

**THE CORRELATION BETWEEN GRAMMAR MASTERY  
AND TRANSLATION ABILITY OF ENGLISH DEPARTMENT  
ACADEMIC YEAR 2015 STUDENTS AT IAIN PALANGKA  
RAYA**

**THESIS**



**BY  
NOER ZALIDA PUTRI  
1501121017**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHING TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAMS OF ENGLISH EDUCATION  
2019 M / 1440 H**

**THE CORRELATION BETWEEN GRAMMAR MASTERY  
AND TRANSLATION ABILITY OF ENGLISH DEPARTMENT  
ACADEMIC YEAR 2015 STUDENTS AT IAIN PALANGKA  
RAYA**

**THESIS**

Presented to State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
for the degree of *Sarjana* in English Language Education



**BY  
NOER ZALIDA PUTRI  
1501121017**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHING TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAMS OF ENGLISH EDUCATION  
2019 M / 1440 H**

## ADVISOR APPROVAL

Thesis Title : The Correlation between Grammar Mastery and Translation Ability of English Department Academic Year 2015 Students at IAIN Palangka Raya  
Name : Noer Zalida Putri  
SRN : 1501121017  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasah by the Board of Examiners of the Faculty of Teacher and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, August, 2019

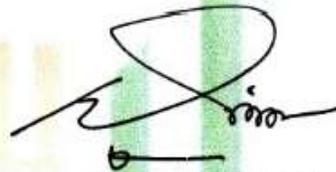
Advisor I,



Sabarun, M.Pd.

ORN. 19680322008011005

Advisor II,



Akhmad Ali Mirza, M.Pd

ORN. 198406222015031003

Acknowledged by:

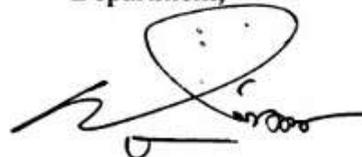
Vice Dean in Academic Affairs,



Dr. Nurul Wahdah, M.Pd

ORN. 198003072006042004

Secretary of Language Education  
Department,



Akhmad Ali Mirza, M.Pd

ORN. 198406222015031003

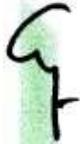
## PERSETUJUAN PEMBIMBING

Judul Skripsi : Korelasi antara Penguasaan Tata Bahasa dan Kemampuan Terjemahan pada Mahasiswa Jurusan Pendidikan Bahasa Inggris tahun akademik 2015 di IAIN Palangka Raya  
Nama : Noer Zalida Putri  
NIM : 1501121017  
Fakultas : Fakultas Tarbiyah dan Ilmu keguruan  
Jurusan : Jurusan Pendidikan Bahasa  
Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk sidang skripsi/munaqasah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, Agustus 2019

Pembimbing I,



Sabarun, M.Pd.  
ORN. 19680322008011005

Pembimbing II,



Akhmad Ali Mirza, M.Pd  
ORN. 198406222015031003

Mengetahui:

Wakil Dekan Bidang Akademik,



Dr. Nurul Wahdah, M.Pd  
NIP. 198003072006042004

Sekretaris Jurusan Pendidikan Bahasa,



Akhmad Ali Mirza, M.Pd  
NIP. 198406222015031003

## THESIS APPROVAL

Thesis Title : The Correlation between Grammar Mastery and Translation Ability of English Department Academic Year 2015 Students at IAIN Palangka Raya  
Name : Noer Zalida Putri  
SRN : 1501121017  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasah* on:

Day : Tuesday  
Date : October 8, 2019

### BOARD OF EXAMINERS

1. Zaitun Qamariah, M.Pd.  
(Chair / Examiner)
2. Dr. Imam Qalyubi, M.Pd.  
(Main Examiner)
3. Sabarun, M.Pd.  
(Examiner)
4. Akhmad Ali Mirza, M.Pd.  
(Secretary / Examiner)



Approved by:  
Dean, Faculty of Teacher Training and Education



**Dr. H. Rohatul Jennah, M. Pd.**  
N. 196710031993032001

**OFFICIAL NOTE**

Palangka Raya, August 2019

**Cases: Examination of  
Noer Zalida Putri Thesis**

To  
The Dean of Faculty  
of Teacher Training  
and Education of  
State Islamic Institute  
of Palangka Raya  
In-

Palangka Raya

Assalamualaikum Wr. Wb

By reading and analyzing of this thesis in the name of:

Name : Noer Zalida Putri  
SRN : 1501121017  
Thesis Title : The Correlation between Grammar Mastery and  
Translation Ability of English Department Academic  
Year 2015 Students at IAIN Palangka Raya

Can be examined in partial fulfillment of the requirement of the Degree of  
*Sarjana Pendidikan* in the study program of English Education of the language  
Education of the Faculty of Training and Education of the State Islamic Institute  
of Palangka Raya.

Thank you for attention,

Wassalamualaikum Wr. Wb

Acknowledged by:

Advisor I,

Advisor II,



Sabarun, M.Pd.  
ORN. 19680322008011005



Akhmad Ali Mirza, M.Pd.  
ORN. 198406222015031003

**NOTA DINAS**

Palangka Raya, Agustus 2019

**Hal : Permohonan Ujian Skripsi  
Noer Zalida Putri**

Kepada  
Yth. Dekan Fakultas Tarbiyah dan  
Ilmu Keguruan Institut Agama Islam  
Negeri Palangka Raya  
Di

**Palangka Raya**

Assalamualaikum Wr. Wb

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Noer Zalida Putri  
NIM : 1501121017  
Judul Skripsi : **KORELASI ANTARA PENGUASAAN TATA  
BAHASA DAN KEMAMPUAN TERJEMAHAN PADA  
MAHASISWA JURUSAN PENDIDIKAN BAHASA  
INGGRIS TAHUN AKADEMIK 2015 DI IAIN  
PALANGKA RAYA**

Dapat diujikan sebagai syarat untuk memenuhi kewajiban dan mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

Terima kasih atas perhatiannya.

Wassalamualaikum Wr. Wb

Mengetahui :

Advisor I,



Sabarun, M.Pd.

ORN. 19680322008011005

Advisor II,



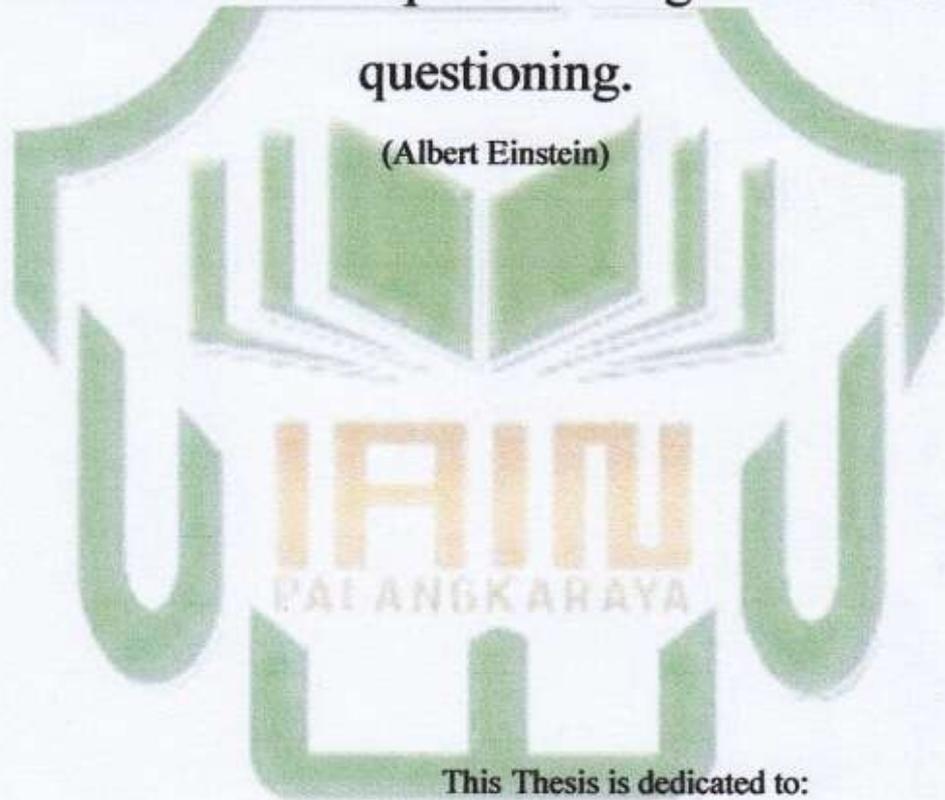
Akhmad Ali Mirza, M.Pd

ORN. 198406222015031003

## **MOTTO AND DEDICATION**

**Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.**

**(Albert Einstein)**



**This Thesis is dedicated to:**

**My beloved parents and my best friends for their valuable endless prayer, sacrifice, and support.**

## DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Noer Zalida Putri  
NIM : 1501121017  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is to the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 2019

Yours Faithfully



Noer Zalida Putri  
SRN.1501121017

## ABSTRACT

Putri N.Z. 2019 *The Correlation between Grammar Mastery and Translation Ability of English Department Academic Year 2015 Students at IAIN Palangka Raya*, Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Sabarun, M.Pd. ; (II) Akhmad Ali Mirza, M.Pd.

**Key Words** : Grammar mastery, translation ability, correlation.

The aim of this study was to find out the correlation between grammar mastery and translation ability of English Department academic year 2015 at IAIN Palangka Raya.

The population of this study were academic year 2015 students. The sample of this study were 32 students. This research was descriptive quantitative research with Pearson's  $r$  correlation coefficients to analyze the data. This research used two kind of test. Grammar test was in form multiple choices and error analysis, while translation test was in form of an essay.

The result of this study shows that the average of the academic year 2015 students' grammar mastery is in "less" category, and the translation skill is in "less translation category". The Pearson Product moment calculated that the correlation coefficient is in 0.920. Moreover, the  $r$  observed  $>$   $r$  table or  $0.920 >$  0.296, which means that the correlation is significant. Based on the findings of this research, it can be concluded that the grammar mastery can significantly influence the translation result.

## ABSTRAK

Putri N. Z. 2019 Korelasi antara Penguasaan Tata Bahasa dan Kemampuan Terjemahan pada Mahasiswa Jurusan Pendidikan Bahasa Inggris Tahun Akademik 2015 di IAIN Palangka Raya, Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Sabarun, M.Pd. ; (II) Akhmad Ali Mirza, M.Pd.

**Kata Kunci** : Penguasaan tata bahasa, kemampuan terjemahan, korelasi

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara penguasaan tata Bahasa dan kemampuan terjemahan pada mahasiswa jurusan Bahasa Inggris tahun akademik 2015 di IAIN Palangka Raya.

Populasi dari penelitian ini adalah mahasiwa Bahasa Inggris tahun akademik 2015. Sampel yang digunakan dalam penelitian ini adalah sebanyak 32 mahasiswa. Penelitian ini merupakan penelitian kuantitatif deskriptiv dengan *Pearson Product Moment* untuk menganalisis data. Penelitian ini menggunakan dua jenis tes. Tes tata bahasa berbentuk pilihan ganda dan analisis kesalahan, sedangkan tes terjemahan berbentuk esai.

Adapun hasil penelitian ini menunjukkan bahwa rata-rata penguasaan tata Bahasa mahasiswa berada dalam kategori kurang, dan keterampilan penerjemahan berada dalam kategori “terjemahan yang kurang”. *Pearson Product Moment* menghitung bahwa koefisien korelasi berada di 0,920. Selain itu,  $r_{observed} > r_{table}$  atau  $0.920 > 0.296$  yang berarti bahwa korelasi antara kedua variable signifikan. Berdasarkan temuan dalam penelitian ini, dapat disimpulkan bahwa penguasaan tata bahasa dapat secara signifikan mempengaruhi hasil terjemahan.

## ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to Allah SWT. For the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Rodhatul Jannah, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd, for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, Akhmad Ali Mirza, M.Pd, for his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
5. Luqman Baehaqi, M.Pd. , Sabarun, M.Pd. as the first advisor, and Akhmad Ali Mirza, M.Pd the second advisor, for their valuable guidance, suggestion, and encouragement.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

7. All English lecturers and staff of IAIN Palangka Raya for their help and support.
8. All of English students generation 2015 who has given the writer support and contribution.
9. Her beloved parents, Jhon Kennedy and Ida Susantie. Her beloved sisters, Naswa Fazira Fitri. Her beloved brother, Nauf Athallah Azhar Putra and Faqih Zain Khalilah. Her amazing host-family, Capt. Paul Pollit and Wendy Pollit who always support and pray for her.
10. Her best friends, Shella Aprilia, Nur Hayatina, Zahra Suci Nurfatihah, Ayu Lestari, Melinda Sundari, Rizky Kurnia Wijaya, Ringe Ringe P.L, Maharani L Tobing, Johannes Juanda, Kessler Pritt who always support and help the researcher in completing the requirement of the thesis.
11. Her awesome friends, Ivi Susanti, Mira Nur Habibah, Linda Sri Wahyuni, Tifanny Meigita, Maulia Emelda and all of friends that cannot mention one by one who have helped the accomplishment of the thesis.

The researcher hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do, and this writing can be useful for all of us.

Palangka Raya, October 2019  
The Researcher

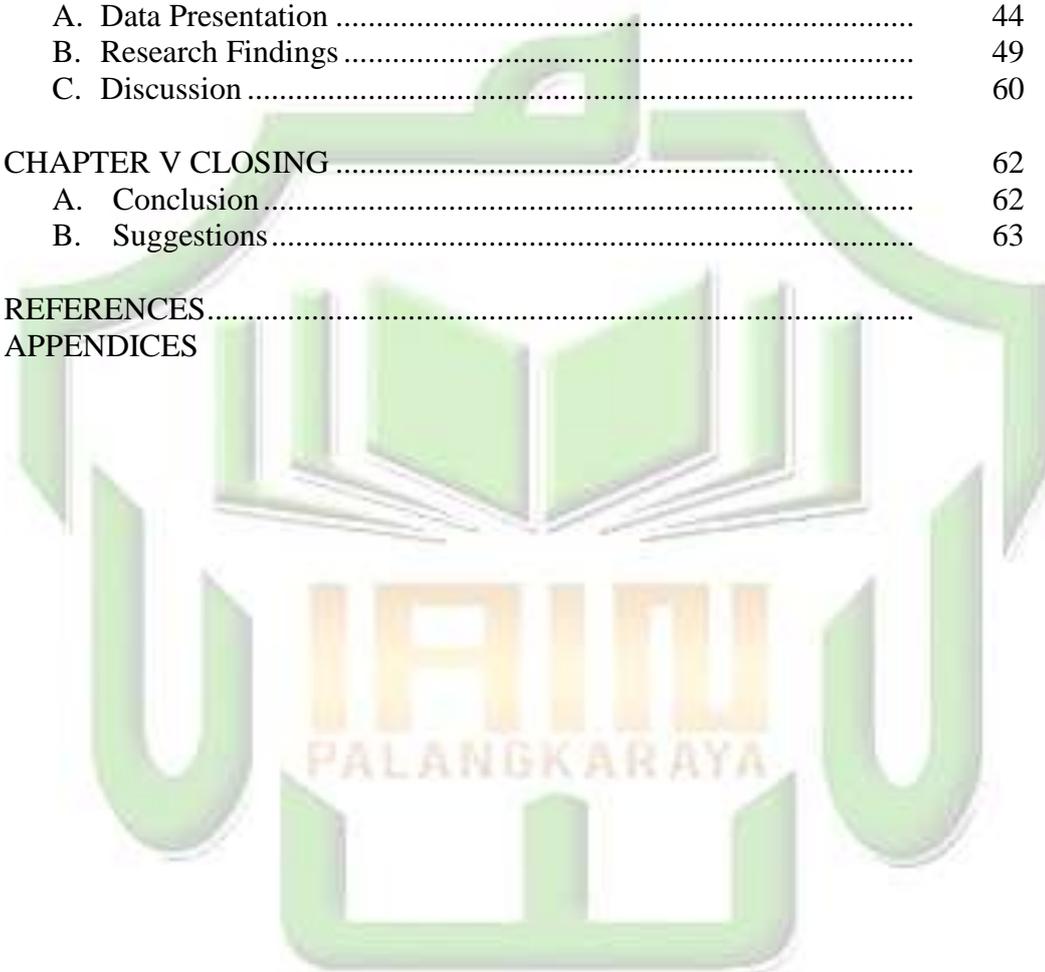


Noer Zalida Putri  
NIM 15011021017

## TABLE OF CONTENT

	Page
COVER .....	i
COVER (Second Page) .....	ii
ADVISOR APPROVAL .....	iii
PERSETUJUAN PEMBIMBING .....	iv
THESIS APPROVAL .....	v
OFFICIAL NOTE .....	vi
NOTA DINAS .....	vii
MOTTO AND DEDICATION .....	viii
DECLARATION OF AUTHORSHIP .....	ix
ABSTRACT .....	x
ABSTRAK .....	xi
ACKNOWLEDGEMENTS .....	xii
CONTENTS .....	xiv
LIST OF TABLE .....	xv
LIST OF FIGURE .....	xvii
LIST OF APPENDICES .....	xviii
CHAPTER I INTRODUCTION .....	1
A. Background of the study .....	1
B. Research Problem .....	6
C. Objective of the study .....	6
D. Hypothesis of the study .....	7
E. Scope and Limitation .....	7
F. Significance of the study .....	8
G. Definition of Key Terms .....	8
CHAPTER II REVIEW OF RELATED LITERATURE .....	10
A. Related Studies .....	10
B. Grammar Mastery .....	14
1. Words .....	15
2. Phrases .....	17
3. Sentences .....	18
C. Translation Ability .....	21
1. Definition of Translation .....	21
2. Process of Translation .....	22
3. Translation Method .....	23
CHAPTER III RESEACRH METHOD .....	26
A. Research Design .....	26
B. Population and Sample .....	27
1. Population .....	27
2. Sample .....	27
3. Sampling .....	29

C. Research Instrument.....	29
1. Grammar Mastery Test .....	30
2. Translation Ability Test .....	32
3. Instrument Validity .....	34
4. Instrument Reliability.....	35
D. Data Collection Procedure .....	36
E. Data Analysis Procedure .....	37
CHAPTER IV RESEARCH FINDINGS AND DICUSSION.....	44
A. Data Presentation .....	44
B. Research Findings .....	49
C. Discussion .....	60
CHAPTER V CLOSING .....	62
A. Conclusion .....	62
B. Suggestions.....	63
REFERENCES.....	
APPENDICES	



## LIST OF TABLES

	Page
1. Table 3.1 (List of Subject of the Research).....	28
2. Table 3.2 (Scale of Students' Grammar Mastery) .....	31
3. Table 3.3 (Content of Specification of Research Instrument).....	31
4. Table 3.4 (Scale of students' translation quality).....	33
5. Table 3.5 (Interpretation of Correlation).....	40
6. Table 4.1 (The Students' Grammar Score) .....	41
7. Table 4.2 (Descriptive Analysis of Grammar Mastery).....	45
8. Table 4.3 (The Distribution of Students' Grammar Mastery).....	46
9. Table 4.4 (The Students' Translation Ability Score).....	47
10. Table 4.5 (Descriptive Analysis of Translation Ability).....	48
11. Table 4.6 (The Distribution of Students' Translation Ability) .....	49
12. Table 4.7 (Normality Test of Grammar Mastery) .....	50
13. Table 4.8 (Normality Test of Translation Ability).....	51
14. Table 4.9 (Homogeneity Test of Grammar Mastery).....	53
15. Table 4.10 (Homogeneity Test of Translation Ability) .....	53
16. Table 4.11 (Linearity Test of Grammar and Translation).....	54
17. Table 4.12 (The Accumulation Data of (X) and (Y).....	55
18. Table 4.13 (Correlation between Grammar and Translation).....	59

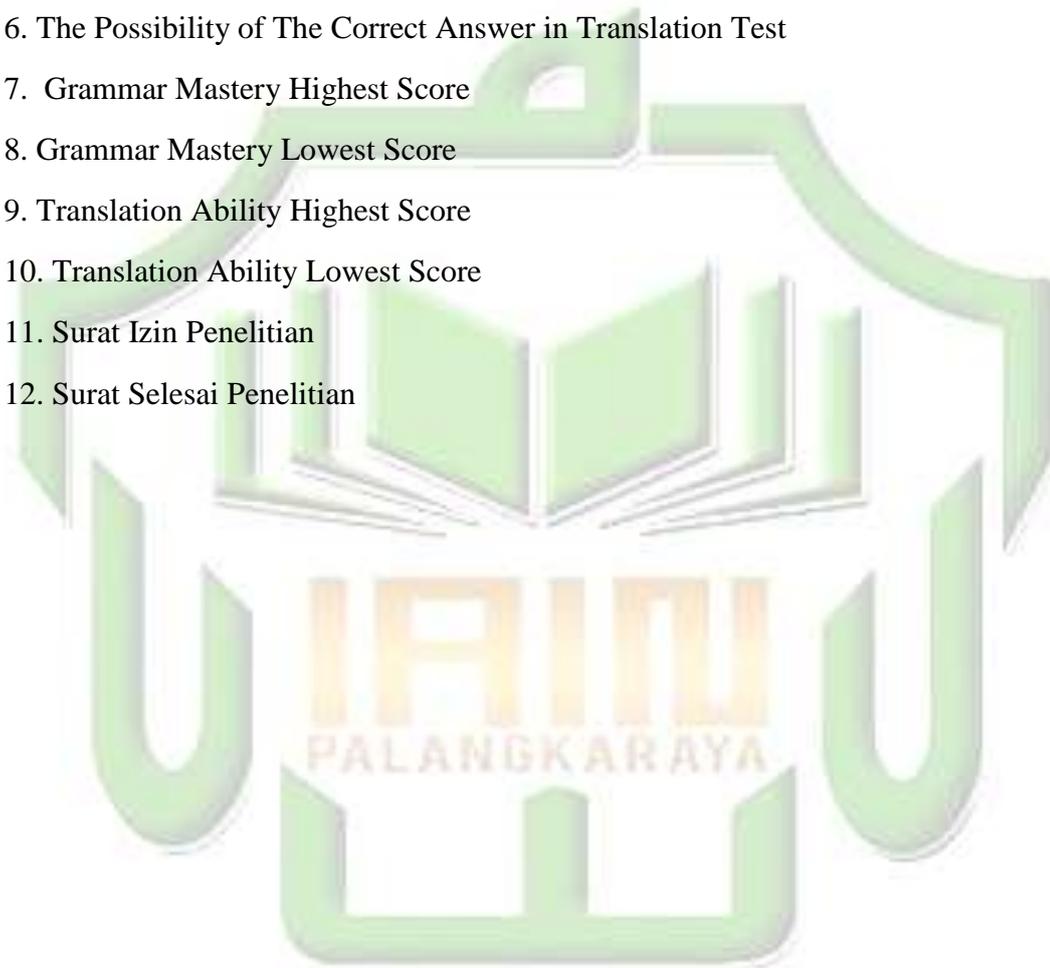
## LIST OF FIGURES

	Page
1. Figure 3.1 (Scatterplot of Correlation).....	43
2. Figure 4.1 (The Normal Q-Q Plot of Grammar Mastery).....	50
3. Figure 4.2 (The Normal Q-Q Plot of Translation Ability).....	52
3. Figure 4.3 (Scatterplot Correlation between Grammar Mastery and Translation Ability).....	59



## **LIST OF APPENDICES**

1. List of Subject of The Research
2. Grammar Mastery Indicators
3. Grammar Mastery Test
4. Translation Ability Test
5. Scale of students' translation quality
6. The Possibility of The Correct Answer in Translation Test
7. Grammar Mastery Highest Score
8. Grammar Mastery Lowest Score
9. Translation Ability Highest Score
10. Translation Ability Lowest Score
11. Surat Izin Penelitian
12. Surat Selesai Penelitian



## CHAPTER I

### INTRODUCTION

In this chapter, the researcher discusses introduction of the study that consists of background of the study, research problems, objective of the study, hypothesis of the study, scope and limitation, significance of the study, and definition of key terms.

#### **A. Background of Study**

Since English has been introduced and taught as the foreign language learning. EFL learners cannot be separated from translation activity. It is supported by Dagiliene (2012, p. 124) stated that translation is activity were applied in the foreign language learning process to achieve progress in improving language skills in reading, writing, speaking, and listening. Translation ability is very important for EFL learners in understanding the material such as journal, article, or English textbook as English learning media. The EFL learner who does not understand English will have difficulties in English learning because they cannot understand completely about what they learned. Therefore, EFL learners need translation ability to overcome this problem. But in reality, the translation process is still become the challenges for the students. According to Richards (1974), mother's language interference is the main source of difficulty in learning foreign language. It is assumed that the students' translation ability is can be affected by their first language structure and the students' does not know the correct grammar of the target language when translating text from the source

language into the target language. In this case, grammar mastery is needed in the translation process, because without mastering grammar the students' will be unable in receiving and transferring the message accurately. In line with Baker (2011) emphasize the importance of grammar in her book, by proposing different level of grammatical equivalence. It indicates that to express of state or translate a text, grammar play a focal role. Moreover, Newmark (as cited in Mafredi, 2008) stated that the importance of grammar should be remarked.

Basically, translation is a process of rendering meaning from source language to the target language. According to Larson (1998), translation consists of transferring the meaning of the source language into the receptor language. Translation is defined as a process of replacing the textual material in source language by equivalent textual material in the target language. It means that, the meaning of the L1 must be equivalent with the meaning of L2. The translator should be re-expressing the meaning of source language into the target language that can make people understand easily. The translator can use their style in translating language, but they need to reconstruct the same meaning using grammatical structure which is acceptable in the target language.

Nevertheless, the differences of grammar system have been an obstacle in the translation process. Theoretically, English and Indonesian have different grammar in composing a sentence. It is supported by Moentaha (2006, p.16), the difference of grammatical system both of language is one of

the difficulties in translation. Thus, grammar is an important part because grammar is a rule to write correctly. In line with Gerot and Wignel (1994, p.2) stated that grammar is a theory of language, of how language is put together and how it works. To produce a good translation, translators need to comprehend the grammar structure between both of source language and target language because all language skills of a translator are needed in the work of translation.

Based on the researcher experience in micro teaching at one of the high school in Palangka Raya, grammatical rule and inability translate are still become obstacles in the learning process. The researcher found that the EFL learners have difficulties in translating English sentence. When translating sentence, some students usually makes grammar mistakes especially in translating a text from L1 to L2. The researcher found students who translate "Buku Biru" into "Book Blue" or they will translate "Saya dan Ibu Saya" into "I and My Mother". This phenomenon supported by Pudiyono's research (2012, p.6) the structural of Indonesian language can be influenced in practice by Indonesian students; it's like the following sentences: "Dia sangat menyukai kopi". With such grammatical as the example, the Indonesian could capably express the idea just like an Indonesian pattern as the following: "She very likes coffee". Definitely, this utterance is not acceptable in English. When students translate texts of Indonesian into English, they still apply Indonesian grammar which is not acceptable in English.

From the description above, it can be seen clearly that grammar have important role and useful in translation process. Without mastering grammar both of source language and target language, EFL learners will enable to deliver message correctly. But the researcher also found that the students who have good understanding in grammar, they able to produce a good translation and correctly. It is assumed that the students who master in grammar will have ability in translating text accurately. So, the researcher concluded that the translation ability and grammar mastery has a relationship in producing accurate translation results.

Realizing the importance of grammar mastery and translation ability, the researcher is interested to find out is there any positive correlation between students' grammar mastery and students' translation ability of English Department Academic Year 2015 students at IAIN Palangka Raya. By connecting the grammar mastery and translation skill, the student will know that grammatical concept give effect in their translation quality. Grammar mastery in this research refers to the student's performance in using the correct structure of English by changing the form of Indonesian structure correctly, while translation ability refers to the students' ability in transferring the meaning of Indonesian text into English text.

The subject of this research are the students of English Department academic year 2015 who has passed the English-Indonesian Translation subject and Indonesian-English Translation subject, this subject was taught in the sixth semester as the elective subject chosen based on the students'

interest. Thus, they are supposed to be more focus on the translation skill. On the other hand, the researcher also considers that students' in this class has passed the Elementary English Grammar subject, Pre-Intermediate English Grammar subject, Intermediate English Grammar subject, and Advanced English Grammar subject. It was taught from the first semester to the fourth semester, thus they are supposed to not having any difficulties in Grammar. Another consideration is the students of English Department academic year 2015 have joined the TOEFL courses and took the TOEFL test. As we know that TOEFL also includes the grammar or structure part. So the researcher expect that they already have some knowledge and experiences in doing grammar tests, and another reason is the students of English Department academic year 2015 are being in the process of writing their thesis, then automatically they will practice and use their translation and writing skill to transfer their source language to English as the target language.

However, despite many studies have been carried out around the world on the correlation between students' grammar mastery and translation ability, such as study which is conducted by Aunana (2013) who was found that there is positive correlation between students' mastery and translation skill. In that research, she used a limited amount of sample and only focuses on a students' adjective order toward ability in translating English to Indonesia. In addition, a study by Fitria (2011) showed that there is significant relationship between grammar ability and translating skill which measured by grammatical test and translation test and their overall academic

performance which measure by Pearson's r correlation analysis. In this case, the researcher used limited number of samples, thus, this research is to find out the correlation between students' grammar mastery toward their ability in translating Indonesian text into English. On the other hand, no research about the correlation between grammar mastery and translation ability has been conducted at IAIN Palangka Raya is one of the reasons why researcher chooses this topic.

Based on the background above, the researcher would like to make a research under the titled "**The Correlation between Grammar Mastery and Translation Ability of English Department Academic Year 2015 Students at IAIN Palangka Raya.**"

#### **B. Research Problem**

Based on the background of the study above, the problem of this study formulates with the question "Is there any significant correlation between students' grammar mastery and translation ability of English Department Academic Year 2015 at IAIN Palangka Raya?"

#### **C. Objective of The Study**

Based on the research problem of the study above, this study aims to find out whether or not the correlation between students' grammar mastery and translation ability of English Department Academic Year 2015 at IAIN Palangka Raya.

#### **D. Hypothesis of The Study**

Based on the research problem and the research objective, there are two hypotheses in this research as follows:

##### **1. Ha (alternative hypothesis)**

There is correlation between students' grammar mastery and translation ability of English department Academic Year 2015 at IAIN Palangka Raya.

##### **2. Ho (null hypothesis)**

There is no correlation between students' grammar mastery and translation ability of English department Academic Year 2015 at IAIN Palangka Raya.

#### **E. Scope and Limitation**

To simplify the study and avoid wider research, the researcher limits this research in focusing to find out the correlation between students' grammar mastery and translation ability in translating Indonesian text into English. This research will be conducted for the students of English Department Academic Year 2015 at IAIN Palangka Raya who has passed the Translation subject (English-Indonesian Translation subject, Indonesian-English Translation subject) and has passed their Grammar subject (Elementary English Grammar subject, Pre-Intermediate English Grammar subject, Intermediate English Grammar subject, and Advanced English Grammar subject).

## **F. Significance of The Study**

This study is expected to give contribution in teaching learning process, because regarding to the gap of previous studies such as from Aunana (2013) who did the same research topic, on that study the researcher only focus on adjective order test and translation test. In addition, a study which conducted by Safitri (2014) who did the similar research but only focus on the students' past tense mastery. On the other hand, the information of the importance both of students' grammar mastery and translation ability in this study can be benefit for the teacher to enrich the materials in assesses the students' translation quality by improving their grammar mastery. Moreover, this research is expected to be useful for the students and translators.

## **G. Definition of Key Term**

### **1. Correlation**

Correlation is relationship between one variable to other variables. According to Singh (2006, p.304) stated that correlation is in social study as well as psychology to know whether there any relationship between the different abilities of the individual or they are independent of each other. The researcher concludes that correlation is relation between a part of components and ability.

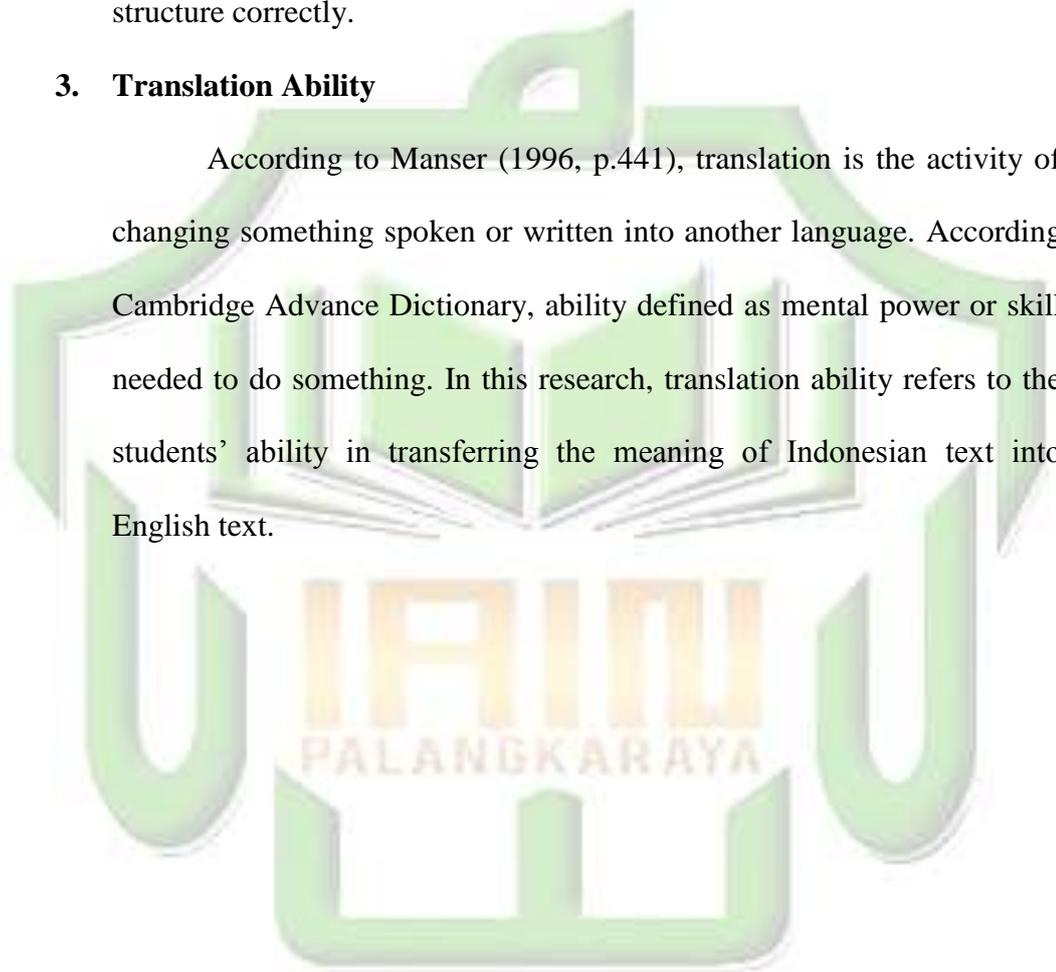
### **2. Grammar Mastery**

According to Freeman (2003, p.18), grammar is about word order in sentences (syntax) and word formation processes (morphology); it is

also about using the correct function words. According to Cambridge Advance Dictionary, mastery is defined as learning or understanding something completely and having no difficulty in using it. In this research, grammar mastery refers to the student's performance in using the correct structure of English by changing the form of Indonesian structure correctly.

### **3. Translation Ability**

According to Manser (1996, p.441), translation is the activity of changing something spoken or written into another language. According Cambridge Advance Dictionary, ability defined as mental power or skill needed to do something. In this research, translation ability refers to the students' ability in transferring the meaning of Indonesian text into English text.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter will clarify the references needed; the researcher gives review of previous study, grammar mastery, and translation ability.

#### A. Related Studies

In this research, there are some previous studies which have a correlation with this study. The first is a study which conducted by Apipi (2018) with a study entitled "*The Correlation between Grammar Ability and Translation Skill of English Department Students at Jambi University*". The aim of this study was to find out the correlation between grammar ability and translation skill. The population of this study was the fifth semester students of English department at Jambi University. The data was taken by using the cluster random sampling, Class regular A came out as the sample class and class B as the pilot class. The result of this study shows that the average of the Fifth semester students' grammar ability is in satisfactory level, and the translation is in good translation level. The Pearson Product moment calculated that the correlation coefficient is 0.692. Moreover, the  $t\text{-count} \geq t\text{-table}$  or  $4.285 \geq 2.086$ , which means that the correlation is significant. Based on the findings of the study, it can be concluded that the grammar ability can significantly influence the translation result.

Second, Samad (2015), with a study entitled "*The Correlation between Grammar Mastery and Translation Ability at Seventh Semester Students of English Education Study Program, Khairun University of*

*Ternate*. The aim of this research is to identify the correlation between grammar mastery and translation ability. The sample consisted of 30 students from seventh semester students. The data in this study were collected through 30 multiple choices items as grammar test and an Indonesian text which translated into English. The result of correlation between both variables calculated use Pearson's  $r$  correlations. The result of SPSS was 0.374. This study pointed out there was significant correlation between students' grammar mastery and their translation ability.

Third, research was done by Aunana (2013), entitled "*Students' Mastery on Adjective Order toward Their Translation Skill (A Correlative Study in The Second Semester Students of English Department STAIN Salatiga in The Academic Year 2013/2014)*". This research concerns on the correlation of students' mastery on adjective order and their translation skill. The data taken from documentation and test from 30 respondents of the population. The result of correlation between both variables calculated use Product Moment Formulation from Karl Pearson. The result of SPSS was 0.399. Means that there is a correlation between students' mastery on adjective order and their translation skill, even it is weak.

Forth, research was done by Safitri (2014), with a study entitled "*The Correlation between the Students' Past Tense Mastery and Their Ability in Translating Narrative Texts*". 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.

The data taken from grammatical test and translation test. In the grammatical test, multiple choice tests were used, while in translation test, each student was asked to translate a kind of narrative text into English. Data were analyzed using r-Product Moment. The result of r was 0.772. The p value in 5% was 0.355 and in 1% was 0.456. 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.

The similarities between some previous of study which conducted by Apipi (2018), Samad (2015), Aunana (2013), and Safitri (2014) with the researcher are also looking for the correlation between grammar and translation and the researcher also use grammatical test and an Indonesian text. The differences of this study are from the way taking the data, in Apipi (2018) the data was taken by using the cluster random sampling. With cluster sampling, the researcher divides the population into separate groups, called clusters. Then, a simple random sample of clusters is selected from the population. The researcher conducts his analysis on data from the sampled clusters. Then, Samad (2015) the data was taken by using Stratified random sampling. With stratified sampling, the researcher divides the population into separate groups, called strata. Then, a probability sample (often a simple random sampling) is drawn from each group. In Aunana (2013) and Safitri (2014) the data was taken by using random sampling, random sampling is applied because every person in the population has an equal and independent

chance to be selected. This means that when a person is selected, it does not affect the chances of anyone else being selected. He used a random sampling technique to get the sample. The technique was a probability sampling procedure that gave every element in the target population an equal chance to be selected and tended to produce representative samples.

Meanwhile, in this case, the researcher will use purposive sampling in taking the sample, because the *sample* that is selected based on characteristics of a population and the objective of the study. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. This is often accomplished by applying expert knowledge of the population to select in a non-random manner a sample of elements that represents a cross-section of the population.

On the other hand, the differences from the previous research which conducted by Aunana (2013) and Safitri (2014<sup>fifth</sup>) are from the way takes sample and participants. In Aunana (2013) the researcher constructed two multiple-choice tests, and only focus on adjective order test and translation test. Each test consists of twenty items with four options for every number. Then the researcher used second semester students as her participants. In Safitri (2014) the researcher only focuses on correlation between the students' past tense mastery and their ability in translating narrative texts. The researcher used grade eleven students of SMAN 1 Pagelaran. Meanwhile, in this case, the researcher will use grammar test and translation text from Indonesian to English, and the researcher choose fifth semester students who

takes Translation subject and had passed their 1,2,3,4 grammar subject as the participant of this study.

Based on some previous studies above, it can be concluded that there was a positive correlation between students' grammar mastery and students' translation ability. From the related researches above, the researcher is interested to carry out a research dealing with grammar mastery of English especially in translation ability.

## **B. Grammar Mastery**

Grammar is one of the components of language that must be mastered by the students to learn English, because the grammatical rules of Indonesian are different from English. Basically, grammar is a rule to write correctly because grammar includes phonological (sounds), morphology (word composition), and syntax (word composition) because grammar is important in communication. Without knowing grammar, we enable to transfer our meaning in communication to the people. According to Baker (1992, p. 83) stated that grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language. In addition, Thornbury (1999) stated that grammar is not only the study of what forms (sounds, words, sentences, texts) are possible in a language, but also the study of the meanings these forms convey. It is assumed which is not only how language put together and how it works but also it tells about the system and pattern selecting and combining word, it is also tells about the construction

sentence. Knowing grammar means understanding what the text means correctly.

Mastering grammar will help EFL students to express their purpose more effectively and accurately, it's also happened when in written communication such as in translating text. Ungrammatical pieces of written language may show immaturity of language acquisition. Then, Penny (1996, p. 76) stated that grammar does not only affect how units of language are combined in order to look right; it also effects of meaning. Therefore, students must comprehend the grammar in order to avoid misunderstanding towards the intended meaning.

Basically, the grammar mastery can be different to each people because it depends on their native language or their culture. In this research, grammar mastery refers to the students' competence and performance in using the correct rules of English by changing the form of words correctly and joining them into sentence.

### **1. Words**

According to Crystal (2003), a word is the smallest unit of grammar that can stand alone as a complete utterance, separated by spaces in written language and potentially by pauses in speech. Word is a single unit of language which has meaning. In line with Jackson (2000, p. 48) a word is a minimal free form, the term word is used to indicate an intermediate structure smaller than a whole phrase and yet generally larger than a single sound segment, while the term free is indicate that it

can be stand by itself. In addition, words are units of grammar, whose structure is described in terms of morphemes. Words consist of one or more morphemes and which typically occurs in the structure of phrases.

In addition, Greenbaum (2002, p. 86) said that word classes such as noun, verb, adjective, adverb, and pronoun are traditionally called part of speech. The word classes can be divided into open classes and closed classes. Open classes are readily open to new words; closed classes are limited classes that rarely admit new words.

**a. Noun**

A noun is generally defined as a person, place, or thing; however, ideas are also noun. Nouns can be divided into two main categories: proper nouns and common nouns. Proper nouns are the names of people or places that are capitalized (Hawaii Community Foundation, Lance Boyd, etc.). Common nouns are names that do not require capitalization (store, college, school, etc).

**b. Verb**

A verb is a word that describes action or a state of being. The second part of this definition is important, as many believe that verbs are always action words that can be visualized. This is true of action verbs: fly, walk, play, jump, sing, sleep, etc.

**c. Adjective**

An adjective modifies (limits or describes) a noun or a pronoun. Essentially, it provides more information about a person,

place, or thing. For instance, in the sentence Jaymen is a tall, skinny man, both tall and skinny are adjectives as they are used to describe Jaymen.

**d. Adverb**

An adverb is a word that can be the only or main word in an adverb phrase. An adverb modifies a verb, an adjective, or another adverb. In the sentence, Doris walked slowly towards the door, the word slowly serves as an adverb since it describes how she walked.

**e. Pronoun**

Pronouns are essentially special types of nouns and are the main word in a noun phrase or (more usually) the only word in a noun phrase. Pronoun is a word that is used to replace a noun. For example, instead of saying “Christina likes pancakes” we can use “She” as a substitute for Christina. Writers need to be careful with pronoun use, as pronouns should only be used after a noun has been used first, and it must be clear which noun the pronoun is replacing.

**2. Phrases**

A phrase is a small group of words standing together as a conceptual unit, typically forming a component of a clause. A phrase is a group of related words without both subject and verb. Phrases combine words into a larger unit that can function as a sentence element. According to Nordquist (2018), in English grammar, a phrase is a group

of two or more words standing together as a conceptual unit, typically forming a component of a clause.

For example: They are standing near a lake. The part of the sentence “near a lake” is a phrase because it does not contain subject and verb or predicate.

### **3. Sentences**

Sentence is a group of words that contain noun and verb, it is used by the people to express a thought in the form of a statement, question, instruction or exclamation. Based on Nordquist (2018) stated that a sentence is the largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark, or exclamation point. The sentence is traditionally (and inadequately) defined as a word or group of words that expresses a complete idea and that includes a subject and a verb. In line with Lehman (1993) stated that the sentence has been the largest unit for which there are rules of grammar. There are four kinds of sentence structure: simple sentence, compound, complex and compound-complex sentence.

#### **a. Simple Sentence**

In English grammar, a simple sentence consists of an independent clause, so it contains a subject and a verb a simple sentence is a sentence with only one independent clause. Though a simple sentence doesn't contain any subordinate clauses, it isn't

always short. A simple sentence often contains modifiers. In addition, subjects, verbs, and objects may be coordinated.

At its most basic, the simple sentence contains a subject and a verb:

- Kess looks at the sky
- I am swimming
- Jaymen is a project officer

Simple sentences also can contain adjectives and adverbs, even a compound subject:

- He can follow that path and find the right trail.
- You and your friends can see the waterfall from the trail.

#### **b. Compound Sentence**

In English grammar, a compound sentence can be thought of as two (or more) simple sentences joined by a conjunction or an appropriate mark of punctuation. The clauses are joined together using conjunctions, namely:

- Punctuation: semi colon (;)

Example: Part of the search party went to the right; the rest went to the left.

- Coordinating conjunction, as like: for, and, nor, but, or, yet, so.

Example: Zee was sick, so he did not come to office.

- Conjunctive adverb, as like: likewise, moreover, otherwise, accordingly, consequently, hence, then, therefore, then, nevertheless, still.

Example: Zee was sick; therefore, she did not come to office.

### c. **Complex Sentence**

In English grammar, a complex sentence consists of one or more independent clauses with at least one dependent clause.

The complex sentence is conventionally regarded as one of the four basic sentence structures in English. A dependent clause starts with a subordinating conjunction, such as: that, because, although, where, which, after, when, since.

Example: Lance left when we our plane arrived

(The first sentence consists of one independent clause and one dependent clause, while the second sentence consist of one independent clause and two dependent clauses.)

### d. **Compound – Complex Sentence**

Compound – complex sentence contains two or more independent clauses and one or more dependent clauses. It is combination of compound and complex sentence.

Example: I love star gazing and Kess loves travelling, because we can refresh our mind. (Two independent clauses and one dependent clause).

## **C. Translation Ability**

### **1. Definition of Translation**

Translation is a procedure in transferring language from the source language into target language. According to Newmark (2001) stated that translation is a craft consisting in the attempt to replace a written message or/in one language by the same message or statement in another language. Furthermore, Brislin (2003) asserts that translation is a general term referring to the transfer of thoughts and ideas from one language (source) to another (target) whether the language are in written and oral. On the other hand, Nida and Taber (1982) also state that translation consists of reproducing the receptor language in term of meaning and term of style into the closest natural equivalent. It indicates that when translating the text, the translators not only translate the meaning but also the style of the text.

From the definitions above, it can be seen that both of them have similar focus on a replacement process of a message or material from the source language into the same message or material in the target language. Then, it can be concluded that translation is transferring or reproducing from written source language to written target language meaning which have the closest equivalence. In this research, the researcher only restricts translation only in transferring Indonesian text into English.

## **2. Process of Translation**

A translator must comprehend about process of transferring the message from the source language into the target language. According to Nababan (2003, p. 25) the process of translation consists of three steps are analyzing, transferring, and restructuring.

### **a. Analyzing**

For the first, the translator analyzes in term of the grammatical relationship and the meaning of the words and combinations of words. The translator should have knowledge and master the linguistics structure of the source and receptor language. When analyzing the text, translator also should know the meaning of difficult vocabulary, strange words and to pay attention on the title, paragraph used, clause, idioms, collocations, etc.

### **b. Transferring**

After finishing the process of analysis, the next process is transferring material which is transferred in the mind of the translating from source language into target language. In other word, the translator should replace the ideas from the source language into the target language without change the meaning of source language. In replacing the message, the translator has to be careful and grammar mastery is really needed here.

### **c. Restructuring**

For the last stage, the purpose of the restructuring is restructured in order to make the final message fully acceptable in the receptor language. The translator should try to decide the essence message of the source language and then re composition, it means, the translator can translate text freely with own words or sentence in order to provide the most appropriate communication in the target language.

### **3. Translation Methods**

Translation is always performed in a given direction from a source language into target language. As means of communication, translation is known as technique to learn foreign languages. In addition, Latif (2000, p. 4) stated that translation is a text resulted by a process of translating operation performed on languages.

Among the modern translation theorists, Newmark (1988) proposes a classification of translation types based on two perspectives. The first perspective emphasizes on the source language (SL) and the other on the target language (TL). Each perspective provides four methods of translation. The first perspective provides word-for-word translation, literal translation, faithful translation, and semantic translation. The second perspective provides adaptation, free translation, idiomatic translation, and communicative translation. Those methods are shown in the following V diagram below:

<b>SL emphasis</b>	<b>TL emphasis</b>
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation

The first method in SL emphasis is word-for-word translation, word-for-word translation defined as the rendering of text from one language to another one word at a time with or without conveying the sense of the original text. The SL word order is preserved, and the words translated singly by their most common meanings, out of context. The second method is literal translation. Literal translation is the rendering of text from one language to another one word at a time. The translator may change the source language structure into target language, but the words are translated literally. The third method is faithful translation, it attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures. Faithful translation is sometimes viewed as an equivalent to the notion equivalent translation. The fourth is semantic translation, which differs from faithful translation only in as far as it must take more account of the aesthetic value of the source language text.

Besides SL emphasis methods, there is TL emphasis methods which are adaptation, free translation, idiomatic translation and communicative translation. The first method is adaptation. Adaption defined as is the freest form of translation and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually

preserved, the SL culture is converted to the TL culture and the text is rewritten. Based on Newmark (1988, p. 91) stated that adaptation is use of a recognized equivalent between two situations.

The second is free translation. A free translation is a translation that reproduces the general meaning of the original text. It may or may not closely follow the form or organization of the original. The third is idiomatic translation, which produces the message of the original but tends to twist of meaning by preferring colloquialisms and idioms where these do not exist in the original. The last one is communicative translation. It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

According to Newmark (1988, p. 47) argue that only semantic and communicative translation which able to fulfill two main goals of translation, that are; accuracy and economy.

From the methods mentioned above, only semantic and communicative translation gain more attention. Newmark (1988, p. 47) propose only semantic and communicative translation which are fulfill the two mains aims of translation, which are accuracy and economy. A semantic translation is more likely to be economical than a communicative translation because the text is poorly written. The semantic translation is written by the author's in linguistic level, but a communicative translation at the readership.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of a research design, population and sample, research instrument, data collection procedures, and data analysis procedures.

#### **A. Research Design**

The type of this research is quantitative. It means the researcher was describe all phenomenon that arise from the object of the research factually, accurately by statistic method. A quantitative study that is consistent with the quantitative paradigm is an inquiry of social or human problems, based on testing of a theory composed of variables, measured with the numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true. According to Ary (2010, p. 22) quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. In another definition according to Mujis (2004, p. 2) quantitative research is essentially about collecting numerical data to explain a particular phenomenon.

This research included in correlation design. Correlational research is determined whether or not the relationship between two or more variables. According to Ary (2006, p.27) stated that correlational gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated).

In this research, the researcher wants to know whether the correlations between two variables were really existed or not. Thus, the correlational

research design was the most appropriate research design to answer whether students' grammar mastery has correlation to the ability in translating Indonesian text into English.

## **B. Population and Sample**

### **1. Population**

Population is the area in which the researcher to get the information. According to Ary (2010, p.148) the larger group about which the generalization is made is called a population. In addition, Creswell (2012, p.142) stated that population is a group of individuals who have the same characteristic.

The population of this study was the students of English Department academic year 2015 at IAIN Palangka Raya.

### **2. Sample**

Sampling is a process that used to take a sample. According to Ary (2010, p. 155) sampling is a process of selecting a number of the students who will be represent from the large group. In this research, the researcher used cluster random sampling technique to obtain the sample. Based on Ary (2010, p. 148) stated that cluster sampling is the process of selecting a sample based on the chosen unit which is not an individual but, rather, a group individual who are naturally together.

### 3. Sampling

Sample is part of population that represents the whole population. Sample must be representative as one is to be able to generalize with confidence from the sample to population. Based on Ary (2002, p.169), a sample is a group of population.

In addition, Arikunto (2010) stated that if the number of subjects is less than 100 subjects, the researcher can take entire subjects. However, if the number of subjects in research is more than 100 people, we take 10-15% or 20-25% of the population.

In this research, the researcher took 32 students of English Department Academic Year 2015 that had passed the Translation subject (English-Indonesian Translation subject, Indonesian-English Translation subject) and had passed their Grammar subject (Elementary English Grammar subject, Pre-Intermediate English Grammar subject, Intermediate English Grammar subject, and Advanced English Grammar subject). Here is the detail data:

**Table 3.1. List of Subject of the Research**

No	Students Number	Name
1	1501121011	Nor Fitriansyah
2	1501121013	Rabiatul Adawiyah
3	1501121014	Zahra Suci Nurfatihah
4	1501121015	Maulida
5	1501121016	Abdul Malik
6	1501121018	Noorlaila Hayani
7	1501121020	Mega Lestanti
8	1501121021	Yuliatul Qusna
9	1501121023	Rahadi Diah Marlianti
10	1501121027	Irfan Rinaldi Bimantara

11	1501121030	Sugimanur
12	1501121031	Septi Noor Amallia
13	1501121032	Selvi Maulidzar Nasution
14	1501121033	Hasanah
15	1501121038	Amelia Safitri
16	1501121039	Ahmad Rizki Septiadi
17	1501121041	Dewi Mariani
18	1501121042	Elita Nur` Aina
19	1501121044	Rizky Kurniawan
20	1501121045	Mahliansyah
21	1501121046	Oktavia Damayanti
22	1501121047	Laila Ulfa
23	1501121048	Kurniawan Dwi Hartarto
24	1501121049	Nur Hayatina
25	1501121052	Ipi Susanti
26	1501121053	Febby Febrina Ambar Mahar Dhika
27	1501121054	Anisa Rahmadhani
28	1501121059	Maulia Emelda
29	1501121060	Siti Hardiyanti
30	1501121061	Yodian Sir Permana Syahputra
31	1501121064	Nunur Hasanah
32	1501121066	Wulan Sari

### C. Research Instrument

Instrument has important function in this research. Research instrument is a tool that is required of collecting data that should be valid and reliable. In line with Arikunto (2000, p. 134) stated that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easier.

The instrument in this research was test. According to Ary (2010, p.201) test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.

In this research, the researcher had two kinds of tests, there are:

### 1. Grammar Test

In this grammar test, the researcher used multiple choice question and error connection. Based on Harmer (2007, p. 382) stated that for many years multiple-choice questions were considered to be an ideal test instruments for measuring students' knowledge of grammar and vocabulary, these tests have the advantage because able to cover a lot of grammatical points quickly. Error connection items also needed for testing grammar, and error connection item is one in which the student is given a sentence with an error. Four words or phrase in the sentence marked by letters, and the students need to decide which of the words or phrases has the error.

The instrument in this research was adopted from Longman Preparation Course for TOEFL because the grammar subject was appeared on TOEFL preparation. The English grammar mastery test was consisting of 40 items. It consisted of 15 items for multiple choice and 25 items for error identification.

The assessment of this test is to consider the correct answer. In scoring the test, the right answer marked as one (1) point and the wrong answer marked as zero (0) point. The grammar test was measured by using *S* formula as below.

$$S = \frac{n}{N} \times 100$$

Where:

S = Students' score    n = Number of true answers    N = Number of tests

The interpretation of the students' grammar mastery based on

Arikunto (2006, p. 210) can be seen in table below.

**Table 3.2. Scale of students' grammar mastery proposed by Arikunto (2006, p. 210)**

<b>Score</b>	<b>Interpretation</b>
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

**Table 3.3. Content Specification of Research Instrument**

<b>STRUCTURE</b>	<b>Item</b>
Sentences with One Clause	3
Sentences with Multiple Clauses	3
More Sentences with Multiple Clauses	3
Sentences with Reduced Clauses	3
Sentences with Inverted Subjects and Verbs	3
<b>WRITTEN EXPRESSION</b>	
Problems with Subject/Verb Agreement	2
Problems with Parallel Structure	2
Problems with Comparative and Superlatives	2
Problems with the Form of the Verb	2

Problems with the use of the Verb	2
Problems with Passive Verbs	2
Problems with Nouns	2
Problems with Pronoun	2
Problems with Adjectives and Verbs	2
More Problems with Adjectives	1
Problems with Article	2
Problems with Prepositions	2
Problems with Usage	2

## 2. Translation Test

In this research, the researcher used single paragraph of Indonesian text that must be translated into English. These sentences are the chosen one to represent the indicators just like in grammar test. After that, the researcher will give the students 45 minutes to translate the Indonesian text into English. The test items are an Abstract by Rizky Kurnia Wijaya, Hery Yufrizal, and Budi Kadaryanto with the title **“Improving Vocabulary through Duolingo Application in CALL at The Seventh Grade of SMP”**. The quality of student translation result will be scored using scoring scale from Rudi Hartono (2009). The assessment of this test is based on the accuracy of transferring messages

from source language to target language. Moreover, the criteria of the assessment according to Hartono of the test are:

**Table 3.4. Scale of students' translation quality proposed by Hartono (2009)**

Category	Score	Indicator
Very Good Translation	86 – 90 (A)	The result of translation doesn't look like a translation result. There is no misspelling. There is no grammatical error. There is no mistakes in using terms.
Good Translation	76 – 85 (B)	There is no mistakes in using terms. There is a few mistake in grammar and spelling.
Adequate Translation	61 – 75 (C)	There is mistake in grammar and spelling less than 15%.
Less Translation	46 – 60 (D)	The result of translation looks like a translation result. The mistake and grammar and spelling less than 25 %.
Bad Translation	20 – 45 (E)	The result of translation clearly looks like a translation result. The mistake in grammar and spelling more than 35%.

In drawing the conclusion of students' translation quality based on raters' justification, a calculating is made to process the result to answer the question on how the students' translation quality in translating English text to Indonesian. The formula for the calculating process was:

$$P = \frac{F \times 100\%}{N}$$

Where:

P = Percentage

F = Frequency

N = Overall Number

### **3. Instrument Validity**

Validity means the instrument could measure what to measure in a research. Validity is often defined as the extent to which an instrument measures what it purposes to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid.

#### **a. Grammar Test**

In grammar test, the researcher was used content validity. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. Based on Henning (2001, p.94) content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test to be a valid measure of what it is supposed to measure.

In this research, grammar test is tested to measure students' grammar mastery in answering the multiple-choice and error connection questions that give dimensions in tenses, part of speech, phrases, and sentences.

#### **b. Translation Test**

In translation test, the researcher was used construct validity. In this research, translation test is tested to measure students' ability

in translating an Indonesian text into English. This test developed based on the theory of Catford that stated translation is the replacement of textual material in one language (SL) by equivalent textual material in another language. Then, the researcher gave the dimension in textual material and equivalent. So, the translation test was said to be valid because it was measure which supposed to measure.

To obtain the validity of the data, the researcher used informants (raters). The raters were given a rater's guide that was consisted of a translated text for the reference, the theory and rubric of translation quality, scoring table and the guide in assessing the translation work. In scoring the data, the raters used the comparison method. The way in analyzing of the data is comparing between the source language and target language that are analyzed the accuracy, acceptability and readability.

#### **4. Instrument Reliability**

A reliable test is consistent and dependable. A test must first be reliable as measuring instrument. It is used to prove that the instrument approximately believed to be used as the tool collecting the data because it is regarded well. On a theoretical level, reliability is concerned with the effect of the error on the consistency of scores. Reliability is a necessary characteristic of

any good test. For it to be valid at all, a test must first be reliable as measuring instrument.

#### **D. Data Collection Procedure**

Data collection in the research have very important role. It is because impossible to get result of the research without getting the appropriate data. The data collecting method is the method to obtain the data in the research. Based on Franken and Wallen (2009, p. 23) stated that data collection is all of process to collect the data in the research. It consists of many ways or steps to get the data needed.

##### **1. Preparation**

- a. The researcher chose the place and time of the study.
- b. The researcher asked permission to carry out this study.
- c. The researcher created the research instrument.

##### **2. Implementation**

- a. The researcher was administered the grammar test and translation test on Wednesday, August 7<sup>th</sup> 2019 .
- b. The researcher gave 60 minutes to complete the test.
- c. The researcher checked the students answer and gave the score.
- d. The researcher asked an interater to analyze the students' translation results.
- e. The researcher analyzed the data.

## **E. Data Analysis Procedure**

### **1. Normality Test**

The examination of normality necessary to know whether the data has been normally distributed or not. Normality test is used to see if the distribution all data were normal or not, meanwhile the data from grammar test and translation test. The researcher will use SPSS to test the normality. There are two kinds of normality test those are (1) If respondents  $\geq 50$ , the normality uses Kolmogorov Smirnov, (2) If respondents  $\leq 50$ , the normality test uses Shapiro –Wilk.

The normality tests are supplementary to the graphical assessment of normality. Then, this researcher will use Shapiro –Wilk test because the respondents of this test  $\leq 50$ .

### **2. Homogeneity Test**

Homogeneity test is used to know whether the sample in this study are homogeneous or have the same variant or not. If a parametric test of the correlation coefficient is being used, assumptions of bivariate normality and homogeneity of variance must be met.

The formula of homogeneity is:

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Where: F = Frequency

The hypothesis in homogeneity:

$F_{\text{value}} \leq F_{\text{table}}$ , means both of variants are homogeneity

$F_{\text{value}} \geq F_{\text{table}}$ , both of variants are homogeneity

If calculation result of F was lower than F table by 5% degree of significance so  $H_0$  was accepted, it meant that group have same variant.

### **3. Linear Regression Test**

Linear regression is a basic and commonly used type of predictive analysis. In statistical terms correlation uses to denote association between two quantitative variables and assumes that the association is linear, that one variable increase or decreases a fixed amount for a unit increase or decrease in the other. A technique that is often use is regression, which involves estimating the best straight line to summarize the association. The data is categorized as linear if the value of sig. deviation from linearity is  $> 0.05$ .

### **4. Correlation Coefficient Analysis**

In this research, the researcher will use a survey method through correlation technique. To find out the correlation coefficient of the grammar test and translation test, the researcher will analyze the data by using Pearson Product Moment Correlation to know the result. Based on Sudijono (2008, p.179) product moment correlation is one of the techniques that usually used to find out the significance of the correlation between two or more variables. The researcher will use the correlation formula by the Pearson Product Moment Correlation to test the significant correlation between them. There are two variables in this research, as follows:

- a. The first variable of this research is the continuous variable (X). X variable refers to students' Grammar score.
- b. The second variable of the study is the continuous variable (Y). Y variable refers to students' translation score.

Meanwhile, data operation technique is done through the steps below:

- a. This formula is used in finding index correlation "r" product moment between variable X and variable Y ( $r_{xy}$ ).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

N = number of respondents

X = the students' grammar score

Y = the students' translation score

$\sum X$  = amount of all X score

$\sum Y$  = amount of all Y score

$\sum X^2$  = amount of the squared the X score

$\sum Y^2$  = amount of the squared the Y score

$(\sum X)^2$  = the squared of the amount the X score

$(\sum Y)^2$  = the squared of the amount the Y score

$\sum XY$  = the amount of the X score and Y score

Criteria:

If  $r_0 > r_t$  means there is correlation and  $H_0$  is accepted,  $H_a$  is rejected.

If  $r_0 < r_t$  means there is no correlation and  $H_0$  is rejected,  $H_a$  is accepted.

$H_0$ : there is no correlation between students' grammar mastery and students' translation ability.

$H_a$ : there is correlation between students' grammar mastery and students' translation ability.

- b. To interpret the index scores of "r" correlation, product moment (rxy) usually used the interpretation based on Creswell (2012, p. 347) such as follows:

**Table. 3.5. Interpretation of Correlation based on Creswell**

Coefficient Interval	Interpretation
0,20 - 0,35	Slight relationship
0,36 – 0,65	Moderate (Useful for limited prediction)
0,66 – 0,85	Strong (Good prediction can result from one variable to the other)
0,86 and above	Very strong relationship

- c. Conducting the result of index correlation number "r" product moment toward the table of "r" product result with seeking the degree of freedom (df) with the formula as follows:

$$df = N - nr$$

Where:

df = degree of freedom

N = number of freedom

Nr = the amount of variable

- d. To know the contribution of variable X to variable Y is used the formula:

$$KP = r^2 \times 100 \%$$

Where:

KP = determinant coefficient score

R = correlation coefficient score

- e. To know the significance between two variable, the formula of the significance test is :

$$tcount = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

r = the coefficient of correlation of the result of t-count

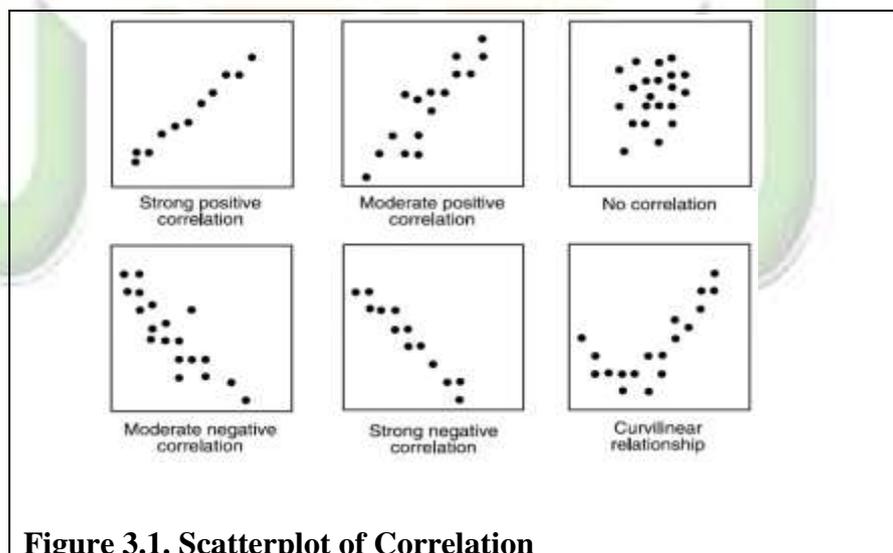
n = number of participants

- f. To know the correlation patterns in Scatterplot Graphs

A scatterplot is a graph that is used to plot the data points for two variables. Each scatterplot has a horizontal axis (x-axis) and a vertical axis (y-axis). One variable is plotted on each axis. Scatterplots are made up of marks; each mark represents one study participant's measures on the variables that are on the x-axis and y-axis of the scatterplot. All correlations have two properties: strength and direction. The strength of a correlation is determined by its numerical value. The direction of the correlation is determined by whether the correlation is positive or negative.

A scatterplot with dots going from lower left to upper right indicates a positive correlation (as variable  $x$  goes up, variable  $y$  also goes up). One with dots going from upper left to lower right indicates a negative correlation (as variable  $x$  goes up, variable  $y$  also goes down). A scatterplot of  $z$  scores also reveals the strength of the relationship between variables. If the dots in the scatterplot form a narrow band so that when a straight line is drawn through the band the dots will be near the line, there is a strong linear relationship between the variables. If a curved line is needed to express this relationship, it is said to be a curvilinear relationship. In a curvilinear relationship, as the values of  $X$  increase, the values of  $Y$  increase up to a point, at which further increases in  $X$  are associated with decreases in  $Y$ .

The Scatterplot of correlation can be seen as follows:



**Figure 3.1. Scatterplot of Correlation**

From the figure, it can be seen that if there were the strong positive correlation, moderate positive correlation, no correlation, moderate negative correlation, strong negative correlation, and curvilinear relationship.

moderate negative correlation, strong negative correlation, and curvilinear relationship.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the data that have been collected. The data is the result of grammar mastery test, translation ability test, the research findings, and discussion.

#### A. Data Presentation

##### 1. Students' Grammar Score

To know the students' mastery on grammar, the researcher used a grammar test from Longman Course Preparation for TOEFL. In composing the test, the researcher used multiple-choice completion and error analysis. The test was distributed to 32 students on Wednesday, August 07, 2019 at English Department Students academic year 2015. The students had to answer 40 items of grammar test. The researcher collected the data on the students' grammar mastery as variable x. The students' score on grammar mastery order can be seen in the table below:

**Table 4.1. The Students' Grammar Score**

No	CODE	Score of Grammar Test (X)
1	S-1	87.5
2	S-2	85
3	S-3	82.5
4	S-4	42.5
5	S-5	67.5
6	S-6	57.5
7	S-7	82.5
8	S-8	65
9	S-9	50
10	S-10	62.5
11	S-11	37.5
12	S-12	35
13	S-13	32.5

14	S-14	42.5
15	S-15	57.5
16	S-16	72.5
17	S-17	42.5
18	S-18	80
19	S-19	67.5
20	S-20	47.5
21	S-21	60
22	S-22	50
23	S-23	70
24	S-24	77.5
25	S-25	45
26	S-26	37.5
27	S-27	80
28	S-28	30
29	S-29	40
30	S-30	55
31	S-31	47.5
32	S-32	60
<b><math>\Sigma X</math></b>		<b>1850</b>

The researcher analyzed and processed the data with SPSS 20 to find out the descriptive statistic.

**Table 4.2. Descriptive Analysis of Grammar Mastery**

<b>Statistics</b>		
Grammar Mastery Score		
N	Valid	32
	Missing	0
Mean		57.8125
Std. Error of Mean		3.03448
Std. Deviation		17.16558
Variance		294.657
Minimum		30.00
Maximum		87.50
Sum		1850.00

The descriptive analysis of grammar mastery shown above in table 4.2. The maximum score of students' grammar score was 87.50 and the minimum score was 30.00. The mean of students' grammar mastery was 57.8125, the sum of students' grammar mastery was 1850.00 and the standard deviation was 17.16558. The detail of each category of students' grammar mastery can be seen below in the table 4.3:

**Table 4.3. The Distribution of Students' Grammar Mastery**

Score Interval	Category	Frequency	Percentage
80-100	Very Good	6	18.75 %
66-79	Good	5	15.625 %
56-65	Enough	6	18.75 %
40-55	Less	10	31.25 %
30-39	Fail	5	15.625 %
<b>Total</b>		<b>32</b>	<b>100 %</b>

The result showed that 6 students (18.75 %) had included into *very good* category, 5 students (15.625 %) included into *good* category, 6 students (18.75 %) included into *enough* category, 10 students (31.25 %) included into *less* category and 5 students (15.625 %) included into *fail* category. It can be concluded that "less" category was the most frequent level of students' grammar mastery.

## 2. Students' Translation Score

As like in grammar mastery score, the data of students' translation ability was got from students' translation test. The test was distributed to 32 students on Wednesday, August 07, 2019 at English Department Students academic year 2015. To get the score and analyze the students'

translation quality, the researcher used interaters justification. The raters were given a rater's guide that was consisted of a translated text for the reference, the theory and rubric of translation quality, scoring table and the guide in assessing the translation work. The researcher collected the data on the students' translation ability as variable y. The students' score on translation ability order can be seen in the table below:

**Table 4.4. The Students' Translation Ability Score**

No	CODE	Score of Translation Test (Y)
1	S-1	87
2	S-2	86
3	S-3	82
4	S-4	68
5	S-5	62
6	S-6	61
7	S-7	85
8	S-8	62
9	S-9	55
10	S-10	57
11	S-11	41
12	S-12	42
13	S-13	44
14	S-14	47
15	S-15	54
16	S-16	70
17	S-17	42
18	S-18	84
19	S-19	77
20	S-20	50
21	S-21	62
22	S-22	50
23	S-23	76
24	S-24	78
25	S-25	63
26	S-26	45
27	S-27	80
28	S-28	40
29	S-29	57

30	S-30	60
31	S-31	55
32	S-32	65
<b><math>\Sigma Y</math></b>		<b>1987</b>

The researcher analyzed and processed the data with SPSS 20.

The data description can be seen in the following table.

**Table 4.5. Descriptive Analysis of Translation Ability**

<b>Statistics</b>		
Translation Ability Score		
N	Valid	32
	Missing	0
Mean		62.0938
Std. Error of Mean		2.61677
Std. Deviation		14.80270
Variance		219.120
Minimum		40.00
Maximum		87.00
Sum		1987.00

The descriptive analysis of translation ability shown above in table 4.4. The maximum score of students' translation score was 87.00 and the minimum score was 40.00. The mean of students' translation ability was 62.0938, the sum score of students' translation ability was 1987.00, and the standard deviation was 14.80270. The detail of each category of students' translation ability can be seen below in the table 4.6:

**Table 4.6. The Distribution of Students' Translation Ability**

<b>Score Interval</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
86-90	Very Good Translation	2	6.25 %
76-85	Good Translation	7	21.875 %
61-75	Adequate Translation	8	25 %
46-60	Less Translation	10	31.25 %
20-45	Bad Translation	5	15.625 %
<b>Total</b>		<b>32</b>	<b>100 %</b>

The result showed that 2 students (6.25 %) had included into *very good translation* category, 7 students (21.875 %) included into *good translation* category, 8 students (25%) included into *adequate translation* category, 10 students (31.25 %) included into *less translation* category and 5 students (15.625 %) included into *bad translation* category. It can be concluded that “less translation” category was the most frequent level of students' translation ability.

## **B. Research Findings**

### **1. Normality Test**

Normality test is used to test whether each instrument have normal distribution or not. In this research, to test the normality of the data the researcher used *One Sample Shapiro-Wilk* because the sample in this research was  $\leq 50$ . In testing normality of the data, if the value is higher than 0.05 indicated that the data are normal. If the value is smaller

than 0.05 indicated that the data are not normal. This could be done by using SPSS 20 program. Normality test was done towards the grammar score and translation score obtained from the students.

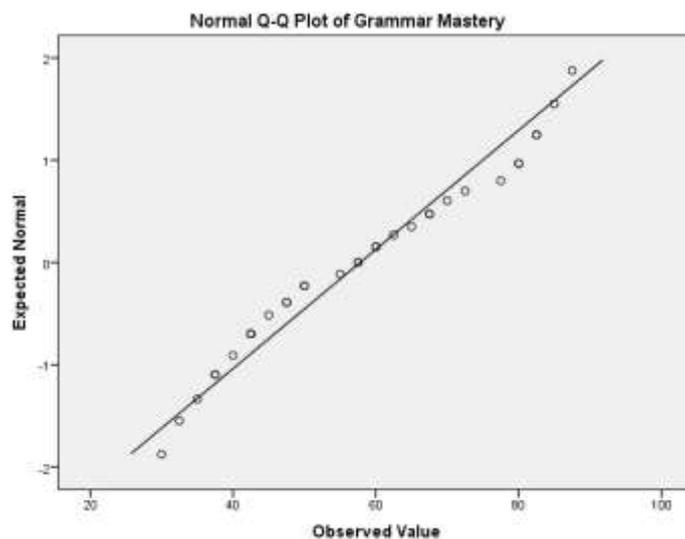
**a. Grammar Mastery**

**Table 4.7. Normality Test of Grammar Mastery**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Grammar Mastery	.113	32	.200*	.951	32	.149

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



**Figure 4.1. The Normal Q-Q Plot of Grammar Mastery**

Based on the calculation of SPSS program, the output of *One Sample Shapiro-Wilk* shown that significance value of grammar

mastery was 0.149 which were higher than 0.05. It can be concluded that the data has normal distribution. The data has normal distribution. Also, from Q -Q plot shown that almost all of the data points of grammar mastery spread around the straight line which mean it has normal distribution.

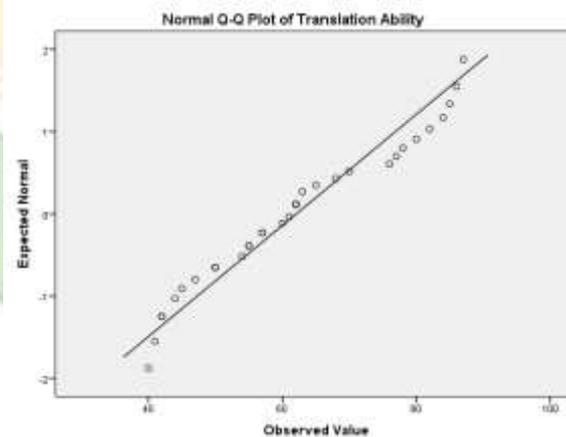
**b. Translation Ability**

**Table 4.8. Normality Test of Translation Ability**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Translation Ability	.107	32	.200*	.940	32	.073

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



**Figure 4.2. The Normal Q-Q Plot of Translation Ability**

Based on the calculation of SPSS program, the output of *One Sample Shapiro-Wilk* shown that significance value of grammar mastery was 0.073 which were higher than 0.05. It can be concluded that the data has normal distribution. The data has normal distribution. Also, from Q-Q plot shown that almost all of the data points of translation ability spread around the straight line which mean it has normal distribution.

## 2. Homogeneity Test

Homogeneity testing is used to test whether the data has homogeneous variance or not. This test is used to ensure that the sample groups are indeed from the same sample. In testing the homogeneity of the data, if the value is higher than 0.05 indicated that the data are homogeneous. If the value is smaller than 0.05 indicated that the data are not homogeneous. This could be done by using SPSS 20 program.

### a. Grammar Mastery

**Table 4.9. Homogeneity Test of Grammar Mastery**

Levene Statistic	df1	df2	Sig.
.560	1	30	.460

Based on the homogeneity result on the table 4.8 above, output of the homogeneity test of variance shown that the significant

was 0.460 which were higher than 0,05. It means that the data of grammar mastery were homogenous.

**b. Translation Ability**

**Table 4.10. Homogeneity Test of Translation Ability**

Levene Statistic	df1	df2	Sig.
.267	1	30	.609

Based on the homogeneity result on the table 4.8 above, output of the homogeneity test of variance shown that the significant was 0.609 which were higher than 0,05. It means that the data of grammar mastery were homogenous.

**3. Linearity Test**

Linearity testing is used to test whether the data linear or not. As like in normality and homogeneity testing, if the value is higher than 0.05 indicated that the data are linear. If the value is smaller than 0.05 indicated that the data are not linear. This could be done by using SPSS 20 program. Linearity test was done towards the grammar mastery score and translation ability score obtained from the students.

**Table 4.11. Linearity Test of Grammar Mastery and Translation Ability**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Grammar Mastery * Translation Ability	Between Groups	(Combined)	8817.708	25	352.708	6.683	.013
		Linearity	7725.396	1	7725.396	146.376	.000
		Deviation from Linearity	1092.312	24	45.513	.862	.640
	Within Groups		316.667	6	52.778		
	Total		9134.375	31			

Based on the linearity result on the table 4.10 above, the output of linearity shown that the deviation from linearity between grammar mastery and translation ability was 0.640 which were higher than 0.05. It can be concluded that grammar mastery and translation ability were linear.

#### 4. Testing Hypothesis

##### a. Correlation Coefficient

To find the correlation between students' grammar mastery and translation ability of English Department Academic Year 2015 Students, the researcher used the product moment formula as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

N = number of respondents

X = the students' grammar score

Y = the students' translation score

$\sum X$  = amount of all X score

$\sum Y$  = amount of all Y score

$\sum X^2$  = amount of the squared the X score

$\sum Y^2$  = amount of the squared the Y score

$\sum XY$  = the amount of the X score and Y score

For the first, here is the accumulation result of the students' scores:

**Table 4.12. The Accumulation Data of the Students' Grammar Mastery (X) and Translation Skill (Y)**

No	CODE	Score of Grammar Test (X)	X <sup>2</sup>	Score of Translation Test (Y)	Y <sup>2</sup>	XY
1	S-1	87,5	7656,25	87	7569	7612,5
2	S-2	85	7225	86	7396	7310
3	S-3	82,5	6806,25	82	6724	6765
4	S-4	42,5	1806,25	68	4624	2890
5	S-5	67,5	4556,25	62	3844	4185
6	S-6	57,5	3306,25	61	3721	3507,5
7	S-7	82,5	6806,25	85	7225	7012,5
8	S-8	65	4225	62	3844	4030
9	S-9	50	2500	55	3025	2750
10	S-10	62,5	3906	57	3249	3562,5
11	S-11	37,5	1406,25	41	1681	1537,5
12	S-12	35	1225	42	1764	1470
13	S-13	32,5	1056,25	44	1936	1430
14	S-14	42,5	1806,25	47	2209	1997,5
15	S-15	57,5	3306,25	54	2916	3105
16	S-16	72,5	5256,25	70	4900	5075
17	S-17	42,5	1806,25	42	1764	1785
18	S-18	80	6400	84	7056	6720
19	S-19	67,5	4556,25	77	5929	5197,5
20	S-20	47,5	2256,25	50	2500	2375
21	S-21	60	3600	62	3844	3720
22	S-22	50	2500	50	2500	2500

23	S-23	70	4900	76	5776	5320
24	S-24	77,5	6006,25	78	6084	6045
25	S-25	45	2025	63	3969	2835
26	S-26	37,5	1406,25	45	2025	1687,5
27	S-27	80	6400	80	6400	6400
28	S-28	30	900	40	1600	1200
29	S-29	40	1600	57	3249	2280
30	S-30	55	3025	60	3600	3300
31	S-31	47,5	2256,25	55	3025	2612,5
32	S-32	60	3600	65	4225	3900
<b>Σ</b>		<b>1850</b>	<b>116087,25</b>	<b>1987</b>	<b>130173</b>	<b>122117,5</b>

From the calculation of variable X and Y it is known that:

$$N = 32$$

$$\Sigma X = 1850$$

$$\Sigma Y = 1987$$

$$\Sigma X^2 = 116087,25$$

$$\Sigma Y^2 = 130173$$

$$\Sigma XY = 122117,25$$

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{32 \times 122117,5 - (1850)(1987)}{\sqrt{[32 \times 116087,25 - (1850)^2][32 \times 130173 - (1987)^2]}}$$

$$r_{xy} = \frac{390770 - 3675950}{\sqrt{[3714792 - 3422500][4165536 - 3948169]}}$$

$$r_{xy} = \frac{231810}{\sqrt{[292292][217367]}}$$

$$r_{xy} = \frac{231810}{\sqrt{63534635164}}$$

$$r_{xy} = \frac{231810}{252060.776727} = 0.91965915129$$

The calculation above has shown index correlation of variable X and Y was 0.91965915129 (0.920). According to Creswell (2012, p. 347), if the value of  $r_{xy}$  is 0,86 and above. It is mean there is very strong correlation between variable X and variable Y. In other hand, grammar mastery has association with translating ability.

#### **b. The Correlation Between Grammar Mastery and Translation Ability**

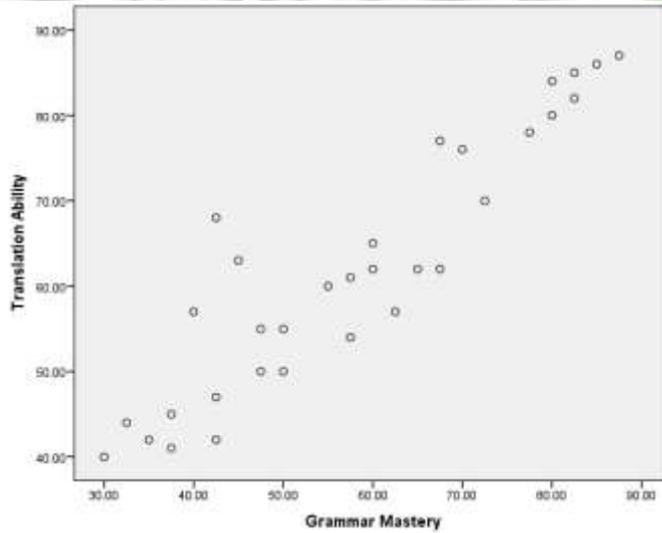
In this part, the writer analyzed the data of x and y using SPSS 20 to know how far is the correlation between grammar mastery and translation ability of English Department academic year 2015 students at IAIN Palangka Raya.

After all scores were classified, then the next step is accounting of the correlation coefficient. This section answered the research problem “*Is there any correlation between students’ grammar mastery and students’ translation ability?*” By analyzing the result of grammar mastery test and translation ability test. To count the hypothesis, the researcher used Pearson Product Moment technique. The result of correlation of the students ‘grammar mastery and translation ability can be seen on the table below:

**Table 4.13. Correlation between Grammar Mastery and Translation Ability**

Correlations			
		Grammar Mastery	Translation Ability
Grammar Mastery	Pearson Correlation	1	.920**
	Sig. (2-tailed)		.000
	N	32	32
Translation Ability	Pearson Correlation	.920**	1
	Sig. (2-tailed)	.000	
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).



**Figure 4.3. Scatterplot Correlation between Grammar Mastery and Translation Ability**

To know whether the correlation coefficient was significant or not, it was necessary to find out its significance. The rejection or acceptance of the null hypothesis ( $H_0$ ) is based on the level of significance. Based on the calculation in SPSS program, the result of  $r_{\text{observed}}$  (correlation coefficient) between grammar mastery and translation ability was 0.920. To prove the value of “r” based on the calculation degree of freedom was known that  $df = N - nr$ ,  $N = 32$ ,  $nr = 2$  ( $32 - 2 = 30$ ). It could be presented  $r_{\text{table}} = 0.296$ . Then, It presented that  $r_{\text{observed}} > r_{\text{table}}$  ( $0.920 > 0.296$ ) and the sig. (2-tailed) was  $0.000 < 0.05$  which mean that the correlation coefficient between grammar mastery and translation ability were significant. It can be concluded that the alternative hypotheses ( $H_a$ ) was accepted and null hypotheses ( $H_0$ ) was rejected.

### **C. Discussion**

Based on the objective of this research that is to find out the correlation between grammar mastery and translation ability of English Department Academic Year 2015 Students at IAIN Palangka Raya. The researcher began to collect the data by administering the test that were grammar test and translation test. In grammar test, the students have 40 question to answer. If each item correctly answered, the students will obtain a score of 100. Then, in translation test was done by the same sample. They had

translated an Indonesian text into English. Here, the translation result was judged by an interater based on scoring rubric.

After all the data calculated, the researcher found the highest score and lowest score. In grammar test, the highest score was 87.5 and the lowest score was 30. Meanwhile, in translation test, the highest score was 87 and the lowest score was 40.

Dealing with the correlation value between grammar mastery and translation ability, this research found that there was a positive correlation. The result of computation was 0.920. This value is categorized into strong/high correlation. Then, according to the sig (2-tailed) value 0.000 was lower than the level of significant 0.05. So, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that the students' grammar mastery have influences to the students' ability in translating Indonesian text into English.

Based on the calculation in manual calculation, the data shown index correlation of variable X and Y was 0.91965915129 (0.920) which similar with the result from SPSS 20. In the calculation in SPSS program, the result of  $r_{\text{observed}}$  (correlation coefficient) between grammar mastery and translation ability was 0.920.

Based on the dots in scatterplot of variable X and variable Y go from lower left to upper right. It means there was positive correlation between grammar mastery and translation ability. The dots in the scatterplot also formed a narrow band. When a straight line was drawn through the band the

dots would be near the line. It illustrated that there was strong relationship between the variables. So this way, alternative hypothesis was accepted and null hypothesis was rejected. It can be concluded, there was positive correlation between grammar mastery and translation ability of English Department academic year 2015 students at IAIN Palangka Raya.

This finding was in accordance with Apipi (2018), she found that grammar ability can significantly influence the translation result. Then, in Samad (2015), he pointed out that there was significant correlation between students' grammar mastery and their translation ability. Another research by Aunana (2014), she found that there was correlation between students' mastery on adjective order toward their translating skill, even it is weak. Besides, this research also supported by Safitri (2014), in her research, the data analysis obtained that alternative hypothesis ( $H_a$ ) accepted or stated there was correlation between students' past tense mastery and their ability in translating narrative text. Based on the findings of four previous studies above, the researcher conclude that in translation work the mastery of grammar is needed because the good ability in grammar will help them to make acceptability of English sentences. In this case, the translator must have grammatical ability of both languages because he/she cannot accurately translate a text without understanding grammar of both languages. Otherwise, when people translating text from English into Indonesian, the mastery of grammar will help to analyze the meanings of text in English.

## CHAPTER V

### FINDINGS AND DISCUSSION

This chapter presented conclusion and suggestion that might be able to be taken as the concern to the future research. The conclusion is substantively related to the research finding as the answer of the research question and summarizes all discussion of the research finding. Meanwhile, the suggestion is a reflecting the research finding, discussion and conclusion.

#### A. Conclusion

The researcher concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It can be seen from the result of the sig (2-tailed) value 0.000 was lower than the level of significant 0.05. In other ways, count was 0.920 that higher than table (0.296) at the level 5%. The calculation means that there is significance correlation between students grammar mastery and translation ability of English department Academic Year 2015 Students at IAIN Palangka Raya. It means that, the students will get high score in translation if they have high score in grammar. Otherwise, the students who have lower score in grammar, they will get the lower score in their translation.

#### B. Suggestions

Based on the explanation and conclusion above, there are some suggestions for students, translator, lecturer and the next researcher. First, the researcher suggests that the students have to improve their ability,

understanding in grammar. It is because grammar is one of language components which can heavily influence their translation result. The students have to give more attention to the grammatical aspects in translating text, because translation is not only translate word by word or sentence by sentence but it must translate entire content of the text. In this case, the students and translator have to analyze in which the surface structure in terms of grammatical relationship in order to gain the equivalence meaning.

Second, for the lecturer as stimulator can choose the best method in teaching grammar which will contribute in increasing their grammar ability. The lectures should have to give the input or feedback toward students' work so the students know their weakness in translating the text.

Third, for the next researchers, they were expected to conduct a research which try to find out why the students have low mastery in grammar and what style that students' usually used in translating.

## REFERENCES

- Anas, S. (2007). *Pengantar Statistika Pendidikan*. Jakarta: Grafindo.
- Anas, S. (2008). *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Apiipi. (2018). *The Correlation between Grammar Ability and Translation Skill of English Department Students at Jambi University*. Indonesia: Jambi University.
- Arikunto, S. (1996). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arikunto, S. (2006). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Arikunto, S. (2010). *Prosedur Penelitian, Suatu Pendekatan Praktik, Edition Revision VII*. Jakarta. PT. Rineka Cipta.
- Ary, D. (2006). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Ary, D. (2002). *Introduction to research in education. Sixth edition*. New York: Thomson learning. Education. Canada: Nelson Education, Ltd.
- Ary, D., Jacobs. L. C., & Sorensen, C. (2010). *Introduction to Research in Education (8th ed)*. California: Wadsworth.
- Aunana, S. (2013). *Students' Mastery on Adjective Order toward Their Translation Skill*. Salatiga: STAIN Salatiga.
- Azar, B., S. (1989). *Understanding and Using English Grammar*. New Jersey, Englewood liffs, Prelice Hall Regents.
- Azar, B., S. & Matthies, B., F. (1995). *Fundamentals of English Grammar Second Edition*. Apprentice Hall Regents.
- Bassett, S. (2002). *Translation Studies. Third edition*. Taylor & Francis e-Library, London and New York.
- Baker, M. (1992). *In Other Words: A Coursebook on Translation*. London: Routledge.
- Brislin, R. & Kim, E. (2003). *Cultural Diversity in People' Understanding and Uses of Time. Applied Psychology: An International Review*, 52: 363–382.

- Brown, D., H. (1994). *Principle of Language Learning and Technique*. New York: Prentice Hall Inc.
- Cambridge. (2008). *Cambridge Advanced Learner's Dictionary Third Edition*. Cambridge: Cambridge University Press.
- Creswell, J., W. (2013). *Research design qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: SAGE Publications, Inc.
- Creswell, J., W. (2012). *Educational Research Fourth Edition*. Boston: Pearson Education Limited.
- Crystal. (2003). *English as a global language (2<sup>nd</sup> edition)*. Cambridge: Cambridge University Press.
- Dagiliene. (2012). *Translation as Learning Method in English Language Teaching*. Studies about Languages, 124-129.
- Fraenkel, J., R. & Norman E., W. (2009). *How to Design and Evaluate Research in Education*. New York: The Mc Graw Hill Companies, Inc.
- Fitria (2011). *The Correlation between Students' Grammatical Ability and Translating Skill (A Survey) at Seventh Semester of English Letters Department State Islamic University Syarif Hidayatullah Jakarta*. Indonesia: State Islamic University Syarif Hidayatullah.
- Freeman, D. (2003). *Teaching Language: From Grammar to Gramming*. The University of Michigan and the School for International Training.
- Greenbaum, S. (2002). *An Introduction to English Grammar*. Hongkong: Graphicraft Limited.
- Hasan, B. (2006). *Perencanaan Pengajaran Bidang Studi*. Bandung: Pustaka Ramadhan.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. UK: Cambridge University Perss.
- Harmer, J. (2004). *How to Teach Writing*. London: Longman.
- Harmer, J. (2000). *How to Teach English*. England: Pearson Education Limited.
- Harmer, J. (1991). *The Practice of English Language Teaching*. New York: Longman Group.

- Jackson, H. (2005). *Good Grammar for students*. Sage Publication London. Thousand Oaks. Delhi.
- Jackson, H. & Amvela, E. Z. (2000). *Words, Meaning, and Vocabulary: An Introduction to Modern English Lexicology*. New York: Cromwell Press.
- Larson, M. (1984). *Meaning Based Translation: A Guide to cross-language equivalence*. America: University Press of America.
- Larson, M. L. (1998). *Meaning- based translation: a guide to cross-language equivalence*. Language Arts & Disciplines: University Press of America.
- Linda Gerot and Peter Wignel. (1995). *Making Sense of Functional Grammar*. Australia: Gerd Stabler.
- Moentaha, S. (2006). *Bahasa dan Terjemahan*. Jakarta: Kesaint Blanc.
- Nababan, R. (2003). *Teori Menerjemah Bahasa Inggris*. Yogyakarta: Pustaka Pelajar.
- Newmark, P. (2001). *A Textbook of Translation*. Shanghai Shanghai Foreign Language Education Press.
- Newmark, P. (1981). *Approaches to translation*. UK: Prentice Hall International.
- Newmark, P. (1988). *A Textbook of translation*. UK: Prentice Hall International.
- Nida, Eugene A. and Charles R. Taber. (1982). *The Theory and Practice of Translation*. Leiden: E. J Brill.
- Nida, E., H. (1963). *Toward a science of translating*. New York.
- Nida and Taber (1969). Nida, E.A. and Charles R. Taber. 1969. *The Theory and Practice of Translation*. Leiden: E. J. Brill.
- Penny. (1996). *A Course in Language Teaching Practice and Theory*. Cambridge University Press, Australia.
- Ridwan. (2007). *Skala Pengukuran Variabel-variabel Penelitian*. Bandung: Alfabeta.
- Richards, Jack C. (1974). *Error Analysis (perspectives on second language Acquisition)*. Singapore: Longman Singapore Publishers.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

- Samad, F. (2015). *The Correlation between Grammar Mastery and Translation Ability at Seventh Semester Students of English Education Study Program*. Indonesia: Khairun University of Ternate.
- Safitri, M. (2014). *The Correlation between the Students' Past Tense Mastery and Their Ability in Translating Narrative Texts*. Indonesia: Universitas Bandar Lampung.
- Thornbury, S. (2005). *How to Teach Grammar*. Harlow: Longman.
- Thornbury, S. (1999). *How to Teach Grammar*. England: Pearson Education Limited (Longman).
- Wijaya, R., Yufrizal, H., & Kadaryanto, B. (2016). Improving Vocabulary through Duolingo Application In Call At The Seventh Grade Of Smp. *UNILA Journal of English Teaching*, 5(1). Retrived by <http://jurnal.fkip.unila.ac.id>.

