

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature consists of previous studies, nature of english tenses, translation, text, narrative and past tense, grammar, text and translating, correlation of the study, correlation.

A. Previous Studies

Related to the study, the writer took the thesis written by Marita Safitri entitled “The correlation between the students’ past tense mastery and their ability in translating narrative texts of grade eleven students of SMAN 1 Pagelaran”, Yesnida Parmi, Pipit Rahayu and Ummi Rasyidah entitled “correlation between past tense mastery and students’ translating narrative text at grade eleventh of SMA N 3 Rambah Hilir and Nita Evlina entitled “The Correlation between Students’ Mastery of The Simple Past Tense and Their Ability in Using It in Writing Diary (A Case of the Tenth Year Students of SMK N 2 Tegal Majoring in Business and Management in the Academic Year of 2008/2009).

The first previous study was Marita Safitri reported that this study is mainly interested in finding the objective of this research was to find out the correlation between the students’ past tense mastery and their ability in translating narrative texts of grade eleven students of SMAN 1 Pagelaran.⁷Two kinds of tests were administered. They were grammatical test and translation test. In the grammatical test, multiple choice tests were used, while in

⁷Safitri, Maria, *The correlation between the students’ past tense mastery and their ability in translating narrative texts of grade eleven students of SMAN 1 Pagelaran*, Bandar Lampung, Thesis, Indonesia, 2014.

translation test, each student was asked to translate a kind of narrative text into English. The method of this research was the correlational research. Data were analyzed using r-Product Moment. The result of r_{xy} was 0.772. The p-value in 5% was 0.355 and in 1% was 0.456. So, the result showed that there was a significant correlation between the students' past tense mastery and their ability in translating narrative texts of grade eleven students of SMAN 1 Pagelaran. Based on the result these facts indicate that the students' past tense mastery gives a useful contribution for their ability in translating narrative texts as tense is the use of verb variation as predicate based on timing rules. The tense is the most distinguishable transition from Indonesian grammar into English grammar because there is no timing rule in Indonesian language to express activities or events. The tenses frequently become problem to be understood (Djuhari, 2004).

The second was Yesnida Parmi, Pipit Rahayu and Ummi Rasyidah reported that this study is mainly interested in finding the purpose of this research was to see whether there is a correlation between past tense mastery and students' translating narrative text at grade eleventh of SMA N 3 Rambah Hilir.⁸ This research was quantitative research in which aid to describe about an objective situation. This research had two variables, Variable X (past tense mastery) and variable Y (translating narrative text skill). Based on the analyzed of the data it can be concluded there was a low correlation between past tense mastery and students' translating narrative text skill at grade

⁸Parmi, Yesnida, Rahayu, Pipit and Rasyidah Ummi, *The correlation between past tense mastery and students' translating narrative text skill at grade eleventh of SMA N 3 Rambah Hilir*. Pasir Pengaraian, 2015

Eleventh of SMA N 3 Rambah Hilir. The correlation of “r” product moment was 0,137. The students’ past tense mastery in Grade Eleventh of SMA N 3 Rambah Hilir was in very poor level. It can be concluded that Grade eleventh of SMA N 3 Rambah Hilir not mastery in Past Tense. The students’ translating narrative text skill in Grade Eleventh of SMA N 3 Rambah Hilir was in the very Poor level. It can be concluded that Grade Eleventh of SMA N 3 Rambah Hilir can not translating in narrative text well. There is low positive correlation between Past Tense Mastery and Students’ Translating in Narrative Text Skill at Grade eleventh of SMA N 3 Rambah Hilir.

The third, Nita Evlina reported that this study is mainly interested in finding the result of the simple past tense and writing test was interpreted quantitatively using t-test and the result of the questionnaire was interpreted using descriptive percentage.⁹ The result of the study showed that the correlation between students’ mastery of simple past tense and their ability in using simple past tense in writing diary was significant with the r value 0,836 with index determinant was 83, 6% and $\alpha = 5\%$ It meant that writing diary is useful to correlate students’ mastery of simple past tense and the ability in using simple past tense in writing diary. While the questionnaire was interpreted by considering five variables as referred by Heaton’s category; students’ interest, the advantage, students’ achievement, the relevance, and

⁹Nita Evlina, *The Correlation between Students’ Mastery of The Simple Past Tense and Their Ability in Using It in Writing Diary (A Case of the Tenth Year Students of SMK N 2 Tegal Majoring in Business and Management in the Academic Year of 2008/2009)*, Semarang, Thesis, 2009.

sustainability. The result showed that the writing diary was high, helpful, high, very relevant, and necessary to the mastery of simple past tense.

Based on explanation the previous studies above, the writer did the different study. In this study, the writer' subject was the students of SMA Muhammadiyah-1PalangkaRaya. The writer takes eleventh grade students. The writer' object was the correlation between students' mastery in simple past tense and their ability in translating past narrative text at the eleventh graders of SMA Muhammadiyah-1Palangka Raya.

B. Nature of English tenses

1. Definition Of English tenses

Frank stated that tense are special verb endings or accompanying auxiliary verb signaling the time an event takes place.¹⁰ From the statements above, basically they have some opinions about tense. The description of verb form differs according to the way term tense is interpreted. The most common interpretation of tense is semantic interpretation and the other is based on the verb form itself. On the basis of semantic interpretation, most grammarians present three tense systems; present, past, and future. Each of them expresses time in relation to a particular point in the present, past and future respectively. These different tenses are signaled by verb ending or by their auxiliary verb.

¹⁰Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey: Prentice-Hall Inc, 1972), p. 47

The second basis of the tense is on the basis of verb alone. There are only two tenses; present and past tense. Each of them is marked by different forms in the lexical verb itself or in the auxiliary used with verb.

2. *Past tense*

a. *Definition of past tense*

Past tense is a tense used to describe actions or events which took place in the past or the used of the past form to refer to past events.¹¹While Wren and Martin defined a verb that refers to past time is said to be in the past tense.¹²It should be clear from the definition that past tense is used to indicate something that happened in the past and this is showed by the past form of the verb. Wren and Martin mentioned the past tense has the four forms; they are simple past, past continuous, past perfect, and past perfect continuous tenses.¹³They are discussed in details in the following sub section.

b. *The Description of Meaning, and Form Simple Past Tense*

The simple past tense is the normal tense for past actions. Firstly, for the regular verb, the past form is made by adding –ED to the verb.¹⁴The example are (walked, worked, opened ...). For irregular verbs, the past forms are more or less idiosyncratic, the example are (write-wrote, catch-caught).

¹¹Collin, *English Grammar*, (London: Haper Collins, 2003), p. xxi

¹²Wren and Martin, *High School English Grammar and Composition*, (New Delhi: S. Chand and Company LTD, 1989), p. 66

¹³*Ibid*, p. 67

¹⁴Bety Schramper, Azar, *Fundamentals of English Grammar: Second Edition*, (Ney Jersey: Prentice-Hall, 1992) p. 18

The form is :

(+)	<p>Nominal : You, We, They + were + non Verb</p> <p style="padding-left: 40px;">I, She, He, It+ was + non Verb</p> <p>Verbal : Subject + Verb₂</p>
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Example: Lisa went to Malang last week.

(-)	<p>Nominal : You, We, They + were + not + non Verb</p> <p style="padding-left: 40px;">I, She, He, It+ was + not + non Verb</p> <p>Verbal : Subject + did + not + Verb₁</p>
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Example: Lisa did not go to Malang last week.

(?)	<p>Nominal : Were + You, We, They + not + non Verb?</p> <p style="padding-left: 40px;">Was + I, She, He, It+ non Verb?</p> <p>Verbal : Did + Subject + Verb₁</p>
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Example: Did Lisa go to Malang last week.

Wren and Martin wrote in their book that the simple past is used to indicate an action completed in the past. It often occurs with adverbs or adverb phrases of past time.¹⁵ For example, I received his letter a week ago. Sometimes, this tense is used without an adverb of time. In such cases the time may be either implied or indicated by the context, for example I did not sleep well. The simple past is also used for past habits; as, He

¹⁵Wren and Martin, *op. cit.*, p. 70

studied many hours every days. Therefore, such expression as “... when I was a child, never, always, usually, and often” are usually included. For example, I stayed with the family quite often when I was a child.

C. Translation

1. Definition of Translation

Translation maybe regarded either as an art or a skill depending on our perfection of translation as an activity. For some experts, translation can not be taught but rather learned from exercises, and be practicing a lot. In Larson and Smalley, as quoted by Widyamartaya said:

“Translation is sophisticated, advanced linguistic skill. Not something for beginners. It is valuable for communication if one already knows two languages well. Translation not only requires a good knowledge of two language, but also special training and experience. To be able to talk two languages does not mean that one can translate between them effectively and skillfully. Switching from one to the other must be learned”.¹⁶

According to this definition, translation is a skill which of course requires certain qualification of translator. A translator has to understand the written message in the native language before transferring it into the target language.

¹⁶ Widyamartaya, A, *Seni Menerjemahkan*, (Yogyakarta: Kanisius, 1989), p. 4

2. *Kinds of Translation*

According to Larson, there are two main kinds of translation. One is form based translation and the other is meaning based translations.¹⁷

Form based translation attempts to follow the form of the source language and is known as literal translation. Meaning based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translation is called idiomatic translation. He moreover added that an interlinear translation is a completely literal translation.

For some purpose, it is desirable to reproduce the linguistic features of the source text, as for example, in a linguistic study of that language although these literal translations may be very useful for purpose related to the study of the source language, they are of little help to speakers of the receptor language who are interested in the meaning of the source language text. A literal translation sounds like nonsense and has little communication value.

Except for interlinear translations, a truly literal translation is uncommon. Most translators who tend to translate literally actually make a practically modified literal translation. They modify the order and grammar enough to use acceptable sentence structure in the receptor language. However, the lexical items are translated literally. Occasionally, these are also changed to avoid complete nonsense or improve the communication.

¹⁷Mildred, Larson, *Meaning-Based Translation*, (Maryland: University press of America, 1984), p.15

A person who translates in a modified literal manner will change the grammatical forms when the constructions are obligatory. However, if he has a choice, he will follow the form of the source text even though a different form might be more natural in the receptor language. Literal translations of words, idioms, figures of speech, etc, result in unclear, unnatural and sometimes nonsensical translation. In a modified literal translation, the translator usually adjusts the translation enough to avoid real nonsense and wrong meaning, but the unnaturalness skill remains.

Idiomatic translations use the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. A truly idiomatic translation does not sound like a translation it sound like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his goal. However, translations are often a mixture of a literal transfer of the grammatical units along with some idiomatic translation of the meaning of the text. It is not easy to make an idiomatic translation consistently.

The translator's goal is reproducing a text receptor language, which communicates the same message as the source language by using the natural grammatical and lexical choice of the receptor language. This goal is an idiomatic translation.

3. Translation Process

Translation is a complicated process. However, a translator who is concerned with transferring the meaning will find that the receptor language

has a way in which the desired. Meaning can be expressed even though it may be very different from the source language form. A faithful translator will not translate word for word. There are two things are necessary for a good translation an adequate understanding of the original language (the source language) and which one is translating (the receptor language).

But considering the complexity of language structures, how can a translator of language produce an adequate translation? Literalism can only be avoided by careful analysis of the source language, by first of all, understanding clearly the message to be communicated a translator who takes the time to study carefully the source language text to write a semantic analysis of it, and then to look for the equivalent way in which the same message is expressed naturally in the receptor language, will be able to provide an adequate, and sometimes brilliant translations.

Suryawinata mentioned there are four steps of translation process.¹⁸

a. Analysis

In this step, the structure or the sentences be analyzed according to grammatical relations, the meaning of words or word combinations, textual meaning, and even contextual meaning. This is behind the transformation process.

b. Transferring

In this step, the material that has been analyzed and understood the meaning was processed by the translator in his/her mid and will be changed

¹⁸ Zuchridin Suryawinata and Sugeng Harianto, *Translation;Bahasan Teori dan Penuntutn Praktis Menerjemahkan*, (Yogyakarta: Kanisius, 2003), p. 19

from source language into target language. But in this step, it has not produced a series of words, it only occur in the inner of translator.

c. Restructuring

Furthermore, the translator tried to find the equivalent words, phrases, and the proper sentence structure in the target language so that the content, meaning and the message in the source language text can be delivered fully.

d. Evaluation and Revision

After translator got the result in the target language translation, the result were reevaluated or matched with the original text. If it is still less match, the translator will do the revision.

D. Text

In general sense, text is any form of written material. Halliday and Hasan stated:

“What do we mean by text? We can define text, in the simple way, perhaps by saying that it is a language that is functional. By functional we simply mean language that is doing some job in some context, as opposed to isolated word or sentence that I might put on the blackboard. So any instances of living language that is playing some part in a context of situation. We shall call it a text. It may be either spoken or written, or indeed in any other medium of expression that we like to thing of“.¹⁹

This definition surely tells us many think about text. A text can be either spoken or written, can be a word or as thick as a book in length. So, a

¹⁹M.A.K. Halliday and Hasan R, *Language, Context and Text: aspect of language in a social – semiotic perspective*, (Hongkong: Oxford University press, 1985), p. 10

text has nothing to do with form or size. Second, a text is not isolated words or sentences being put together. On the other hand, it constitutes a meaningful message that a person tries to communicate through his use of certain in certain acceptable structure. So, it has something to do with meanings, meanings forming a stretch of language working together as a unified whole. Related to this, Joyce and Feez cited some examples showing how a stretch of language that is called a text differs from that which is not.²⁰ Here, the writer intends to show the latter. Below is the example:

“Once upon a time there was a little white mouse called “tiptoe”. The boys lived in a large brick house with a roof at the end of the longest street in town. That morning Mrs. Smooks left home in a great hurry. But, too late, William realized that the car had no brakes. So they ran and they ran and they ran until eventually the giant go tired out so that he couldn’t follow them anymore. “What an exciting day,” she sighed. And so he never goes alone to the shops any more”.

Once we read the “text” above, we will direct realize there is something wrong with it. Every sentence in the paragraph does not relate to each other so that there is nothing meaningful that we could catch from it. The third consideration of Halliday and Hasan’s statement about text is that a text is language that is functional. It means that language in a text serves a certain function; this function is the one that finally differentiates and determines our

²⁰H Joyce and S Feez, *Text Based Syllabus Design*, (Sidney: NLE CTR , 1998), p. 5

choice of words to construct a text.²¹ And concerning this, Derewianka points out texts differ in terms of the purposes they carry. The term purpose here is more or less similar to what Halliday and Hasan termed “functional” above. Functional means a stretch of language, or a text, is in use. It has a function or in Derewianka’s words, it has a purpose, i.e., we use language because we have a purpose.²² Meanwhile, as we use language for various purposes, numerous types of texts are resulted. And these different types of texts are often labeled “genre”; types of texts that vary across culture. Summing up what has stated above, it can be said that text is a meaningful and purposeful stretch of language, either spoken or written, represented through the use of words (lexis), the appropriate way they are arranged (grammar), and the structure of which is affected by the purpose it has.

1. Narrative as one of text types in English

Since texts are constructed in order to achieve different purposes, they are constructed in different ways. Consequently, there are a lot of text types in English. However they are categorized into two kinds, namely literary text and factual text. There are three main text types in the literary texts, i.e., narrative, poetic as well as dramatics. Meanwhile, such text types as recount, explanation, discussion, information report, exposition procedure, as well as response belong to factual texts.

²¹M.A.K. Halliday and Hasan R, *op.cit*, p.

²²Derewianka, *Exploring how text work*, (Newton: Primary English Teaching Association, 1990),p. 17

Narrative as one of the literary text can be said as the simple text type because it tells about the story in human life.

2. Definition of Narrative

Keraf stated that narrative is a discourse which try to tell an event or story as if as the reader or listener look and experience that event directly.²³ Furthermore by dictionary definition, narrative is description of skill of telling a story. From the statements above, the writer conclude that narrative is a description of event and story such as in a novel, fables or legends. While, narrative text is a text focusing specific participants. Its social function is to tell stories or past event and entertain the readers.²⁴ Thus narrative text is a kind of text to retell the story that past tense.

3. Kinds of Narrative

There are several types of narrative text:²⁵

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. The examples of legends in narrative text are: Sangkuriang, Malin Kundang, The story of Toba Lake, etc.

²³Gorys Keraf, *Argumentasi dan Narasi* (Jakarta: Gramedia, 2007), p. 135

²⁴Isdaryanto, *Definition of Narrative*, (on line),[http:// Understanding text.blog.spot.com](http://Understandingtext.blog.spot.com). accessed on February 12, 2015

²⁵*Ibid*, accessed on February, 12, 2015

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human being the example of fable in narrative text are: The Ants and the grasshopper, the story of monkey and crocodile, etc.

c. Fairy Tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase “Conte de fee”. A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls dwarves and usually magic or enchantments. The example of fairy tale in narrative texts are: Cinderella, Pinocchio, snow white, etc.

d. Science Fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the moon from the earth by Jules Verne, starship trooper by Robert Heinlein.

3. *Generic structure of narrative text*

A Narrative text will consists of the following structure.²⁶

- a. Orientation is introducing the participants and informing the time and the place.

²⁶*Ibid*, accessed on, February, 12, 2015

- b. Complication is describing the rising crises which the participants have to do with.
- c. Resolution is showing the way of participant to solve the crises.

E. Narrative and Past Tense

The best way to show how narrative and past tense are inseparable is by showing or presenting a true example of narrative. The following is an example of narrative text that hopefully will give rise to deeper understanding of what narrative is, how it is structured and what language features from which a narrative is usually constructed:

WHY DO MOSQUITOES BUZZ?

To begin with the story let me tell you that a long time ago, mosquitoes didn't buzz, and they talked and talked. Then one day when one of them talked to an iguana say one word. The iguana just grumbled and waved her tail until she forgot to say hello to her friend a snake. After that, everything was in a mess. The snake was so angry that he made a rabbit; a monkey, a crow, and a owl get frightened. Finally, the whole jungle was mad at the mosquito and cried for the sun to come up and when it did, the mosquito lost his voice.²⁷

(Adapted from: Look ahead 2)

The word printed indicated the past tense. They show how the text is built up by a series of past events. All verbs are in the past tense form so that the text holds together in the same way. So, there would be no narrative without past tense. Narrative means using past tense to retell past events.

²⁷ Th.M.Sudarwati and Eudia Grace, *Look Ahead 2*, (Jakarta: Erlangga, 2006), p. 48

Narrative are bound up with past tense since in narrative “past happenings“ are told or written. Here, the writer uses tense agreement to make the text cohesive. With reference to this phenomenon the writer feels that it is desirable to conduct a study in order to prove narrative and past tense relationship.

F. Grammar, Text and Translating

In the area of English as a foreign language learning, translating has been the most difficult and complex skill to acquire. Because translation is one of writing skill, that is why it is normal if the process of teaching and learning in the classroom reflects that written cycle should be given after the spoken cycle has been done. Translation is one of the most important skills that should be learned and developed by the student. To understanding the meaning and the context of the text, student should be able translate the text so that they know the content or the information of the text.

The translator shall transfer the meaning in the source language into target language, or on the contrary, in order to produce a text that is accordance with the rules of the linguistic system of the target language and that meets the instruction received. The translator shall focus on terminology, grammar, lexis, style, locale, and formatting. That is why teaching language components namely grammar, vocabulary, and sound system, should be targeted as much as possible to enhance the mastery of language skill.

With regard to this, Larsen-freeman and Celce Murcia assess that grammar affect the students’ performance in all four skills: listening, speaking,

reading, and writing.²⁸ As we know that translation is one of writing skill. To be able to translate well in foreign language, for example, students first of all have to master the grammar and vocabulary and they need and more importantly know how to arrange them in appropriate manner. Another thing that should be highlighted here is that text, in order to achieve its purpose, is always represented through the use of vocabulary with particular way of organizing words meaningfully. So, having a purpose in mind without mastering the grammar and vocabulary to express the meaning of the text it is nonsense.

Furthermore as quoted by Ika Windy in her thesis that Sukur stated that one of the aspects that someone must take into account when translating is language proficiency. Language proficiency relates to grammar and vocabulary mastery.²⁹ For example, a person who has limited grammar mastery would find it difficult to understand the source language text and to transfer the ideas from the source language into grammatical sentences in the target. Therefore, mastering grammar really help someone to translate well. The translator should follow the rule of translation in order to the text which they make can be understood by the reader well.

As Suryawinata wrote in his book that:

“English is known with tenses (konsep kala). The verb form can change is suitable with the time when the actor do the verb. Thus the form of “berjalan” can be as walked, walks, walk, will walk, have walked, had walked and

²⁸Celce Murcia and Larsen Freeman, *The Grammar Book: ESL/EFL Teachers' course*, (Cambridge: Newbury House, 1983), p. 2

²⁹Ika Windy Febrianingrum, <http://translate.googleusercontent.com>, accessed on February 12 2015

walking. While in Indonesia language, we do not know with the tenses, it is only enough with “berjalan”. This context will help the reader or listener to understand when an event happened”.³⁰

From the statement above the writer concludes that tense is one of important grammar in English. Because of those, to be able translate correctly the students have ability in mastering tenses. Many students often get many troubles in translating narrative texts. The translator need some skills to be able translate, one of these skills is the mastery of tenses. It helps the students to produce grammatical sentences. Thus it quite important for learners to know about tenses especially past tense because the tenses which used in narrative is past tense and it can be seen in the definition that have previously been mentioned it is clear that the mastery of past tense can help the students in learning English, in this case translation.

Hence, grammar, text, and translating however indirectly are dependent each other. Translating without grammar is nonsense.

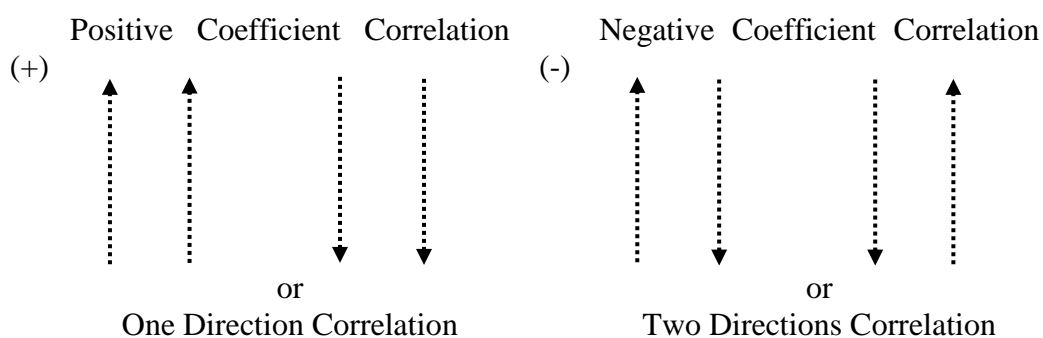
G. Correlation of the study

Correlation studies are used to measure of correlation between two or more variables, give an indication of how one variable many predict another. Donal Ary states that correlation is a technique for determining conversation between set or score; paired scores may vary directly (increase or decrease together) or vary inversely (as one increase, the other decreases, correlational research that attempts to determiner the extent and the direction of the

³⁰Zuchridin Suryawinata and Sugeng Harianto, *Translation; Bahasan Teori dan Penuntun Praktis Menerjemahkan*, (Yogyakarta: Kanisius, 2003), p. 82

correlation between two variables.³¹ According to Tony and Maggie, Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in another the magnitude of the relation determined through the use of the coefficient of correlation.³² Correlation is simply the association between two variables.³³ Correlation studies are used to look for relationship between variables. There are three possible results of a correlation study:

1. Positive correlations: Both variables increase or decrease at same time. A correlation coefficient close to + 1.00 indicate a strong positive correlation.
2. Negative correlation: indicate that as amount of one variable increase, the other decreases (and vice versa). A correlation coefficient close to + 1.00 indicate a strong negative correlation.
3. No correlation: indicate any correlation between two variables. A correlation coefficient indicates no correlation.



³¹Donal Ary, (et, all), "Introduction to Research in Education (Eight edition)", United State: Wadsworth (Canada: engange learning), 2010, p.639.

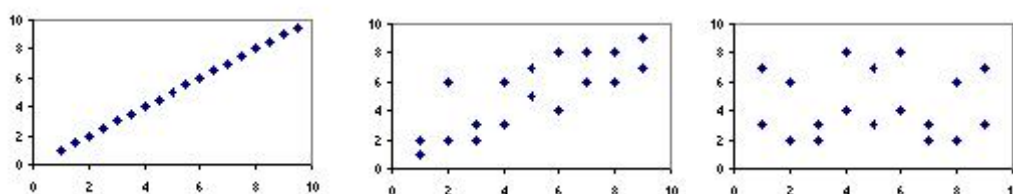
³²Dudley-evans Tony and JO st John Maggie, *Developments in English for specific Purpose*, Cambrigde: Cambrigde University press, 1998, p. 327.

³³Roger Sapsford and Victor Jupp, *Data Collection and Analysis*, London: SAGE publications Lid,2006, p.225.

Based definitions above it can be concluded that is to look for closeness of the correlation between two variable aspects that be related.³⁴ In this case the writer looked for closeness of the correlation between simple past tense and the translation narrative text scores.

A scatterplot illustrates the direction of the relationship between the variables. A scatterplot whit dots going from lower left to upper right indicate a positive correlation (as variable x goes up, variable y also goes up). One with dots going from to upper right to lower left indicate a negative correlation (as variable x goes up, variable y also goes up).³⁵ A scatterplot of z score also reveals the strength of the relationship between variables. If the dots in the scatterplot from a narrow band so that when a straight line is drawn though theband the dots will be near the line, there is a strong relationship between the variables. However, if the dots in the z score scatterplot scatter widely, the relationship between variables is relatively week.³⁶ The scatterplot below show how different patterns of data produce different degrees correlation.³⁷

Table 2.1. The Scotterplot



³⁴Roger Sapsford Victor Jupp,2006, *Data Collection and Analysis*,...p.225.

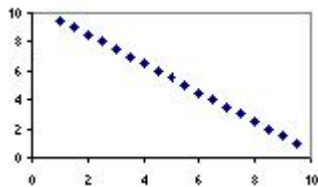
³⁵Donal Ary et. al., 2010, *Introduction To research In Education*, ...p.132.

³⁶*Ibid*

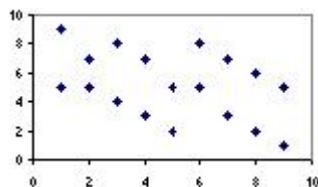
³⁷Linear Correlation

Coefficient,(Takenfrom)<http://stattrek.com/Satistics/correlation.aspec>,(oline on April 16, 2015)

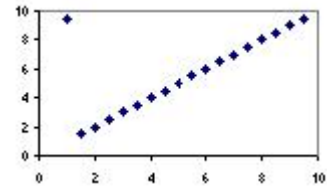
**Maximum positive
correlation
($r = 1.0$)**



**Strong positive
correlation
($r = 0.80$)**



**Zero correlation
($r = 0$)**



**Maximum negative
correlation
($r = -1.0$)**

**Moderate negative
correlation
($r = -0.43$)**

**Strong correlation &
outlier
($r = 0.71$)**

Several points are evident from the scatterplots.

- draw When the slope of the line in the plot is negative, the correlation is negative; and vice versa.
- The strongest correlations ($r = 1.0$ and $r = -1.0$) occur when data points fall *exactly* on a straight line.
- The correlation becomes weaker as the data points become more scattered.
- If the data points fall in a random pattern, the correlation is equal to zero.
- Correlation is affected by outliers. Compare the first scatterplot with the last scatterplot. The single outlier in the last plot greatly reduces the correlation (from 1.00 to 0.71).

As Arikunto stated, if the plots draw straight line from angle, it showed positive correlation between variable. If the plots draw a straight line from the right bottom side to the left corner up, it showed negative correlation between

variabel. Meanwhile, if the data spread irregularly, its mean the data did not have correlation.³⁸

H. Correlation

1. Definition of Correlation

Then McMillan stated that correlation is a measure of the relationship between two variables.³⁹ From the statement above the writer understand that correlation is defined as the mutual relationship between two things.

Someone, for instance is good at one side and similarly good at another side. On the other hand, if not good at one side, certainly not good at another side. It can be said that two tests are correlated when the test score in the first test correlate with those of the second test. This means that the students have good score in the first test, they may also get good scores in the second so, the correlation exist between two or more quantifiable variables, the linguistic expressed it as a correlation coefficient.

It means that correlation is a comparative research that aims to obtain the similarly by and the differences. In other word, this research means to find out whether there is a correlation between one test and another.

³⁸Suharsimi Arikunto, 2002, *Prosedur Penelitian suatu Pendekatan Praktik, (Edisi VI)*, Jakarta: PT. Asdimahastya, p.277-278.

³⁹James H, McMillan, *Educational Research: Fundamental for the Consumer*, (United States of America: Pearson Education Inc,2008), p. 141