AN ANALYSIS OF EQUIVALENCE AS TRANSLATION PROCEDURE OF ENGLISH NOUN PHRASES APPLIED BY SRI KUSDYANTINAH IN “THE GARDEN OF THE PROPHET” BY KAHLIL GIBRAN A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State institute For Islamic Studies (IAIN) Salatiga

BY :
ENDHAR NOVITA SARI NIM 11310116

ENGLISH EDUCATION DEPARTMENT TEACHER TRAINING AND EDUCATION FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA 2015
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper entitled **AN ANALYSIS OF EQUIVALENCE AS TRANSLATION PROCEDURE OF ENGLISH NOUN PHRASES APPLIED BY SRI KUSDYANTINAH IN “THE GARDEN OF THE PROPHET” BY KAHLIL GIBRAN** is written by the writer herself. This paper does not contain any materials which have been published by other people; and it does not cite any other people's idea except the information from the references. This declaration is written by the writer to be understood

Salatiga, April 7th 2015
The writer,

*Endhar Novita Sari*
11310116
ATTENTIVE COUNSELOR NOTES

Case: Endhar Novita Sari Graduating Paper

Dear

Dean of Teacher Training
and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Endhar Novita Sari graduating paper entitled AN ANALYSIS OF EQUIVALENCE AS TRANSLATION PROCEDURE OF ENGLISH NOUN PHRASES APPLIED BY SRI KUSDYANTINAH IN “THE GARDEN OF THE PROPHET” BY KAHLIL GIBRAN. I have dedicated and would like to propose that if it could be accepted by education faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Consultant,

Sari Fumularsih, M.A.
NIP: 198109142011012004
GRADUATING PAPER

“AN ANALYSIS OF EQUIVALENCE AS TRANSLATION PROCEDURE OF ENGLISH NOUN PHRASES APPLIED BY SRI KUSDYANTINAH IN “THE GARDEN OF THE PROPHET” BY KAHLIL GIBRAN”

WRITTEN BY:
ENDHAR NOVITA SARI
NIM: 113 10 116

Has been brought to the Board of Examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on 2nd April 2015 and hereby considered to complete the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department.

Board of Examiners,

Head : Noor Malihah, Ph.D.
Secretary : Sari Famularsih, M.A.
First Examiner : Ruwandri, M.A.
Second Examiner : Setia Rini, M.Pd.

Salatiga, April 07th 2015
Dean of Teacher Training and Education Faculty

Suwardi, M. Pd.
NIP: 19670121 199903 1 002
MOTTO

"A little knowledge that acts is worth infinitely more than much knowledge that is idle."

-Kahlil Gibran-
DEDICATION

This graduating paper is preciously dedicated to:

1. My beloved Mom & Dad, Mrs. Endang Purwaningsih and Mr. Suharmanto.
   Thank you for your unconditional love during this time. Without you I am nothing. Loving you as always.

2. My only sister Endhar Yunitasari, my bro’s Rahmad Bayu and Dwi Ariyanto, thank you for support and helping me each time. And of course for my cutest nephew Hasan “chan” Ramdan, your smile brings light into my days.
ACKNOWLEDGMENTS

Praise be to Allah, the creator of the universe. Because of his blessing, the writer could finish this graduation paper as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in State institute For Islamic Studies (IAIN) Salatiga. His incredible blessings makes that nothing is difficult in His eyes.

Shalawat is also devoted to Prophet Muhammad SAW who has guided us from the darkness into the lightness.

In completing this graduating paper, there are a lot of support, guidance, advice, motivation that have helped the writer. Therefore, in this occasion, the writer would like to thank to the following:

1. The Head and Vice 1, Vice 2, vice 3 of State Institute for Islamic Studies (IAIN) Salatiga.
2. The Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. The Head and Secretary of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga
4. Norwanto, S. Pd., M. Hum as Academic Counselor who has support and guide the writer during this time in IAIN Salatiga.
5. Sari Famularsih, MA, as a counselor who has helped the writer to finish this graduation paper well. Thank you for meaningfull advice, correction, suggestion, and never ending spirit.
6. All of lecturers in English Education Department especially Maslihatul Umami, M.A, Setia Rini., M.Pd, Noor Malikhah, Ph.D, Win Listyaningrum Arifin, M.A, Ari Setiawan M.M, Faizal Risdianto M.Hum,RifqiAuliaErlangga, M.Hum, Ruwandi, M.A, thank you for the valuable knowledge that will be useful until the end of my life.

7. My beloved family (Mom, Dad, my sister Nita, my cool bro’s Bayu & Ari, my only nephew Hasan Ramdan) thank you for always beside me.

8. My dearest part MYEP, thank you for inspire me and cherish me sincerely, I wish it could be never ending story. I do love you.

9. My second family “unyu” (kak Khotim, dek Yiyin, dek Pita) thank you for support and our true friendship. You are my treasure!

10. All of people who had helped the writer finish this paper. Thank you so much for everything

Finally, may Allah receive all their kindness and also repay all of those who have helped the writer during finished this graduation paper. Hopefully, this paper could give beneficial for the readers.

The writer
ABSTRACT


Keywords : Equivalence, Translation Procedure, Noun Phrase.

The aim of this research are to know how many types of equivalence which use to translate English noun phrase in the Sri Kusdyantinah’s translated novel Taman Sang Nabi, what is the most dominant type which use to translate English noun phrases in the Sri Kusdyantinah’s translated novel Taman Sang Nabi also the implication of using novel in learning English.

The methodology of this research is descriptive qualitative method. The researcher collected the data with identify both SL and TL which consists of English noun phrases related to their markers then underline them. The research use 30 data of noun phrase then classified and analyzed the data based on three types of equivalence.

The researcher found that the types of equivalence based on Popovic’s theory are linguistics equivalence, paradigmatic equivalence, stylistic (translational) equivalence and textual (syntagmatic) equivalence. In addition, the types of equivalence based on Nida’s theory are formal equivalence and dynamic equivalence.

The most dominant type is textual equivalence with 12 data from all the data. Textual (syntagmatic) equivalence is commonly used by the translator especially in sub category source language (SL) subject-noun phrase in a sentence is translated into target language (TL) subject-noun phrase.
TABLE OF CONTENTS

TITLE ........................................................................................................................................ i

DECLARATION ................................................................................................................ ii

ATTENTIVE COUNSELOR NOTES................................................................. iii

STATEMENT OF CERTIFICATION.............................................................. iv

MOTTO....................................................................................................................... v

DEDICATION.............................................................................................................. vi

ACKNOWLEDGEMENT .......................................................................................... vii

ABSTRACT................................................................................................................ ix

TABLE OF CONTENTS......................................................................................... x

CHAPTER I. INTRODUCTION

A. Background of Study ................................................................. 1
B. Limitation of the Study ............................................................ 3
C. Statement of the Problem ......................................................... 4
D. Objective of the Study............................................................... 4
E. Benefits of the Study ................................................................. 4
F. Definition of Key Terms ........................................................... 6
G. Research Method.............................................................. 8
H. Graduating Paper Outline.......................................................... 11
CHAPTER II. THEORETICAL REVIEW

A. Translation Procedure .......................................................... 13
B. Equivalence ................................................................. 18
C. Noun Phrase ................................................................. 23
D. The Difference Between English and Indonesian Noun Phrase . 26

CHAPTER III. LITERARY REVIEW

A. Biography of Kahlil Gibran .................................................. 28
B. Kahlil Gibran’s Work ...................................................... 31
C. Biography of Sri Kusdyantinah ........................................... 33
D. Synopsis of The Garden of The Prophet ............................. 33

CHAPTER IV. RESEARCH FINDING AND DISCUSSION

A. Research Finding ............................................................ 38
B. Discussion ................................................................. 53
C. The Implication of Using Novel in Learning English .............. 55

CHAPTER V. CONCLUSIONS

A. Conclusion ................................................................. 59
B. Suggestion ................................................................. 60

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE
CHAPTER 1
INTRODUCTION

A. Background of the Study

The use of languages is very important in our life, since by the use of language we are able to deliver our message with others, and we can make an interaction with others particularly in our position as the member of society (Risdianto, 2013). The difficulties will be found if the people who involved in communication are used in different languages. It is caused they could not understand each other. Considering that development of knowledge and technology make people more thoughtful to update all of informations in the world, various information can be obtained from many sources in different languages, thus translation skill is required both manually and online translation.

Translation according to Larson (1985) in Martono & Ngadiso (1995) is the replacement of meaning from a source language (SL) into a target language (TL). The replacement is based on the structure of semantics. The meaning is translated and must be kept carefully, where as the form can be changed.

On the other hand, based on Newmark (1987:5), translation is rendering the meaning of a text into another language in the way that the author intended the text. Common sense tells us that this ought to be
simple, as one ought to be able to say something as well in one language as in another.

One way which is used in translation skill is translating a novel. The translator has the important role because they can help novelist develop their career and their works can be enjoyed by people in the world. In this era, there are many famous novelists who have best seller novel because of good story that they have made. But it can’t be separated from the role of translator. A good translation must be learned, in order to the target language (TL) has the same interpretation with the source language (SL).

Based on Vinay and Darbelnet theory, there are seven procedures in translation. One of the translation procedure is equivalence. Vinay and Darbelnet (2000) in Munday (2001: 58) state that equivalence refers to cases where languages describe the same situation by different structural means. Besides, it is also a common procedure, applied to cultural word of the SL required when the TL required a cultural free word or a new specific term in TL.

In this research, the writer tried to analyze the equivalence procedure of English noun phrase which in this case the writer used one of the famous novel. As the source data of this research is a novel written by Kahlil Gibran (2011) entitled “The Garden Of The Prophet”, and its Indonesian translation “Taman Sang Nabi” (Third Edition :1988) that was translated by Sri Kusdyantinah.
The writer chooses English noun phrase as the object of translation research because nowadays many students still have some weaknesses to translate the English noun phrase into Indonesian. So, this research will help the students to be easier to understand how to translate English noun phrase into Indonesian. English and Indonesian have different systems on the structure of noun phrase. Noun phrase in English usually use the structure of modifier + noun head. But in Indonesian, a noun phrase usually follow the role of noun head + modifier, for example the English phrase “a smart girl” is translated into “seorang gadis pintar” in Indonesian.

Based on the explanation above, the writer analyzed equivalence as translation procedure of English noun phrases. In addition, the writer also analyzed the implication of using novel in learning English. This research entitled: “AN ANALYSIS OF EQUIVALENCE AS TRANSLATION PROCEDURE OF ENGLISH NOUN PHRASES APPLIED BY SRI KUSDYANTINAH IN “THE GARDEN OF THE PROPHET” BY KAHLIL GIBRAN”.

B. Limitation of the Study

In this research, the writer focuses on the use of equivalence as the procedure to translate noun phrases in the translated novel “Taman Sang Nabi” translated by Sri Kusdyantinah. “Taman Sang Nabi” is the translated of “The Garden of The Prophet” written by Kahlil Gibran.
C. Statement of the Problem

To clarify the problems above, the statement of the problem is formulated as follows:

1. What types of equivalence are used to translate English noun phrases in the Sri Kusdyantinah’s translated novel Taman Sang Nabi?
2. What is the most dominant type of equivalence which is used to translate English noun phrases in the Sri Kusdyantinah’s translated novel Taman Sang Nabi?
3. What are the implications of using novel in learning English?

D. Objective of the Study

Based on the statement of the problem above, the objective of the study are as follows:

1. To find out many types of equivalence are used to translate English noun phrases in the Sri Kusdyantinah’s translated novel Taman Sang Nabi.
2. To find out the most dominant type of equivalence which is used to translate English noun phrases in the Sri Kusdyantinah’s translated novel Taman Sang Nabi.
3. To describe the implications of using novel in learning English.

E. Benefit of the Study

From the research we can get many benefits both academically and practically, they are going to be explained as follows:
1. Academically

The result of this research can be used as an additional reference for Translation study especially in equivalence as the translation procedure. Beside that, this research could make the readers more understand and easier about the types of equivalence.

2. Practically

This research is helpful for Indonesian students. This is because many students still have many difficulties to differentiate the word order in head words between English noun phrase and Indonesian noun phrase. Because the position of head words in both languages are different. In English noun phrase the head words is head- final position, but in Indonesian noun phrase the head words is head- initial position. It makes the students are difficult to translate English noun phrase into Indonesian. They usually make mistakes in translation when they translate word by word and use English word order to translate Indonesian. The researcher hopes that this research can help students to understand how to translate noun phrase correctly.

Besides that, this research also analyzed the implication of using novel in learning English which gives many advantages for Indonesian English students. Novel includes to one of authentic material in English classroom that makes students more enthusiastic and learn in various way.
F. Definition of Key Term

1. Translation Procedure

According to Vinay and Darbelnet (2000) in Munday (2001:56) there are seven procedures in translation, they are:

b. Direct or Literal Translation Procedures

Direct or literal translation procedures are used when structural and conceptual elements of the source language can be transposed into the target language. According to them, there are three procedures of direct or literal translation: borrowing, calque, and literal translation.

c. Indirect or Oblique Translation Procedures

Oblique translation procedures are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the target language. According to Vinay and Darbelnet, there are four procedures of oblique: transposition, modulation, equivalence, and adaptation.

2. Equivalence

The word equivalence is clearly stated in a famous definition proposed by Nida and Taber (1969:12) as cited in Budianto and Fardhani (2010:63): “translating consist of reproducing in the receptor language the closest natural equivalent of the source language message, first in term of meaning and secondly in terms of style.”
there are many types of equivalence based on some innovative theorist in this field, they are:

Types of equivalence according to Nida (1964) in Munday (2001) are formal equivalence and Dynamic equivalence.


3. **Noun Phrase**

According to Pardiono (2005: 71) noun phrase is group of words that contains of a noun and it has determiner such as the, a, this. Noun phrase can be analyzed into two basic parts, a noun or head word and any number of modifiers range from the simple to the complex.

For examples:

A tree = sebatang pohon

The hospital = rumah sakit

4. **Sri Kusdyantinah**

Sri Kusdyantinah was a writer and translator. She was born on June,27th,1931 in Madiun, Jawa Timur. She studied at Nasional University in English Literature of Educational Faculty. She wrote a lot of poets and also being translator of Kahlil Gibran’s work such as “The Prophet” (1981), “The Garden of the Prophet” (1986), “Sand and Foam” (1987), “Te Storm”, and “Voice of the Master”. 
5. The Garden of The Prophet

“The Garden of The Prophet”, is an unfinished work of kahlil Gibran, which he intended as one of two sequels of “The Prophet”. This book was completed and published in 1933 by his companion and self-proclaimed disciple and publicist, Barbara Young. “The Garden of The Prophet” has been produced in twenty different languages. It tells about universal wisdom and contemplation about all of creation which explained with beautiful words and poetic sentences.

6. Kahlil Gibran

Kahlil Gibran was a famous poet and philosopher. He was born on January 6th, 1883 in Beshari, Lebanon. When he was young, he immigrated with his family to the United States. He studied art and began his literary career. The book of “The Prophet” is one of an inspirational fiction which make him be the third best selling poet all of time, behind Shakespeare and Lao Tzu. “The Garden of The Prophet” is furtherance from “The Prophet”.

G. Research Method

1. Approach

In this research, the writer use a descriptive qualitative method. The data in this research are in the form of sentences and words, not in the form of number. Strauss & Corbin (1990) in Syamsudin &
Damayanti (2007) told that qualitative research as a kind of research which the findings are not obtained from statistic procedure.

The process of doing qualitative research presents a challenge because procedures for organizing images are ill-defined and rely on processes of inference, insight, logic, and luck, and eventually, with creativity and hard work, the result emerge as a coherent whole.

To analyze the data, descriptive qualitative present the result of study in the form of description and explanation. The result shows some findings consist of quotation of the datas to illustrate and provide some proofs in presenting the datas. In this case, the writer tried to describe and analyze about the translator’s ways in translating English noun phrase.

2. Research Object

The research object in this study is noun phrases that are contained equivalence procedure of translation in the Sri Kusdyantinah’s translated novel Taman Sang Nabi.

3. Data Source

The primary source of this research is English and Indonesian noun phrases which are taken from “The Garden of The Prophet” and “Taman Sang Nabi” novel.

The secondary source is taken from some books, journal, and article which relevant with the research and related to translation, noun phrase, and literature.
4. Technique of Collecting Data

The writer only took 30 data of noun phrases from three chapters, they are chapter 12, chapter 13, and chapter 14 both in English and its translation novel. the writer chose those chapters because of the thickness of the chapter and also those chapter contains many noun phrases which used three types of equivalence’s translation procedure.

In collecting data, the writer took following procedure:

a. Identifying the SL data which consists of English noun phrases related to their markers then underline them.

b. Identifying the TL data which consists of Indonesian translated noun phrases from English related to their markers then underline them.

c. The data of the Source language (SL) and the target language (TL) put together side by side in a list then give the number of page and line to each data.

5. Technique of Analyzing Data

a. Classifying the Data

Based on Retnomurti in her thesis entitled *The Equivalence and Shift In the English Translation of Indonesian Noun Phrase*,

The data classified into three types of equivalence, they are:

1) Textual equivalence;

   a) SL subject-NP in a sentence is translated into TL subject-NP
b) SL predicate-NP in a sentence is translated into TL predicate-NP

c) SL object-NP in a sentence is translated into TL object-NP.

2) Linguistic equivalence;

a) SL plural in NP is translated into TL plural in NP

b) SL singular in NP is translated into TL singular in NP

3) Dynamic equivalence

b. Presenting the Data

1) The data presented by using a pie chart and a table.

2) The pie chart covered three types of equivalence in the Indonesian translation of English noun phrase, with the percentage (%)

3) The table consisted of the sub-categories of the equivalence in the Indonesian translation of English noun phrases, the number of data, and the percentage (%).

H. Graduating Paper Outline

This research consists of five chapters. Each chapter has different elements as follows:

Chapter 1 tells about introduction. The writer explain about general background of the problem, statement of the problem, objective of the study, benefit of the study, limitation of the study, definition of the key term, research method, and graduating paper outline.
Chapter II describes about theoretical review which consist of translation procedure, equivalence and many types of equivalence, noun phrase, differences between English and Indonesian noun phrase.

Chapter III discuss about literary review. The writer will tell about biography of the author, biography of the translator, Kahlil Gibran’s work, and the synopsis of the novel.

Chapter IV is discussion. It will explain about research finding, discussion, and also describe about implication of the research in learning English.

Chapter V is conclusion and suggestion. It will contain all of data analysis and some suggestion of the problems that have discussed.

The last part is bibliography and appendix.
CHAPTER II

THEORETICAL REVIEW

A. Translation Procedures

According to Catford (1969) in Martono & ngadiso (1995) translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). In the other hand, Savery (1968) in Martono & ngadiso (1995) tells that translation is made possible by an equivalent of thought that lies behind its different verbal expression.

From the definitions above, there is a same word ‘equivalent’. It often used in many definitions of translation because it is important thing. The term “equivalent” is clearly a key term and the translator should find the “equivalent” between the source language and target language include the meaning, thought, and ideas.

As translation is a kind of communication, the principal task in translation practice is to establish equivalence of the original text in the target language. In other words, any translation involves a kind of equivalence between the source language and the target language. Without equivalence of certain degrees or certain aspects, the translated text can’t be regarded as translation of the original text. Equivalence is necessity in basic requirement of translation.
A good translator should try to reproduce the message included within the source language into the target language. The equivalent message in translation is more important than the form in the target language. The reproduction of the message should be emphasized rather than the grammatical structures. Many grammatical and lexical adjustments are required to get such an equivalent message.

A good translation flows naturally as if it is originally written in the target language. The grammar and vocabulary used in the translation are not strange and awkward. A natural equivalent should be reached in order not to spoil the content and the impact of the conveyed message (Budianto & Fardhani. 2010:3)

To make a good translation, there are many translation procedures from various experts. Translation procedure itself means the technical devices which are used to transfer the meaning of a text in one language into a text in another language (Martono & Ngadiso. 1995:24). Vinay and Darbelnet (1958) in Venuti (2000:84) mention seven procedures in translation, they are as follows:

1. Direct or Literal Translation Procedures

   Direct or literal translation procedures are used when structural and conceptual elements of the source language can be transposed into the target language. According to them, there are three procedures of direct or literal translation: borrowing and literal translation.
a. Borrowing

Borrowing procedure is the simplest of all translation methods. It would not even merit discussion in this context if translators did not occasionally need to use it in order to create a stylistic effect. For instance, in order to introduce the flavor of the source language (SL) culture into a translation.

Translator is particularly interested in the newer borrowings, even personal ones. It must be remembered that many borrowings enter a language through translation, just like semantics borrowing or faux amis, whose pitfalls translator must carefully be avoided. The decision to borrow a SL word or expression for introducing an element of local color is a matter of style and consequently of the message.

b. Literal Translation

This procedure is a word for word translation, replacement of source language syntactic structures, normally on the clause or sentence scale, by syntactic which are isomorphic (or near isomorphic) concerning number and type of speech parts and synonymous in terms of content, where the resulting target language is grammatically correct and idiomatic.

In principal, literal translation is a unique solution which is reversible and complete in itself. It is most common when translating between two languages of the same family, and even more so when
they also share the same culture. After trying the first three procedures, translators regard a literal translation unacceptable; they must turn to the methods of oblique translation. By unacceptable we mean that the message, when translated literally:

1) Giving another meaning
2) Doesn’t have the meaning
3) Is structurally impossible
4) Doesn’t have a corresponding expression within the metalinguistic experience of the TL, or
5) Has a corresponding expression, but not within the same register.

2. Indirect or Oblique Translation Procedures

Oblique translation procedures are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the target language. According to Vinay and Darbelnet (1958), there are four procedures of oblique: transposition, modulation, equivalence, and adaptation.

a. Transposition

The method called transposition involves replacing one word class with another without changing the meaning of the message. Besides being a special translation procedure, transposition can also be applied within a language.
From a stylistic point of view, the base and the transposed expression do not necessarily have the same value. Translators must, therefore, choose to carry out a transposition if the translation thus obtained fits better into the utterance, or allows a particular nuance of style to be retained. Indeed, the transposed form is generally more literally in character. A special and frequently used case of transposition is that of interchange.

b. Modulation

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation result in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL.

Free modulation thus tends towards a unique solution, a solution which rests upon a habitual train of thought and which is necessary rather than optional.

c. Equivalence

Equivalence refers to cases where language describes the same situation by different stylistic or structural means. The method of creating equivalent is also frequently applied to idioms and proverbs.

d. Adaptation
Adaptation is used where the type of situation being referred to by the SL message is unknown in TL culture. In such cases translators have to create a new situation that can be considered as being equivalent. Adaptation can, therefore, be described as a special kind of equivalence, a situational equivalence. The method of adaptation is well known among simultaneous interpreter.

B. Equivalence

The equivalence between the source language and the target language naturally becomes an essential requirement. The fundamental requirement of any kind of communication is to guarantee that the message is adequately transmitted from the source to the receptor. Similarly, in translation, the translator should try to reproduce the closest equivalent message of the original text in the target text in order to the target language reader can understand the source message adequately. Therefore, the essence of translation as a kind of communication calls for the necessity of equivalence in translation.

A theory of equivalence is concerned with the comparison of texts in different languages. Equivalence is one of the problem in translation include its definition and applicability. There are many theories about the concept of equivalence which interpreted by many famous theorist such as Vinay and Darbelnet (1958), Nida and Taber (1969), catford(), Popovic(1976), and Baker (1997). They have been analyzed equivalence
related to the translation process with different approaches and they have productive ideas in this study.

Vinay and Darbelnet (1995) in Leonardi (2000) view equivalence-oriented translation as a procedure which replicates the same situation as in the original, whilst using completely different wording. They also suggest that, if this procedure is applied during translation process, it can maintain the stylistic impact of the SL text in the TL text. According to them, equivalence is therefore the ideal method when the translator has to deal with proverbs, idioms, cliches, nominal or adjectival phrase and the onomatopoeia of animal sound.

There are many types of equivalence based on the most innovative theorist of equivalence in this world. Popovic (1976) in Bassnett (2002: 33) distinguish four types of equivalence, they are as follows:

1. Linguistics equivalence, where there is homogeneity on the linguistics level of both SL and TL texts, i.e word for word translation.

2. Paradigmatic equivalence, where there is equivalence of the elements of a paradigmatic expressive axis, i.e elements of grammar, which Popovic sees as being a higher category than lexical equivalence.

3. Stylistic (translational) equivalence, where there is functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning.
4. Textual (syntagmatic) equivalence, where there is equivalence of the syntagmatic structuring of a text, i.e equivalence of form and shape.

Nida (1945) in Venuti (2000: 129) proposes that principally there are two types of equivalence namely formal equivalence and dynamic equivalence.

1. The formal equivalence which most completely typifies the structural equivalence is also called by Nida a “gloss translation”. In this type of translation, the translator should try to reproduce as literally and meaningfully as possible the form and content of the original. This type of translation is designed to make the reader capable of identifying himself as fully as possible with a person in the source language context and of understanding fully he customs, manner of thought and means of expression.

2. A dynamic equivalence is a translation which attempts to create the dynamic relationship between the source language message and the target language message which is based on “the principle of equivalent effect”. It means that naturalness should be obtained. The translation of dynamic equivalence should also try to relate the target language to the modes of behaviour which is relevant within the context of the target language culture.

In this research, the writer used three types of equivalence; they are textual equivalence, linguistic equivalence, and dynamic equivalence.
When doing this research, the writer used theories from dissimilar theorist for each type of equivalence.

1. Textual Equivalence

According to popovic (1976) in Basnett (1998:33) textual (syntagmatic equivalence) is, where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape. For example: SL ‘the angels are tired of the clever’ is translated into TL ‘para malaikat bosan pada ulah kaum cerdik’. It can be seen that SL ‘the angels’ and TL ‘para malaikat’ is noun phrases which have the function as a subject in the sentence. It conclude textual equivalence because they have the same function as a subject in the sentence above. There is equivalence of form and shape.

2. Linguistic Equivalence

According to popovic (1976) in Basnett (1998:33) Linguistic equivalence is where there is homogeneity on the linguistic level of both SL and TL texts, i.e. word for word translation. For example: SL noun phrase ‘a mother’ is translated into TL ‘seorang Ibu’. English noun phrase ‘a mother’ like ‘a’ in determiner of articles is singular, then Indonesian noun phrase ‘seorang ibu’ like ‘seorang’ in prefix se- is ‘one’ as singular and ‘ibu’ is a noun. It can be seen that this is linguistic equivalence because there is homogeneity on the linguistic level of both SL and
TL texts. They are the same linguistic level which is singular in countable words.

3. Dynamic Equivalence

Dynamic equivalence based on Nida (1969) which are stated in Munday (2001) is ‘the principle of equivalent effect’, where ‘the relation between receptor and message should be substantially the same as that which existed between the original receptors and the message’.

Dynamic equivalence is therefore to be defined in terms of the degree to which the receptors of the message in the receptor language respond to it in substantially the same manner as the receptors in the source language. (Nida and Taber, 1982:24).

For example: SL noun phrase ‘a sceptre’ is translated into TL ‘tongkat tanda wibawa’. It can be seen that they are dynamic equivalence because the form of SL is changed but the meaning in TL is the same.

C. Noun Phrase

A phrase is a group of two or more words, where there is one word which becomes central word. The result of this merger could clarify its phrase meaning or cause a new understanding. (Prastowo, 2007:526).

There are many kinds of phrases such as noun phrase, for example: a beautiful girl is headed by a noun; verb phrase, for example: overflowed quite quickly is headed by a verb; adjective phrase, for example: very
*bright;* adverb phrase, for example: *quite quickly;* and preposition phrase, for example: *inside the house.*

According to Pardiono (2005: 71) noun phrase is a group of words that contains of a noun and it has determiner (the, a, this). The noun phrase can be analyzed into two basic parts, a noun or head word and any number of modifiers range from the simple to the complex.

Besides that, based on Prastowo (2007:526) noun phrase is a group of word which ended by a noun that becomes central idea of the phrase. The content of noun phrase are determiner (the, a, this, etc), adjective, or noun itself. There are some functions of noun phrase:

1. As a subject, for example: *This book* is mine
2. As direct object, for example: I give *the book* to him
3. As indirect object, for example: I give my friend *the book*
4. As modifier from preposition, for example : I give the bone to *my cat*

According to Pardiyono (2010: 25-28) the noun phrase can be formed by adding some modifiers:

1. Adding adjective in a noun phrase, for example :

<table>
<thead>
<tr>
<th>Head</th>
<th>Noun phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>clean classroom</td>
</tr>
<tr>
<td>Teacher</td>
<td>patient teacher</td>
</tr>
<tr>
<td>Student</td>
<td>good student</td>
</tr>
<tr>
<td>Garden</td>
<td>Large garden</td>
</tr>
</tbody>
</table>
2. Adding article (a, an, the) which appropriate with the context.

For example:

<table>
<thead>
<tr>
<th>Head</th>
<th>Article</th>
<th>Noun phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garden</td>
<td>a/the</td>
<td>a large garden</td>
</tr>
<tr>
<td>Park</td>
<td>a/the</td>
<td>a beautiful park</td>
</tr>
<tr>
<td>City</td>
<td>an/the</td>
<td>An interesting city</td>
</tr>
<tr>
<td>Book</td>
<td>an/the</td>
<td>An expensive book</td>
</tr>
<tr>
<td>Candy</td>
<td>a/the</td>
<td>A sweet candy</td>
</tr>
</tbody>
</table>

3. Adding possessive pronoun in a noun phrase, for example:

<table>
<thead>
<tr>
<th>Head</th>
<th>P.Pronoun</th>
<th>Noun phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>My</td>
<td>my clean classroom</td>
</tr>
<tr>
<td>Teacher</td>
<td>Your</td>
<td>Your patient teacher</td>
</tr>
<tr>
<td>Student</td>
<td>Our</td>
<td>Our good student</td>
</tr>
<tr>
<td>Garden</td>
<td>Their</td>
<td>Their large garden</td>
</tr>
<tr>
<td>Computer</td>
<td>His</td>
<td>His cheap computer</td>
</tr>
</tbody>
</table>

4. Adding adverb like “very” or “really” before adjective in a noun phrase, for example:

<table>
<thead>
<tr>
<th>Head</th>
<th>Article</th>
<th>Adverb</th>
<th>Noun phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun phrase</td>
<td>Adverb</td>
<td>Noun phrase</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>A very clean classroom</td>
<td>In my school</td>
<td>A very clean classroom in my school</td>
<td></td>
</tr>
<tr>
<td>A really beautiful park</td>
<td>In Bandung city</td>
<td>A really beautiful park in Bandung City</td>
<td></td>
</tr>
<tr>
<td>A very interesting city</td>
<td>In Central Java</td>
<td>A very interesting city in Central Java</td>
<td></td>
</tr>
<tr>
<td>A very good student</td>
<td>In my school</td>
<td>A very good student in my school</td>
<td></td>
</tr>
<tr>
<td>A very patient teacher</td>
<td>Of Prestasi High School</td>
<td>A very patient teacher of Prestasi High School</td>
<td></td>
</tr>
</tbody>
</table>

D. The Difference Between English And Indonesian Noun Phrase

Nowadays, students have some difficulties to identify the noun phrase even in simple form. In fact, many kinds of noun phrase from the
simple to the complex have to be mastered by student in order to reach the goal of English learning. It is indicates that the problem is important because the constructions among languages are relatively different. Therefore, student needs to know clearly about the difference between English and Indonesian noun phrase

The difference between both of them is the position of head word or central word in the noun phrase. The position of head word in Indonesian noun phrase is head-initial. According to Hadisubroto (2008: 34) some of English noun phrase have structure which being opposite with Indonesian noun phrase. It means that the position of head word in English noun phrase is head-final. For example an English noun phrase “The golden arrow” is translated into Indonesian noun phrase “anak panah emas”.

Meanwhile, Hadisubroto (2008: 35) also state that sometimes English noun phrase have the same structure with Indonesian noun phrase, for example English noun phrase “vice president” is translated into Indonesian noun phrase “wakil presiden”. The positions of head word in both sentences are head-initial.

Furthermore, when the noun phrase indicates quantity, like: one, two, some, any, a few, several, many, much, all, no, and the like. For example English noun phrase “seven aspects” is translated into Indonesian noun phrase “tujuh aspek”, here; the construction of Indonesian noun phrase is head-final.
Therefore, according to the explanations above, it can be conclude that the modifiers in the English noun phrase may occur before or after the noun head. Besides that, the modifiers in the Indonesian noun phrase occur only after the noun head except when the modifier is a kind of noun determiner which is denotes quantity. (Yuwono, 2010)
A. Biography of Kahlil Gibran

Gibran Khalil Gibran, also known as Kahlil Gibran, was a Lebanese American artist, poet, and writer. He was born on January 6, 1883 in Besharri, Lebanon. He was the son of Khalil bin Gibran and Kamila. He had two sisters, Mariana and Sultana, a half brother, Peter, who was from his mother’s previous marriage. They were part of the Maronite Catholic Church. Gibran Khalil Gibran's father was a shepherd who had hardly any intellectual impact on Gibran. His mother was the one who played a huge role in the “intellectual maturation” of Gibran. His first education came from her at home. His mother was a very smart woman who was a polyglot. She could speak Arabic, French, and English. She also had artistic talent for music and came from a very prestigious religious background. (www.msu.edu.com/gibranbiography.html)

At the age of twelve he emigrated with his mother, half brother and two younger sisters to the United States, where his first name was dropped and the spelling of ‘Khalil’ was changed to ‘Kahlil’ to suit American pronunciation. Once the family had settled in Boston, he returned to Lebanon for two years to study.

Gibran returned to his homeland in 1897 to study at a Maronite-run preparatory school and higher-education institute in Beirut, called Al-
Hikma. While at school, Gibran developed a keen interest in literature and showed a flair for painting and drawing. At the age of twenty-two, his artistic talents were recognized by Fred Holland Day, a well-known Boston photographer, who organized an exhibition of his paintings. Another exhibition followed at the Cambridge School, whose owner and headmistress, Mary Haskell, subsequently became Gibran’s confidante, patron and benefactor.

In 1902, Gibran never saw his native land again. Three of the four members of his family in Boston fell untimely victims to tuberculosis; only Mariana, his first sister, survived beyond 1903 and would eventually outlive Kahlil himself. (Bushrui, 2012)

In 1908, Gibran went to Paris and lived with Mary Haskell. Then from 1909 until 1910, he studied at the School of Beaux Arts and the Julian Academy. Back to Boston, Gibran set up a studio on West Cedar Street in the town of Beacon Hill. He also took over the financing of his family. In 1911, Gibran moved to New York. He worked in apartment, and his studio at 51 West Tenth Street, a building that deliberately set up to where he painted and wrote.

Before 1912, “Broken Wings” published in Arabic. Effect of “Broken Wings” feels very big in the Arab world, because for the first time Arab women are under-emphasized to have the opportunity to speak thet they are wife who have the right to process social structures and power structures that have been arranged in a marriage.
Gibran was gainful and he had many experience writing in Arabic. He also improved to mastery English and expanded his talent as an artist. Gibran also became a controller of Syria non government people who live in America when a big war happened in Lebanon. In 1923, The Prophet was published. It is one of his most well known books that have now been translated into over twenty different languages.

After the success of The Prophet, Gibran’s health greatly deteriorated, but he managed to complete another four books in English: Sand and Foam (1926), The Earth Gods (1931), The Wanderer (published posthumously in 1932), and the finest of his late works, Jesus, the Son of Man (1928), a highly original collection of stories about Christ. Gibran died on 10 April 1931, at the age of just forty-eight, the cause of death being diagnosed as cirrhosis of the liver. His body was taken back to Lebanon and buried in a special tomb in Bisharri. An unfinished work called The Garden of the Prophet, which he intended as one of two sequels to The Prophet, was completed and published in 1933 by his companion and self-proclaimed disciple and publicist, Barbara Young. (Bushrui, 2012)

Before his death, Gibran expressed the wish that he be buried in Lebanon. This wish was fulfilled in 1932, when Mary Haskell and his sister Mariana purchased the Mar Sarkis Monastery in Lebanon, which has since become the Gibran Museum. The words written next to Gibran's grave are "a word I want to see written on my grave: I am alive like you,
and I am standing beside you. Close your eyes and look around, you will see me in front of you ...."

(http://poemhunter.com/khalil-gibran/biography/)

B. Kahlil Gibran’s Work

In Arabic:

Nubthah fi Fan Al-Musiqqa (Music, 1905)

Ara’is al-Muruj (Nymphs of the Valley, also translated as Spirit Brides and Brides of the Prairie, 1906)

al-Arwa’h al-Mutamarrida (Spirits Rebellious, 1908)

al-Ajniha al-Mutakassira (Broken Wings, 1912)

Dam’a wa Ibtisama (A Tear and A Smile, 1914)

al-Mawakib (The Processions, 1919)

al-‘Awāsif (The Tempests, 1920)

al-Bada’i’ waal-Tara’if (The New and the Marvellous, 1923)

In English, prior to his death:

The Madman (1918)

Twenty Drawings (1919)

The Forerunner (1920)

The Prophet, (1923)

Sand and Foam (1926)

Kingdom of the Imagination (1927)

Jesus, The Son of Man (1928)
The Earth Gods (1931)

Posthumous, in English:

The Wanderer (1932)

The Garden of the Prophet (1933, Completed by Barbara Young)

Lazarus and his Beloved (Play, 1933)

Collections:

Prose Poems (1934)

Secrets of the Heart (1947)

A Treasury of Kahlil Gibran (1951)

A Self-Portrait (1959)

Thoughts and Meditations (1960)

A Second Treasury of Kahlil Gibran (1962)

Spiritual Sayings (1962)

Voice of the Master (1963)

Mirrors of the Soul (1965)

Between Night & Morn (1972)

A Third Treasury of Kahlil Gibran (1975)

The Storm (1994)

The Beloved (1994)

The Vision (1994)
C. Biography of Sri Kusdyantinah

Sri Kusdyantinah was a writer and translator. She was born on June 27th, 1931 in Madiun, Jawa Timur. She studied at Nasional University in English Literature of Educational Faculty. She wrote a lot of poets and also being translator of Kahlil Gibran’s work such as “The Prophet” (1981), “The Garden of the Prophet” (1986), “Sand and Foam” (1987), “Te Storm”, and “Voice of the Master”. (Rampan: 2000)

D. Synopsis of “The Garden of The Prophet”

“The Garden of the Prophet” is a story about Almustafa, the chosen and the beloved, who returned to the isle of his birth after twelve years cruised with his followers in Orphalase city. He craved his family, neighbours, and all of people who loving him. Along the journey, Almustafa gave some advices to his followers about the meaning of freedom, sadness, and life. When he arrived at harbour, he met Karima, who had played with him when he was child. Karima also accompanied his mother when she was died. Almustafa also met his neighbours, family and his followers and taught them to elucidate the meaning of life.

Then Almustafa went to the Garden of his mother and father without his followers. He went alone because he want to commemorate his parent by himself. Forty days and forty nights he spent his time in that
Garden until nine men came to accompany him, three mariners from his own ship, three who had been his comrades in play when they were but children together. One of his disciple named Hafiz asked him to tell about Orphalase city, where he tarried there for twelve years. Almustafa described Orphalase as a region which did not have religion, surrendered to tyrant, surrendered to desire, he felt so pity with the nation which full of people who just in silent without resistance to cruelty. It made most of people in Orphalase solved become small nations.

One day, Karima came to the Garden. She told to Almustafa in order to he did not withdrawn himself because his followers have been waiting for so long to hear his wise advice. There also many people who lost the right way so Almustafa hoped be able to warn them. But, Almustafa told to Karima to did not tell him wise, whereas he still learned about life. He also told that he did not withdrawn himself. For him, there was no distance between him and his followers. The vastest distance is that which lies between your sleep-vision and your wakefulness, and between that which is but a deed and that which is a desire.

Then Almustafa, Karima, and the nine men walked unto the market place. They met many people, neighbours, and friends who yearned for Almustafa’s coming. Almustafa began to give enlightenment to them about the meaning of life in day and night. Daytime used to get knowledge, and night time used to take a rest and gave thanks to God for
what have been received during the day. Night time also the right time to grow dreams for life.

After that, Sarkis, who was the half-doubter asked about the sense of ugliness. Almustafa answered with fully spirit, ugliness is something which never struggled for acquired. Dont call something is ugly before the dark fragment of eyes lid is opened.

Another disciple asked Almustafa about the replacement of time that had elapsed. Almustafa gave imagery through a handful of soil, if the soil contained a seed, it will be a jungle in the future. As if giving goodness in the past, it will reap goodness in the future. Then, Mannus, the inquisitive disciple, asked Almustafa about parasites. According to him, all of people belonging to the parasite because people live upon one another according to the law, ancient, and timeless. No one can live alone without others.

One night, when a hurricane blew hard, a disciple told about his lonely life. Almustafa advised that actually humans are born into this world alone and they experienced the ups and downs of life by themselves. Life which full of suffering gives a lot of life lesson. When having friends, they would not necessarily together in difficult circumstances. So despite the trials of life are so hard, face it and dont give up. In addition, when the pleasure is comes, enjoy it by yourself.

And on a day, Almustafa warned his disciple, phardous, the Greek, who his foot caught a rock then said “O dead thing in my path!”. Amustafa
told him that actually there was no inanimate object because the distinction between human and inanimate objects only lie in the heartbeat. Many of inanimate objects provide benefit. As a man picking flowers then realized that the flowers smelled fragrant.

On the first day of the week, a disciple asked about God. Then Almustafa told about God beautifully. He also told to his disciples did not to carelessly talk about God. It is better to understanding among others because no one knows well about God. Almustafa advised to discuss thing that can be understood.

Then on a morning when the sun was high, one of the disciples asked permission to go to market to sell his worn cloth, but Almustafa requested the cloth and said to all his followers about the importance of simplicity in their life. Simplicity of life will bring people to the purpose of life. As he said “Only the naked live in the sun. Only the artless ride in the wind. And he alone who loses his way a thousand times shall have a home-coming”.

Then Almustafa also talked about the meaning of existence. Almustafa told that to be is to be wise, though not a stranger to the foolish, it is to be strong, but not to the undoing of the weak. To be simple and guileless with old men and women.

And when the night was fully come, Almustafa mourned at the tomb of his mother. He felt that advices which he gave during this time to his followers did not mean. So he felt he better became a well, dry and
parched, and men throwing stone into him. For this were better and easier to be borne than to be a source of living water, when men pass by and will not drink.

For seven days and seven nights Almustafa was in his mother’s garden alone without his disciples because they were busy with their own life. Only karima came, but she just brought some foods for Almustafa then she walked away. Then Karima came back to the Garden. She came with the nine followers of Almustafa they had a simple dinner. After that Almustafa said that he had to go to continue his wanderings. He told to all of his disciples to convey the message of truth on others and how to deal with people who have different attitudes. Almustafa also promised to karima that he will be back someday.

And the night had come down, Almustafa arrived in the hills. Then he called universe, shouted his heart. During this time, he had tried to teach kindness to all his followers, but he was dissapointed because his disciples actually forgot his words.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings, discussion, and the implication of using novel in learning English. The analysis of the data is in table. The data are analyzed based on Popovic’s theory for textual and linguistic equivalence and Nida’s theory for dynamic equivalence. To answer the problem of the research, the data are collected and classified into the table based on the types of equivalence. Then the data presented using pie chart to know the most dominant type of equivalence which often used by Sri Kusdyantinah to translate the novel.

A. Research Findings

<table>
<thead>
<tr>
<th>Types Of Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual Equivalence</td>
</tr>
<tr>
<td>Linguistic Equivalence</td>
</tr>
<tr>
<td>Dynamic Equivalence</td>
</tr>
</tbody>
</table>

There are three types of equivalence. There are 30 data consist of textual equivalence, linguistic equivalence, and dynamic equivalence. 12
data or 40% are textual equivalence, 9 data or 30% are dynamic equivalence, and 9 data or 30% are linguistic equivalence. It shows that textual equivalence is the most dominant type of equivalence which used to translate English into Indonesian noun phrase than dynamic and linguistic equivalence.

The Analysis of Equivalence

<table>
<thead>
<tr>
<th>No</th>
<th>The Equivalence and its sub categories</th>
<th>Number of Data</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Textual Equivalence</td>
<td>12</td>
<td>40 %</td>
<td></td>
</tr>
<tr>
<td>1.1 SL subject-NP in a sentence is translated into TL subject-NP</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 SL predicate-NP in a sentence is translated into TL predicate-NP</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 SL object-NP in a sentence is translated into TL object-NP</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Linguistic Equivalence</td>
<td>9</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>2.1 SL plural in NP is translated into TL plural in NP</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 SL singular in NP is translated into TL singular in NP</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dynamic Equivalence</td>
<td>9</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2
The Equivalence in the Indonesian translation of English noun phrases and its sub categories

Based on figure 2 above, Each type of equivalence has sub categories. First, textual equivalence which is divided into three sub categories, they are SL subject-NP in a sentence is translated into TL subject-NP, SL predicate-NP in a sentence is translated into TL predicate-NP, and SL object-NP in a sentence is translated into TL object-NP.
Second, Linguistic equivalence which is divided into two sub categories, they are SL plural in NP is translated into TL plural in NP and SL singular in NP is translated into TL singular in NP. The last is Dynamic equivalence.

1. Textual Equivalence

a. SL subject-NP in a sentence is translated into TL subject-NP

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) You and I and these flowers</td>
<td>Kau dan aku dan bunga-bunga ini</td>
</tr>
<tr>
<td>come together in this Garden...</td>
<td>akan bersua lagi... (p.47 l.1)</td>
</tr>
<tr>
<td>(p.18 l.12)</td>
<td></td>
</tr>
<tr>
<td>2) A vineyard without a guardian</td>
<td>Kebun anggur tanpa penjaga...</td>
</tr>
<tr>
<td>... (p.18 l.33)</td>
<td>(p.48 l.4)</td>
</tr>
<tr>
<td>3) A treasure –house for even</td>
<td>Gedung harta karun yang</td>
</tr>
<tr>
<td>open to passers-by. (p.18 l.34)</td>
<td>terbuka bagi setiap orang yang</td>
</tr>
<tr>
<td></td>
<td>lewat. (p.48 l.5)</td>
</tr>
<tr>
<td>4) And an autumn to ripen your</td>
<td>Pun musim gugur akan turun</td>
</tr>
<tr>
<td>grapes;... (p.19 l.4)</td>
<td>meranumkan buah anggur;...</td>
</tr>
<tr>
<td></td>
<td>(p.48 l.12)</td>
</tr>
<tr>
<td>5) ...And homeless birds seeking</td>
<td>Laksana burung hilang sarang</td>
</tr>
<tr>
<td>refuge. (p.19 l.30)</td>
<td>yang kedinginan mencari perlindungan (p.49 l.23)</td>
</tr>
</tbody>
</table>
The first sentence, SL noun phrase “these flowers” is translated into TL noun phrase “bunga-bunga ini”. Here, the word “these” is determiner used before a plural noun for example “these flowers” in the sentence above. Then “flowers” is English noun. It can be seen that SL “these flowers” and TL “bunga-bunga ini” are noun phrases.

The second sentence, SL noun phrase “a vineyard” is translated into TL noun phrase “kebun anggur”. Here, the word “vineyard” is English noun. It can be seen that SL “a vineyard” and TL “kebun anggur” are noun phrases.

The third sentence, SL noun phrase “a treasure house” is translated into TL noun phrase “gedung harta karun”. Here, the word “treasure” is a noun which translated into “harta karun” and the word “house” is translated into “gedung”. It can be seen that SL “a treasure house” and TL “gedung harta karun” are noun phrases.

The fourth sentence, SL noun phrase “an autumn” is translated into TL noun phrase “musim gugur”. Here, the word “autumn” is English noun. It can be seen that SL “an autumn” and TL “musim gugur” are noun phrases.

The fifth sentence, SL “homeless birds” is translated into TL noun phrase “burung hilang sarang”. Here, the word “homeless” is an adjective which translated into “hilang sarang”
and the word “birds” is a plural noun which translated into “burung”. It can be seen that SL “homeless birds” and TL “burung hilang sarang” are noun phrases.

It can be conclude that they are textual equivalence which have the same function as subject in the sentence because of the position of the noun phrases in the sentence above. There is equivalence in a subject of the sentence.

b. SL predicate-NP in a sentence is translated into TL predicate-NP

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.) He is one of the seraphim... (p.16 l.27)</td>
<td>Dialah pembisik kebenaran... (p.43 l.14)</td>
</tr>
<tr>
<td>7.) .., yet you are the beginning of giant oaks... (p.17 l.8)</td>
<td>..namun kau adalah permulaan pohon-pohon raksasa... (p.44 l.8)</td>
</tr>
<tr>
<td>8.) ..and May is a restless virgin... (p.17 l.14)</td>
<td>.. dan Mei adalah dara yang gelisah... (p.44 l.18)</td>
</tr>
</tbody>
</table>

The sixth sentence, SL “the seraphim” is translated into TL “pembisik kebenaran”. Here, the word “seraphim” is English noun. It can be seen that SL “the seraphim” and TL ”pembisik kebenaran” are noun phrases.

The seventh sentence, SL “the beginning of giant oaks” is translated into TL “permulaan pohon-pohon raksasa”. Here, the
word “giant” is an adjective which translated into “raksasa” and the word “oaks” is a plural noun which translated into “pohon-pohon”. It can be seen that SL “the beginning of giant oaks” and TL “permulaan pohon-pohon raksasa” are noun phrases.

The eighth sentence, SL “a restless virgin” is translated into TL “dara yang gelisah”. Here, the word “restless” is an adjective which translated into “gelisah” and the word “virgin” is a noun which translated into “dara”. It can be seen that SL “a restless virgin” and TL “dara yang gelisah” are noun phrases.

The position of the noun phrases in the sentence above include to predicate noun or predicate nominative. A predicate noun is a single noun or a noun phrase that renames the subject of a sentence and follows a form of the verb “to be” or another linking verb. Based on the analysis of the text above, It can be conclude that they are textual equivalence which have the same function as predicate in the sentence. There is equivalence of the structuring of the text in a predicate.

c. SL object-NP in a sentence is translated into TL object-NP

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>9) ...He knows the ways of men... (p.16 l.29)</td>
<td>...dia pahami tingkah laku manusia...(p.43 l.13)</td>
</tr>
<tr>
<td>10) Only the rudderless can sail the greater sea... (p.17 l.2)</td>
<td>Hanya dia yang tanpa kayuh akan mampu melayari</td>
</tr>
</tbody>
</table>
11) ..but rather as playmates who would learn their games;.. (p.18 l.19)
   ..hanya sepermainannya yang tak enggan mempelajari permainan baru mereka;..(p.47 l.10)

12) ..and an autumn to ripen your grapes;.. (p.19 l.4)
   ..pun musim gugur akan turun meranumkan buah anggur;..(p.48 l.13)

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>..but rather as playmates who would learn their games;.. (p.18 l.19)</td>
<td>..hanya sepermainannya yang tak enggan mempelajari permainan baru mereka;..(p.47 l.10)</td>
</tr>
<tr>
<td>..and an autumn to ripen your grapes;.. (p.19 l.4)</td>
<td>..pun musim gugur akan turun meranumkan buah anggur;..(p.48 l.13)</td>
</tr>
</tbody>
</table>

The ninth sentence, SL “the ways of man” is translated into TL “tingkah laku manusia”. Here, the word “ways” is plural noun which translated into “tingkah laku” and the word “man” is a noun which translated into “manusia”. It can be seen that SL “the ways of man” and TL “tingkah laku manusia” are noun phrases.

The tenth sentence, SL “the greater sea” is translated into TL “samudera abadi”. Here, the word “greater” is an adverb which translated into “abadi” and the word “sea” is a noun which translated into “samudera”. It can be seen that SL “the greater sea” and TL “samudera abadi” are noun phrases.

The eleventh sentence, SL “their games” is translated into TL “permainan baru mereka”. Here, the word “their” is a pronoun which translated into “mereka” and the word “games” is a plural noun which translated into “permainan baru”. It can be seen that
SL “their games” and TL “permainan baru mereka” are noun phrases.

The twelfth sentence, SL “your grapes” is translated into TL “buah anggur”. Here, the word “your” is a pronoun which not translated and the word “grapes” is a plural noun which translated into “buah anggur”. It can be seen that SL “your grapes” and TL “buah anggur” are noun phrases.

Based on the sentences above, the noun phrases have the function as the object complement of a verb in the sentence because of the position of the noun phrase. It can be concluded that this is textual equivalence because there is equivalence of the structuring of the text in an object.

2. Linguistic Equivalence

a. SL plural in NP is translated into TL plural in NP

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>13) <strong>The angels</strong> are tired of the clever.(p.16 l.23)</td>
<td><strong>Para malaikat</strong> bosan pada ulah kaum cerdik.(p.43 l.2)</td>
</tr>
<tr>
<td>14) ..yet you have within your <strong>unborn branches</strong>,..(p.17 l.7)</td>
<td>..melata <strong>ranting-ranting yang belum lahir</strong>,..(p.44 l.5)</td>
</tr>
<tr>
<td>15) ...the choir of <strong>the four winds</strong>.(p.17 l.7)</td>
<td>..gita suara angin dari empat <strong>penjuru</strong>.(p.44 l.6)</td>
</tr>
</tbody>
</table>
16) ...though he may live beyond the seven rivers...(p.18 l.22) 

...walau tinggalnya di seberang tujuh sungai...(p.47 l.17)

17) ...the three men who were mariners longed for the sea;...(p.19 l.26) 

...ketiga pelaut mulai gelisah merindukan samudera;..(p.49 l.17)

The thirteenth sentence, SL “the angels” is translated into TL “para malaikat”. Here, the word “angels” is plural noun because it has suffix “s” which shows plural form. It can be seen that SL “the angels” and TL “para malaikat” are noun phrase.

The fourteenth sentence, SL “unborn branches” is translated into TL “ranting-ranting yang belum lahir”. Here, the word “unborn” is an adjective which translated into “belum lahir” and the word “branches” is a plural noun which translated into “ranting-ranting”. It is plural noun because it has suffix “-es” which shows plural form. It can be seen that SL “unborn branches” and TL “ranting-ranting yang belum lahir” are noun phrases.

The fifteenth sentence, SL “the four wind” is translated into TL “empat penjuru”. Here, the word “four” is a noun which translated into “empat” and the word “winds” is plural noun which translated into “penjuru”. The noun phrase “four winds” are plural because “four” is determiner of number and “winds” has suffix –s.
which shows plural form. It can be seen that SL “the four winds” and TL “empat penjuru” are noun phrases.

The sixteenth sentence, SL “the seven rivers” is translated into TL “tujuh sungai”. Here, the word “seven” is a noun which translated into “tujuh” and the word “rivers” is plural noun which translated into “sungai”. The noun phrase “the seven rivers” are plural because “seven” is determiner of number and “rivers” has suffix –s which shows plural form. It can be seen that SL “the seven rivers” and TL “tujuh sungai” are noun phrases.

The seventeenth sentence, SL “the three men who were mariners” is translated into TL “ketiga pelaut”. Here, the word “three” is a noun which translated into “ketiga” and the word “mariners” is plural noun which translated into “pelaut”. It can be seen that SL “the three men who were mariners” and TL “ketiga pelaut” are noun phrases.

Based on some sentences above, it can be concluded that this is linguistic equivalence because there is homogeneity on linguistic level of both SL and TL texts. They have same linguistic level which is plurality in countable words.

b. SL singular in NP is translated into TL singular in NP

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>18) <em>an angel</em> said to me;...(p.16 l.20)</td>
<td><em>seorang malaikat</em> telah berbisik...(p.43 l.3)</td>
</tr>
</tbody>
</table>
The eighteenth sentence, SL “an angel” is translated into TL “seorang malaikat”. Here, “an” in determiner of article is singular which translated into “seorang” and the word “angel” is a noun which translated into “malaikat”. It can be seen that SL “an angel” and TL “seorang malaikat” are noun phrases.

The nineteenth sentence, SL “a poet” is translated into TL “seorang penyair”. Here, “a” in determiner of article is singular which translated into “seorang” and the word “poet” is a noun which translated into “penyair”. It can be seen that SL “a poet” and TL “seorang penyair” are noun phrases.

The twentieth sentence, SL “a treasure” is translated into TL “sebutir manikam”. Here, ”a” in determiner of article is singular which translated into “seorang” and the word “treasure” is a noun which translated into “manikam”. It can be seen that SL “a treasure” and TL “sebutir manikam” are noun phrases.
The twenty-first sentence, SL “a man” is translated into TL “seorang lelaki”. Here, “a” in determiner of article is singular which translated into “seorang” and the word “man” is a noun which translated into “lelaki”. It can be seen that SL “a man” and TL “seorang lelaki” are noun phrases.

Based on the sentences above, it can be concluded that this is linguistic equivalence because there is homogeneity on linguistic level of both SL and TL texts. They have same linguistic level which is singular in countable words.

3. Dynamic Equivalence

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>22) Only the naked live in the <strong>sun</strong>.(p.16 l.20)</td>
<td>Hanya yang polos dapat hidup berkembang dalam <strong>sinar surya</strong>.(p.42 l.12)</td>
</tr>
<tr>
<td>23) ..that our words may be even as your words...(p.17 l.19)</td>
<td>..agar ucapan kami menyerupai tutur katamu...(p.45 l.3)</td>
</tr>
<tr>
<td>24) ..then you shall lie down and sleep like a <strong>white fledgling</strong>...(p.17 l.27)</td>
<td>..kemudian akan tidur lelap bagai anak burung...(p.46 l.1)</td>
</tr>
<tr>
<td>25) ..to the very heart of the <strong>earth</strong>...(p.18 l.2)</td>
<td>..mencapai inti jantung bumi...(p.46 l.12)</td>
</tr>
<tr>
<td>26) ..To look down the height</td>
<td>..memandang semuanya dari</td>
</tr>
<tr>
<td>of your larger self and smile... (p.19 l.2)</td>
<td>ketinggian pribadi besar dengan senyum sabar... (p.48 l.9)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>27) ...but one of your windows is open to the East... (p.19 l.5)</td>
<td>..baha...</td>
</tr>
<tr>
<td>28) .., and the Garden shone like a fair jewel upon the breast of earth. (p.20 l.6)</td>
<td>Taman berbinar bagai permata bersinar di dada bumi persada. (p.51 l.5)</td>
</tr>
<tr>
<td>29) ...from sleep and put upon her silken raiment... (p.21 l.4)</td>
<td>...dia bangkit mengenakan baju suter... (p.53 l.19)</td>
</tr>
<tr>
<td>30) ...and his spirit was as a cloud unspent. (p.21 l.21)</td>
<td>...dalam ujud jiwa yang serupa gumpalan awan putih. (p.54 l.13)</td>
</tr>
</tbody>
</table>

The twenty-second sentence, SL “the sun” is translated into TL “sinar surya”. It can be seen that they are dynamic equivalence, because the word “sun” can be ommited into “sinar” by the translator. If it translated in just a word “surya” it would be confused and the message of TL will not fulfill well. Thus, the translator changed the form of TL into “sinar surya”
The twenty-third sentence, SL “your words” is translated into TL “tutur katamu”. It can be seen that they are dynamic equivalence, because the word “words” can be omitted into “tutur” by the translator. Actually, the noun phrase “your words” is translated into “kata-katamu”, but the translator change the form of TL into “tutur katamu” to make the translation of the whole sentence more poetic.

The twenty-fourth sentence, SL “a white fledgling” is translated into TL “anak burung”. It can be seen that they are dynamic equivalence because the word “white” is not translated by the translator. The article “a” also not translated. Thus, the translator changed the form of TL into “anak burung”.

The twenty-fifth sentence, SL “the very heart of the earth” is translated into “inti jantung bumi”. It can be seen that they are dynamic equivalence because the word “very” can be omitted into “inti” by the translator. If the word “very” is translated into “sangat” it will be more confused, but it can be changed into “inti” based on the text above. Thus, the translator changed the form of TL into “inti jantung bumi”.

The twenty-sixth sentence, SL “your larger self” is translated into TL “pribadi besar”. It can be seen that they are dynamic equivalence because the word “your” is not translated. In addition, the word ”larger” which shows comparison degree is
translated into just a word “besar” and the word “self” can be omitted into “pribadi” by the translator. If the word “self” is translated into “diri sendiri” it would be more confused, but it can be changed into “pribadi”. Therefore, the translator changed the form of TL into “pribadi besar”.

The twenty-seventh sentence, SL “your windows” is translated into “jendela jiwa”. It can be seen that they are dynamic equivalence because the word “your” which is pronoun can be omitted into “jiwa” by the translator. If the word “your” is translated into the right meaning as a pronoun it will be difficult to understand. But, it can be changed into the word “jiwa”. Thus, the translator changed the form of TL into “jendela jiwa”.

The twenty-eight sentence, SL “the breast of earth” is translated into TL “dada bumi persada”. It can be seen that they are dynamic equivalence because the word “earth” can be omitted into “persada” by the translator. To make the sentence more poetic and easier to deliver the message from SL, the translator changes the form of TL into “dada bumi persada”.

The twenty-ninth sentence, SL “her silken raiment” is translated into TL “baju sutera dewangga”. It can be seen that they are dynamic equivalence because the word “her” which is pronoun is not translated but it can be changed into “dewangga” by the translator. It also to make the sentence more poetic.
The thirtieth sentence, SL “a cloud unspent” is translated into TL “gumpalan awan putih”. It can be seen that they are dynamic equivalence because the article “a” is not translated and the word “unspent” also not translated. If the word “unspent” is translated it would be more confused but it can be changed into “gumpalan” by the translator. Thus, the translator changed the form of TL into “gumpalan awan putih”.

Based on analysis in the sentences above, it can be concluded that this is dynamic equivalence because the form of source language (SL) of the noun phrase are changed but the meaning in target language (TL) is the same.

B. Discussion

After getting the data, the researcher needs to discuss the finding in order to clarify the answer of research problem. Based on the first problem “What types of equivalence are used to translate English noun phrases in the Sri Kusdyantinah’s translated novel Taman Sang Nabi?”, the researcher found that the types of equivalence based on Popovic’s theory are linguistics equivalence, paradigmatic equivalence, stylistic (translational) equivalence and textual (syntagmatic) equivalence. In addition, the types of equivalence based on Nida’s theory are formal equivalence and dynamic equivalence.

In conducting the research, the researcher use three types of equivalence, they are textual equivalence, linguistic equivalence, and
dynamic equivalence. That equivalence occurred in 30 data of noun phrase. The data which have been presented and analyzed are representative enough of whole noun phrase in the novel. Based on the second problem “What is the most dominant type of equivalence which is used to translate English noun phrases in the Sri Kusdyantinah’s translated novel Taman Sang Nabi?, the researcher found that the most dominant type is textual equivalence with 12 data from all the data. Textual (syntagmatic) equivalence is commonly used by the translator especially in sub category source language (SL) subject-noun phrase in a sentence is translated into target language (TL) subject-noun phrase.

Furthermore, after analyzing the data, the researcher also found the reason why the translator uses dynamic equivalence as a translation procedure of the English noun phrase into Indonesian. As an example, it can be seen in the twenty-third sentence, SL “your words” is translated into TL “tutur katamu”. The other example is observed in the twenty-ninth sentence, SL “her silken raiment” is translated into TL “baju sutera dewangga”. From both sentences above, it can be concluded that the translator use dynamic equivalence to make the form of target language (TL) more poetic, varied, and precious. But, it does not change the meaning and message of the source language (SL).

In addition, the last problem which is some implications of using novel in learning English explained in the following.
C. The Implication of Using Novel in Learning English

The way of learning English has become especially important in recent years. Considering that English is dominant language which used by people in the world and most of information about news, culture, business even entertainment are in English, so it is necessary to get some various ways in learning English easily especially for student.

Most activity usually do in class which limited on textbook and a lot of exercises could make students feel bored and difficult to understand the material which have been given. Student needs more creative and effective ways to learn English in order to they could more enthusiastic and comfortable during the lesson.

Employing authentic material in learning English is helpful for student to get enthusiasm and variety of activity in the classroom. One of authentic material which can be used is literature.

According to Liaw (2001) in Khatib et all (2012:32) The use of literature in language teaching traces back to the nineteenth century. The dominant method of language teaching was grammar translation and the most popular technique was the translation of literary texts in the mother tongue. Literary works provided additional material of grammar practice, vocabulary learning and translation.

The interest of using literature as a teaching resource has regenerated and continues until today. It can be seen from the publication of textbooks which contained about the role of literature in languages classes although
there is controversy over the use of literature for the purpose of teaching and learning language.

Using literature can make positive contributions to the language class such as follow:

1. It can be motivating and thought-provoking.
2. It provides meaningful (and memorable) contexts for new vocabulary and structures, thus encouraging language acquisition and expanding students’ language awareness.
3. It can help develop students’ procedural abilities to interpret discourse.
4. It provides access to new socio-cultural meanings, offering opportunities for the development of cultural awareness.
5. It stimulates the imagination, as well as critical and personal response, thus contributing to the major aim of educating the whole person. (Ferradas, 2009)

On the other hand, based on Collie and Slater (1987: 12) the aim in teaching literature is to encourage learners to feel that they can read and enjoy books on their own. We therefore asked them to read specified sections at home, often with the support of worksheets which provide either particular help with points of difficulty, or more general help in formulating a response to the passage they are reading.

According to Povey (1967) in Khatib et all (2012:33) reading literature familiarizes students or learners with subtle vocabulary usage and new and
complex syntax and through this contribute to the extension of language usage and linguistic knowledge. Another advantage of using literature in language classes is the promotion of language use or communication especially in EFL settings.

One of literature which can give the student new insight and stimulate their learning is novel. Using novel could be a part of a language teaching programme to enhance the student’s mastery in the four basic areas of listening, speaking, reading, and writing.

As an example, reading a novel is more enjoyable and interesting to improve vocabulary than reading a textbook. When student read a piece of novel, they can discuss about the events, characters, and have different interpretations. Students could understand that their classmates have different way of thinking.

In writing skill, novel can encourage creativity, help student to enrich their vocabulary, and also learning how to use figurative language to make the writing more poetic and affective.

Using novel in language learning also will avoid monotony activity and give student new experience of reading, but the criteria to choose appropriate novel in classroom activity must be close to the student’s interest. If the entire text is too much to read, selecting from a long work could be the good idea. It means that student do not need to read whole content of the novel but the teacher can divided the student into some
groups and each group will be read the different chapter. They could retell what they have been read to increase their speaking ability.

To make the learning systematically, teacher must be prepared all material well. The beginning activities in class could start with using the title and cover design of the novel to build student’s curiosity and let them speculate about the book. Then the other activity such as using the theme, key words or sentences, questionnaires, listening dialogue of novel, biographical montage, creating a sketch of the author, guessing at missing information and sentence whisper will be helpful to make student’s learning activity more interesting and they could mastering four basic skills in English easily and fun.
CHAPTER V

CONCLUSION

This chapter presents the conclusion and suggestions for the other researcher and English teacher. Both of them explained as follow:

A. Conclusion

After finding and analyzing the data in the previous chapter, the researcher submits the conclusion and suggestion as the last part of this paper. Based on the research finding, the conclusions are explained as follow:

1. Seven types of equivalence in the translation procedure of English noun phrase in the Sri Kusdyantinah’s translated novel Taman Sang Nabi are linguistics equivalence, paradigmatic equivalence, stylistic (translational) equivalence, textual (syntagmatic) equivalence, formal equivalence, and dynamic equivalence.

2. The researcher found that there are 12 data of textual equivalence, 9 data of linguistics equivalence, and 9 data of dynamic equivalence. It can be concluded that the most dominant type of equivalence which used by Sri Kusdyantinah to translate English noun phrase in translated novel Taman Sang Nabi is textual equivalence. Spesificly, in sub category source language (SL) subject-noun phrase in a sentence is
translated into target language (TL) subject-noun phrase. The researcher also found the reason why the translator uses dynamic equivalence as a translation procedure of the English noun phrase into Indonesian. The researcher concluded that the translator use dynamic equivalence to make the form of target language (TL) more poetic, varied, and precious. But, it does not change the meaning and message of the source language (SL).

3. The researcher also analyzed about some implications of using novel in learning English. They are: it can be motivating and thought-provoking, it provides meaningful (and memorable) contexts for new vocabulary and structures, it can help develop students’ procedural abilities to interpret discourse, it provides access to new socio-cultural meanings, and it stimulates the imagination. In addition, using novel could be a part of a language teaching programme to enhance the students’ mastery in the four basic areas of listening, speaking, reading, and writing. Using novel with many various ways as authentic material also avoid monotony activity in learning English.

B. Suggestion

Based on the finding of the research, the researcher suggests that this paper will be one of reference in the translation study. There are also suggestions to the other researcher and the English teacher as follow:

1. To the future researcher, it is suggested to discuss equivalence in the Indonesian translation of the other English phrase or conduct
the research about the other translation procedure. It could use the other kind of literature as the object of the research.

2. To the teachers, it also recommended for all teachers to give students more authentic material in English learning include the kinds of literature. The teacher should be creative to employ the various method and techniques in teaching English especially in translation and noun phrase. It is also important to give support and motivation to the students which could stimulate them to be active as participant in learning English.
BIBLIOGRAPHY


Retnomurti, Ayu Bandu. *The Equivalence and Shift In the English Translation of Indonesian Noun Phrase.*(online)


