs to grasp the meaning of the source language,

and then correctly render the meaning based on the structure of the target language.

- b. Look at the context of the text to improve the accuracy of translation. Translate the text as a whole not per word to get the accurate meaning of the text.
2. The readability level of intransitive phrasal verb translation in *Principle of Language Learning and Teaching* could be increased through:
 - a. Reducing the average sentence length. When the readers read the text, the readers will focus on the sentences they read. The best average sentence length could be around 20 until 25 words per sentence. It will help the reader to remember how the sentence begins and ends.
 - b. Cutting down the paragraph size. Most of the readers get tired after reading a long paragraph. It makes the readers need to read the text more than one times. Make sure to end the paragraph after a couple of sentences.

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APPENDICES 1

1. QUESTIONNAIRE SHEET OF ACCURACY LEVEL

ANGKET INSTRUMEN PENELITIAN

An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian

A. Pengantar

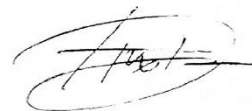
Saya adalah mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan, Pogram Studi Tadris Bahasa Inggris, Institut Agama Islam Negeri Metro. Saya bermaksud melakukan penelitian dalam rangka penyusunan skripsi yang berjudul "An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian". Tujuan dilakukan penelitian ini adalah untuk mengetahui tingkat keakuratan penerjemahan *intransitive phrasal verb* di dalam buku *Principle of Language Learning and Teaching* dan buku terjemahannya.

Pada penelitian ini saya meminta Bapak/ Ibu dosen secara sukarela untuk mengisi kuesioner berikut ini. Bapak/ Ibu dosen berhak untuk menolak jika tidak berkenan untuk berpartisipasi dalam penelitian ini. Semua identitas dan data yang telah di peroleh dari Bapak/ Ibu dosen akan dijaga kerahasiannya dan hanya dipergunakan untuk kepentingan penelitian ini. Diharapkan Bapak/ Ibu dosen dapat menyelesaikan pengisian kuesioner dalam waktu 15-20 menit.

Saya mohon kerjasama Bapak/ Ibu dosen untuk mengisi kuesioner berikut ini. Atas kesediaan dan partisipasi Bapak/ Ibu sekalian untuk mengisi kuesioner yang ada, saya ucapkan terima kasih.

Metro, 11 Juli 2018

Penulis,



Dedy Yulianto
NPM. 14121107

B. Petunjuk Pengisian

Berdasarkan atas pengalaman Bapak/ Ibu, berilah tanda centang (✓) pada bobot nilai yang paling mendekati persepsi Bapak/ Ibu pada setiap butir kuesioner. Kuesioner ini terdiri atas 17 kalimat yang berisikan *intransitive phrasal verb* di dalamnya. *Intransitive phrasal verb* dan artinya sudah di cetak tebal.

Untuk pemberian nilai disetiap kalimatnya berdasarkan kategori yaitu: akurat diberi nilai 3, kurang akurat diberi nilai 2, dan tidak akurat diberi nilai 1. Nilai keakuratan diberikan berdasarkan:

No.	Skor	Kategori
1.	3	Apabila makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber dialihkan secara akurat ke dalam bahasa sasaran; sama sekali tidak terjadi distorsi makna.
2.	2	Sebagian besar makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber sudah dialihkan secara akurat ke dalam bahasa sasaran. Namun, masih terdapat distorsi makna atau terjemahan makna ganda (taksa) atau ada makna yang dihilangkan, yang mengganggu keutuhan pesan.
3.	1	Makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber dialihkan secara tidak akurat ke dalam bahasa sasaran atau dihilangkan.

Setiap butir kuesioner diharapkan tidak ada yang kosong. Bila telah selesai mengisi kuesioner, harap segera dikembalikan.

LEMBAR KUESIONER

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place.			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.			
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: “well, since you’re interested in second language acquisition, please define language in a sentence or two”.			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: “karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat”.			
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in “nicely package unit” and that is certainly is “a multiple, complex, and kaleidoscopic phenomenon”.			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam “unit-unit yang dikemas rapi” dan bahwa ia adalah “sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah”.			
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			

	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out , different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar , beragam pertanyaan bias diajukan.			
6.	English	So language teaching before the twentieth century is best captured as a “tradition” that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah “tradisi” yang dipraktikkan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.			
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.			
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.			

	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.			
9.	English	“... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will”.			
	Indonesia	“... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku”.			
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadap-hadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).			
11.	English	And so the controversy raged on .			
	Indonesia	Dan kontroversi pun terus berkobar .			
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.			
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			

	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!			
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a “hole” and a “hoyle”, we must not too quickly pass off the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara “a hole” dan “a hoyle”, kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.			
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			
	Indonesia	Tanpa keahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.			
16.	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.			
17.	English	The barrier of discourse is one of the most difficult for second language learners to break through .			
	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.			

LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama :

Pekerjaan :

Bidang Studi :

No. HP :

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul “An Analysis of Intransitive Phrasal Verb Translation in Brown’s *Principle of Language Learning and Teaching* from English into Indonesian” yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2018

Peneliti

Responden



Dedy Yulianto
NPM. 14121107

NIP.

Rater 1

LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama : Dr. Widhiya Nuisiana, M-Hum
 Pekerjaan : Dosen
 Program Studi : PBM
 No. HP : 081225942845

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2018

Peneliti

Responden



Dedy Yulianto
 NPM. 14121107



Dr. Widhiya Nuisiana, M-Hum

LEMBAR KUESIONER

68

No.	Kalimat		Nilai Tingkat Keterbacaan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place .	✓		
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.			
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".	✓		
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".			
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".		✓	
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".			
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.	✓		
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai			

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out , different kinds of questions could be asked.	✓		
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar , beragam pertanyaan bias diajukan.			
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.	✓		
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktikkan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.			
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.	✓		
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.			
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.	✓		
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.			

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".			✓
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).			✓
11.	English	And so the controversy raged on.			
	Indonesia	Dan kontroversi pun terus berkobar .		✓	
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.	✓		
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!	✓		
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.			✓
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			✓
	Indonesia	Tanpa kepaahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.			
16.	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.	✓		
	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.			
17.	English	The barrier of discourse is one of the most difficult for second language learners to break through .		✓	
	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.			

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama : Ahmad Subhan Roza
Pekerjaan : Dosen
Bidang Studi : TBI
No. HP :

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2018

Peneliti



Dedy Yulianto
NPM. 14121107

Responden



NIP.

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place .			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.		✓	
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".			✓
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".		✓	
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai	✓		

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out , different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar , beragam pertanyaan bias diajukan.		✓	
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktekan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.	✓		
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.			✓
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.			
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.	✓		

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".			✓
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadap-hadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).	✓		
11.	English	And so the controversy raged on.			
	Indonesia	Dan kontroversi pun terus berkobar.	✓		
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.	✓		
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!	✓		
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.			✓
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			
	Indonesia	Tanpa kepaahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.		✓	
16.	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.			✓
17.	English	The barrier of discourse is one of the most difficult for second language learners to break through .			
	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.	✓		

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama *Ning Setio wati*
Pekerjaan *Dosen*
Bidang Studi *Speaking*
No. HP : *08565866509*

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation from English into Indonesian Found in Brown's *Principle of Language Learning and Teaching*" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

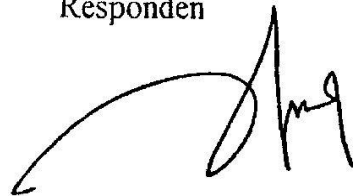
Metro, 11 Juli 2018

Peneliti

Responden



Dedy Yulianto
NPM. 14121107



Ning Setio wati
NIP.

LEMBAR KUESIONER

78

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place .	✓		
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.	✓		
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".	✓		
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".	✓		
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".	✓		
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".	✓		
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.	✗		✓
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai			✓

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out , different kinds of questions could be asked.			✓
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar , beragam pertanyaan bias diajukan.			✓
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.			✓
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktikkan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.			✓
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.		✓	
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.		✓	
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.	✓		
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.	✓		

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			✓
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".			✓
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.	✓		
	Indonesia	Pandangan pertama (behavioris) berhadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).	✓		
11.	English	And so the controversy raged on.	✓		
	Indonesia	Dan kontroversi pun terus berkobar .	✓		
12.	English	A generative framework turned out to be ideal for describing such processes.	✓		
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.	✓		
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!	✓		
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!	✓		
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			✓
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.			✓
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.		✓	
	Indonesia	Tanpa kepaahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.		✓	
	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			✓
16.	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.			✓
	English	The barrier of discourse is one of the most difficult for second language learners to break through .	✓		
17.	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.	✓		

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama : Ahmad Madkur
Pekerjaan : Dosen
Bidang Studi : TBI
No. HP : 85769047259

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation from English into Indonesian Found in Brown's *Principle of Language Learning and Teaching*" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.


Metro, 2018

Peneliti

Responden



Dedy Yulianto
NPM. 14121107


Ahmad Madkur
NIP.

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place.			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.			✓
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".		✓	
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".		✓	
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai			✓

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out , different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar , beragam pertanyaan bias diajukan.	✓		
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktikkan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.		✓	
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.		✓	
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.			
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.	✓		

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".			✓
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).			✓
11.	English	And so the controversy raged on.			
	Indonesia	Dan kontroversi pun terus berkobar .			✓
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.			✓
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!			✓
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.		✓	
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			
	Indonesia	Tanpa kepaahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.			✓
16.	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.	✓		
17.	English	The barrier of discourse is one of the most difficult for second language learners to break through .			
	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.		✓	

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama

:

Dedi Inwansyah

Pekerjaan

:

Dosen

Bidang Studi

:

Bahasa Inggris

No. HP

:

08562860475

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation from English into Indonesian Found in Brown's *Principle of Language Learning and Teaching*" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro,

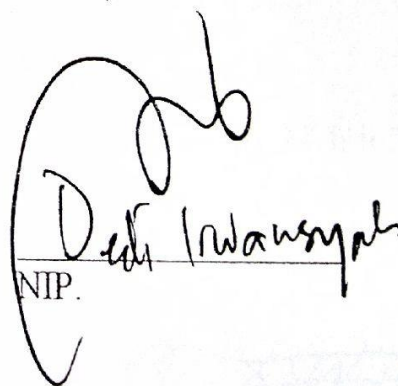
2018

Peneliti

Responden



Dedy Yulianto
NPM. 14121107



Dedi Inwansyah
NIP.

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place .			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.		✓	
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".	✓		
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".		✓	
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai		✓	

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out , different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar , beragam pertanyaan bias diajukan.		✓	
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktekan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.		✓	
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.		✓	
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.			
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.		✓	

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".		✓	
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).		✓	
11.	English	And so the controversy <u>raged on.</u>			
	Indonesia	Dan kontroversi pun terus berkobar.		✓	
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.		✓	
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!	✓		
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.		✓	
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			
	Indonesia	Tanpa kepahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.	✓		
16.	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.	✓		
17.	English	The barrier of discourse is one of the most difficult for second language learners to break through .			
	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.		✓	

The Result of Questionnaire in Accuracy Aspect:

Text	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Average Score	Category
1	3	2	3	1	2	2.2	Less Accurate
2	3	1	3	2	3	2.4	Less Accurate
3	2	2	3	2	2	2.2	Less Accurate
4	3	3	1	1	2	2	Less Accurate
5	3	2	1	3	2	2.2	Less Accurate
6	2	3	1	2	2	2	Less Accurate
7	3	1	2	2	3	2.2	Less Accurate
8	3	3	3	3	3	3	Accurate
9	1	2	1	1	2	1.4	Inaccurate
10	1	1	3	1	2	1.6	Inaccurate
11	2	3	3	1	2	2.2	Less Accurate
12	3	2	3	1	2	2.2	Less Accurate
13	3	3	3	1	3	2.6	Accurate
14	1	2	1	2	2	1.6	Inaccurate
15	1	3	2	1	3	2	Less Accurate
16	3	2	1	3	3	2.4	Less Accurate
17	2	3	3	2	2	2.4	Less Accurate
Mean						2.2	Less Accurate

2. QUESTIONNAIRE SHEET OF READABILITY LEVEL

ANGKET INSTRUMEN PENELITIAN

An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian

A. Pengantar

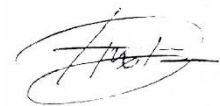
Saya adalah mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan, Pogram Studi Tadris Bahasa Inggris, Institut Agama Islam Negeri Metro. Saya bermaksud melakukan penelitian dalam rangka penyusunan skripsi yang berjudul "An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian". Tujuan dilakukan penelitian ini adalah untuk mengetahui tingkat keterbacaan penerjemahan *intransitive phrasal verb* di dalam buku *Principle of Language Learning and Teaching* dan buku terjemahannya.

Pada penelitian ini saya meminta saudara/ saudari secara sukarela untuk mengisi kuesioner berikut ini. Saudara/ saudari berhak untuk menolak jika tidak berkenan untuk berpartisipasi dalam penelitian ini. Semua identitas dan data yang telah di peroleh dari saudara/ saudari akan dijaga kerahasiannya dan hanya dipergunakan untuk kepentingan penelitian ini. Diharapkan saudara/ saudari dapat menyelesaikan pengisian kuesioner dalam waktu 15-20 menit.

Saya mohon kerjasama saudara/ saudari untuk mengisi kuesioner berikut ini. Atas kesediaan dan partisipasi saudara/ saudari sekalian untuk mengisi kuesioner yang ada, saya ucapkan terima kasih.

Metro, 11 Juli 2018

Penulis,



Dedy Yulianto
NPM. 14121107

B. Petunjuk Pengisian

Berdasarkan atas pengalaman saudara/ saudari, berilah tanda centang (✓) pada bobot nilai yang paling mendekati persepsi saudara/ saudari pada setiap butir kuesioner. Kuesioner ini terdiri atas 17 kalimat yang berisikan *intransitive phrasal verb* di dalamnya. *Intransitive phrasal verb* dan artinya sudah di cetak tebal.

Untuk pemberian nilai disetiap kalimatnya berdasarkan kategori yaitu: keterbacaan tinggi diberi nilai 3, keterbacaan sedang diberi nilai 2, dan keterbacaan rendah diberi nilai 1. Nilai keakuratan diberikan berdasarkan:

No.	Skor	Kategori
1.	3	Kata, makna, frasa, kalusa, kalimat dapat dengan mudah dimengerti oleh pembaca
2.	2	Sebagian besar penerjemahan dapat dimengerti oleh pembaca, tetapi ada sebagian bagian yang harus dibaca lebih dari satu kali untuk memahami terjemahannya.
3.	1	Penerjemahan sulit untuk dipahami oleh pembaca.

Setiap butir kuesioner diharapkan tidak ada yang kosong. Bila telah selesai mengisi kuesioner, harap segera dikembalikan.

LEMBAR KUESIONER

No.	Kalimat		Nilai Tingkat Keterbacaan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place.			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.			
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: “well, since you’re interested in second language acquisition, please define language in a sentence or two”.			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: “karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat”.			
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in “nicely package unit” and that is certainly is “a multiple, complex, and kaleidoscopic phenomenon”.			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam “unit-unit yang dikemas rapi” dan bahwa ia adalah “sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah”.			
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			

	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out , different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar , beragam pertanyaan bias diajukan.			
6.	English	So language teaching before the twentieth century is best captured as a “tradition” that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah “tradisi” yang dipraktikkan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.			
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.			
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	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".			
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadap-hadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).			
11.	English	And so the controversy raged on.			
	Indonesia	Dan kontroversi pun terus berkobar .			
12.	English	A generative framework turned out to be ideal for describing such processes.			
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	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!			
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a “hole” and a “hoyle”, we must not too quickly pass off the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara “a hole” dan “a hoyle”, kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.			
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	Indonesia	Tanpa kepaahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.			
16.	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.			
17.	English	The barrier of discourse is one of the most difficult for second language learners to break through .			
	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.			

LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama :

Pekerjaan :

Program Studi :

No. HP :

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul “An Analysis of Intransitive Phrasal Verb Translation in Brown’s *Principle of Language Learning and Teaching* from English into Indonesian” yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2018

Peneliti

Responden



Dedy Yulianto
NPM. 14121107

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama : Urzulatul Rosyidah

Pekerjaan : Pelajar

Bidang Studi : TBI

No. HP : -

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2018

Peneliti

Responden



Dedy Yulianto
NPM. 14121107



NIP.

LEMBAR KUESIONER

101

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place .			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.	✓		
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".		✓	
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".		✓	
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai	✓		

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out , different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar , beragam pertanyaan bias diajukan.	✓		
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time .			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktikkan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.	✓		
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.	✓		
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.			
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.	✓		

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".		✓	
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).			✓
11.	English	And so the controversy raged on.			
	Indonesia	Dan kontroversi pun terus berkobar.	✓		
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.	✓		
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!		✓	
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.			✓
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			
	Indonesia	Tanpa kepaahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.		✓	
16.	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.	✓		
17.	English	The barrier of discourse is one of the most difficult for second language learners to break through.			
	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.			✓

LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama : Deni thania Holiso

Pekerjaan : Mahasiswa

Bidang Studi : TBI

No. HP : -

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro,

2018

Peneliti

Responden



Dedy Yulianto
NPM. 14121107



NIP.

LEMBAR KUESIONER

106

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place .			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.			✓
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".	✓		
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".	✓		
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai		✓	

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out , different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar , beragam pertanyaan bias diajukan.	✓		
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time .			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktikkan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.		✓	
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.			✓
8.	English	What would you add to or delete from the definitions given in this chapter ? Share your definitions with another classmate or in a small group.			
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.	✓		

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".		✓	
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).			✓
11.	English	And so the controversy raged on.			
	Indonesia	Dan kontroversi pun terus berkobar.	✓		
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.		✓	
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!	✓		
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.			✓
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			
	Indonesia	Tanpa kepaahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.		✓	
16.	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.		✓	
17.	English	The barrier of discourse is one of the most difficult for second language learners to break through.			
	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.			✓

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama : Rini Hastari

Pekerjaan : Mahasiswa

Bidang Studi : TBI

No. HP : -

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching from English into Indonesian*" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2018

Peneliti

Responden



Dedy Yulianto
NPM. 14121107



NIP.

LEMBAR KUESIONER

111

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place.			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.	✓		
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".	✓		
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".		✓	
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai			✓

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out, different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar, beragam pertanyaan bias diajukan.	✓		
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktekan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.		✓	
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.		✓	
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.			
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.	✓		

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".			✓
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).		✓	
11.	English	And so the controversy raged on.			
	Indonesia	Dan kontroversi pun terus berkobar.			✓
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.		✓	
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!		✓	
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.			✓
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			
	Indonesia	Tanpa kepaahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.			✓
	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
16.	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.	✓		
	English	The barrier of discourse is one of the most difficult for second language learners to break through.			
17.	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.		✓	

LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama : Diah Wiharti

Pekerjaan : Mahasiswa

Bidang Studi : TBS

No. HP : -

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2018

Responden

Peneliti



Dedy Yulianto
NPM. 14121107



NIP.

LEMBAR KUESIONER

116

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place.			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.		✓	
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".		✓	
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".	✓		
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai	✓		

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out, different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar, beragam pertanyaan bias diajukan.	✓		
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktekan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.		✓	
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.	✓		
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.			
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.		✓	

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".	✓		
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).		✓	
11.	English	And so the controversy raged on.			
	Indonesia	Dan kontroversi pun terus berkobar .	✓		
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.		✓	
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!	✓		
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.		✓	
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			
	Indonesia	Tanpa kepahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.	✓		
	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
16.	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.	✓		
	English	The barrier of discourse is one of the most difficult for second language learners to break through.			
17.	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.	✓		

Kiranya membutuhkan informasi lanjut mengenai penelitian ini, maka yang bertanda tangan dibawah ini:

Nama : Rizki Dwi Oktaviani
Pekerjaan : Mahasiswa
Bidang Studi : TBI
No. HP : 081272841554

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Intransitive Phrasal Verb Translation in Brown's *Principle of Language Learning and Teaching* from English into Indonesian" yang akan dilakukan oleh Dedy Yulianto, mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban kuesioner ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2018

Peneliti

Responden



Dedy Yulianto
NPM. 14121107



NIP.

LEMBAR KUESIONER

121

No.	Kalimat		Nilai Tingkat Keakuratan		
			3	2	1
1.	English	Some of the pieces of the language learning puzzle have been located and set in place.			
	Indonesia	Beberapa kepingan puzzle pembelajaran bahasa itu sudah terkumpul dan terpasang pada tempatnya.	✓		
2.	English	Suppose you were stopped by a reporter on the street, and in the course of an interview about your field of study, you were asked: "well, since you're interested in second language acquisition, please define language in a sentence or two".			
	Indonesia	Andaikan anda dicegat seorang reporter di jalan dan, dalam wawancara tentang bidang studi, anda ditanya: "karena anda berminat pada pemerolehan bahasa kedua, mohon anda definisikan bahasa dalam satu atau dua kalimat".		✓	
3.	English	On the other hand, you might, with Ron Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in "nicely package unit" and that is certainly is "a multiple, complex, and kaleidoscopic phenomenon".			
	Indonesia	Disisi lain, barangkali anda, mengikuti Ron Scollon (2004, h. 272), ingin menekankan bahwa, pertama sekali, bahasa bukanlah sesuatu yang dating dalam "unit-unit yang dikemas rapi" dan bahwa ia adalah "sebuah fenomena yang melibatkan banyak factor, kompleks, dan senantiasa berubah".			✓
4.	English	Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.			
	Indonesia	Memilah-milah komponen definisi tentang pembelajaran, kita bias mendapatkan seperti yang kita dapati dalam bahasa, berbagai	✓		

		domain penelitian dan penyelidikan.			
5.	English	If you were to observe someone walk into your house, pick up a chair and fling it through your window, and then walk out, different kinds of questions could be asked.			
	Indonesia	Jika anda memperhatikan seseorang yang berjalan memasuki rumah anda, mengangkat dan melemparkannya lewat jendela anda, lalu melangkah keluar, beragam pertanyaan bias diajukan.		✓	
6.	English	So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time.			
	Indonesia	Maka, pengajaran bahasa sebelum abad kedua puluh lebih pas digambarkan sebagai sebuah "tradisi" yang dipraktekan hingga hari ini, dalam berbagai manifestasi dan adaptasinya, dikelas-kelas bahasa di seluruh dunia.		✓	
7.	English	There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language.			
	Indonesia	Tidak banyak perbedaan antara Penerjemahan Tata Bahasa dan apa yang sudah berlangsung di kelas-kelas bahasa selama berabad-abad, di luar fokusnya pada kaidah-kaidah gramatikal yang menjadi dasar penerjemahan dari bahasa kedua ke bahasa asli.		✓	
8.	English	What would you add to or delete from the definitions given in this chapter? Share your definitions with another classmate or in a small group.			
	Indonesia	Apa yang akan anda tambahkan atau hapus dari definisi-definisi yang disajikan dalam hal ini? Sampaikan definisi-definisi anda kepada rekan-rekan sekelas dan anggota-anggota kelompok kecil.			✓

9.	English	"... and thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will".			
	Indonesia	"... dan dengan terus menerus mendengar kata-kata, yang muncul dalam beragam kalimat, secara bertahap aku memahami untuk apa mereka diucapkan; dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku".	✓		
10.	English	The first (behaviorist) position is set in contrast to the second (nativist) and third (functional) positions.			
	Indonesia	Pandangan pertama (behavioris) berhadapan dengan pandangan kedua (nativis) dan ketiga (fungsional).			✓
11.	English	And so the controversy raged on.			
	Indonesia	Dan kontroversi pun terus berkobar .	✓		
12.	English	A generative framework turned out to be ideal for describing such processes.			
	Indonesia	Sebuah kerangka generative ternyata ideal untuk menjelaskan proses-proses semacam itu.	✓		
13.	English	Even some of the contextual categories described by – of all people – Skinner, in verbal behavior, turn out to be relevant!			
	Indonesia	Bahkan beberapa teori kontekstual yang dipaparkan oleh – ironisnya – Skinner, dalam verbal behavior, ternyata relevan!	✓		
14.	English	So, while we may be tempted to claim that the five-year-old quoted above knows the difference, say, between a "hole" and a "hoyle", we must not too quickly pass off			

		the letter as an irrelevant slip of the tongue.			
	Indonesia	Jadi, sekalipun kita tergoda untuk menyatakan gadis lima tahun yang dikutip diatas mengetahui perbedaan, taruhlah, antara "a hole" dan "a hoyle", kita tidak boleh terburu-buru menerima yang terakhir itu sebagai selip lidah.		✓	
15.	English	Without awareness of such a principle, someone would get all tangled up in sentence.			
	Indonesia	Tanpa kepaahaman tentang prinsip semacam ini, orang akan menjadi kusut menghadapi kalimat.	✓		
16.	English	Finally, after early school age, children perceive that there are two classes of verbs, regular and irregular, and begin to sort out verbs into the two classes, a process that goes on for many years and in some cases persist into young adulthood.			
	Indonesia	Akhirnya, pada usia sekolah awal, anak-anak mengerti bahwa ada dua kelompok kata kerja, teratur dan tak teratur, dan mereka mulai memilah-milah kata kerja dalam kedua kelompok tersebut, proses ini berlangsung bertahun-tahun dan dalam beberapa kasus berlanjut hingga masa awal kedewasaan.			✓
17.	English	The barrier of discourse is one of the most difficult for second language learners to break through.			
	Indonesia	Hambatan wacana adalah salah satu yang paling sulit ditembus oleh pembelajar bahasa kedua.	✓		

APPENDICES 2




KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Dedy Yulianto
 NPM : 14121107

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	2 Juli 2018	Ace APD	

Mengetahui,
 Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

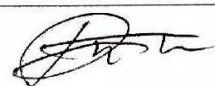



Dr. Widhiya Ninsiana, M.Hum
 NIP.19720923 200003 2 002

FORMULIR KONSULTASI BIMBINGAN

Nama : Dedy Yulianto
 NPM : 14121107

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	21 June 2018 ✓	1 - 3	
2.	Selasa / 26 June 2018 ✓	Instrument	

Mengetahui,
 Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Pembimbing II




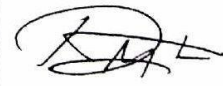


Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dedy Yulianto
 NPM : 14121107

Jurusan/Fakultas : TBI
 Semester/TA : VIII/2018


No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selasa / 9 September 2018	✓		- Revise Cover - Revise Abstrack - Revise Dedication Page - Revise Table of content - Revise Problem formulation - Revise chapter 4 - Revise Conclusion	
2.	Selasa / 26 September 2018	✓		- Revise cover - Revise problem formulation - Revise conclusion - Revise bibliography - Revise Abstract	
3.	Senin / 01 Oktober 2018	✓			
4.	3 Oktober 2018	✓		Ace to Munas	

Mengetahui,
 Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I







Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dedy Yulianto
 NPM : 14121107

Jurusan/Fakultas : TBI
 Semester/TA : IX/2018

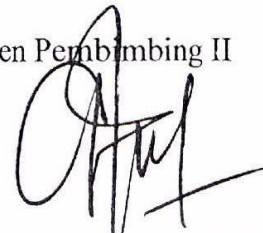
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Senin / 6 Agustus 2018		✓	- Revise table of content - Revise background of study	
2.	Jumat / 29 Agustus 2018		✓	- Revise chapter II & III - Revise chapter IV & V	
3.	Senin / 3 September 2018		✓		

Mengetahui,
 Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II



Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : DEDY YULIANTO

NPM : 14121107

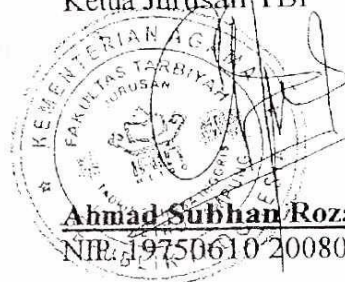
Fakultas : TARBIYAH DAN ILMU KEGURUAN

Angkatan : 2014

Telah menyerahkan buku berjudul : THE SOSIOLINGUISTICS OF SIGN LANGUAGES

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : DEDY YULIANTO

NPM : 14121107

Fakultas : TARBIYAH DAN ILMU KEGURUAN

Angkatan : 2014

Telah menyerahkan buku berjudul : THE SOCIOLOGICAL ASPECTS OF SIGN LANGUAGES

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0446/In.28/S/OT.01/06/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Dedy Yulianto
NPM : 14121107
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14121107.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 29 Juni 2018
Kepala Perpustakaan,

[Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

Nomor : B-1644/In.28/D.1/TL.00/05/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1643/In.28/D.1/TL.01/05/2018, tanggal 16 Mei 2018 atas nama saudara:

Nama : **DEDY YULIANTO**
NPM : 14121107
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF INTRANSITIVE PHRASAL VERB TRANSLATION FROM ENGLISH INTO INDONESIAN FOUND IN BROWN'S PRINCIPLE OF LANGUAGE LEARNING AND TEACHING".

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

Wassalamu'alaikum Wr. Wb.



Metro, 16 Mei 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 0034.



**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.ain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1643/In.28/D.1/TL.01/05/2018

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

Nama : **DEDY YULIANTO**
NPM : 14121107
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF INTRANSITIVE PHRASAL VERB TRANSLATION FROM ENGLISH INTO INDONESIAN FOUND IN BROWN'S PRINCIPLE OF LANGUAGE LEARNING AND TEACHING".
 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 : 16 Mei 2018

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 0031

Mengetahui,
Pejabat Setempat





Nomor : 1580 /In.28.1/J/PP.00.9/5/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

10 Mei 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum

2. Ahmad Subhan Roza, M.Pd

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Dedy Yulianto
NPM : 14121107
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis of Intransitive Phrasal Verb Translation from English into Indonesian Found in Brown's Principle of Language Learning and Teaching

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 2008011014

CURRICULUM VITAE



Dedy Yulianto was born in Metro on July 14th, 1995.

He is the second child of married couple Sukirman Ali

and Rimbun. He graduated from Kindergarten of

Aisyah Metro in 2001 and continued the study at

Elementary School 1 Metro and graduated in 2007.

Then he decided to continue his study in Junior High

School 1 Metro in 2010, and Senior High School 1

Metro in 2013. After graduating from Senior High School, he decided to continue

in IAIN Metro (STAIN Jurai Siwo Metro at that time) and entered English

Education Department. He joined in Jurai Siwo English Club (JS-EC) as one of

UKM and became the leader of JS-EC for one year in 2016. He is now one of the

English instructors in Eureka English Center.