

**CORRELATION AMONG GRAMMAR MASTERY AND VOCABULARY SIZE  
TOWARD TRANSLATION ABILITY ON REPORT TEXT**

**THESIS**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
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2021 M/ 1442 H**

**CORRELATION AMONG GRAMMAR MASTERY AND VOCABULARY SIZE**

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**THESIS**

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



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**2021 M/ 1442 H**

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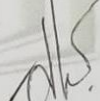
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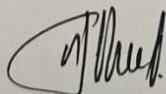
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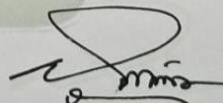
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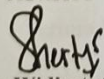
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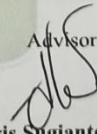
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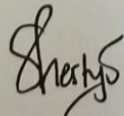
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Dapat diujikan sebagai syarat untuk memenuhi kewajiban dan mencapai gelar *Sarjana Pendidikan* pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka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

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## MOTTO AND DEDICATION

“With Difficulty Was Surely Easy”

(Q.S. Al-Insyirah: 6)



The thesis is dedicate to:

My lovely father H. Masdani and Mother Hj. Humaidah, I extremely thank you for their love, sacrifice, prayer, and support my life and study in physical and spiritual. My beloved brother Ismail Yakub and Rofuddin Aziz, and my beloved sister Dini Herawaty and Dewi Azizah that always help and give a suggestion in creating this thesis. My admired all lecturers of English Education who have teach and give the advice and support. My Beloved friends member of “Kids Lambe Taruh” group, member of “Hayuk Wisuda 2021” group, Elita Nur, Halimah Rahmawati, and Fathea Jannah who always present to give the ideas, information, and knowledge.

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2. This thesis is sole work of author and has not written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, April 28<sup>th</sup> 2021

Yours Faithfull



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## ABSTRACT

The real phenomenon shows that the students Indonesia - English Translation score lower than the English - Indonesia translation score. The crucial problem of translating Indonesia to English language are the students' lack of knowledge and mother tongue (source language) that two of them are grammar and vocabulary.

The purpose of this research measured the correlation among grammar mastery and vocabulary size toward translation ability on report text that used quantitative method with a correlational design. The research instruments were three test which were grammar mastery, vocabulary size, and translation test that were tested to the 32 students' translation class in academic year 2017/2018.

The numerical data were analyzed by Pearson Product Moment that showed that: (1) the correlation between grammar mastery and translation ability was  $r_{\text{count}} > r_{\text{table}} = 0.590 > 0.463$  and the significant (2-tailed) was  $0.000 < 0.05$ , (2) the correlation between vocabulary size and translation ability was  $r_{\text{count}} > r_{\text{table}} = 0.395 > 0.361$  and the significant (2-tailed) was  $0.025 > 0.05$ , (3) the correlation among grammar mastery and vocabulary size toward translation ability was  $0.001 < 0.05$  and  $F_{\text{change}} > F_{\text{table}} = 8.349 > 3.33$ . The contribution of grammar mastery and vocabulary size delivered 36.5%. also, the value range was 0.604 which was strong category. Thus, it sums that students' grammar mastery and vocabulary size correlate with the quality of students' translation ability on report text at seventh semester students in academic year 2017/2018.

Husna, Fuyudhatul. 2021. *The Correlation among Grammar Mastery and Vocabulary Size toward Translation Ability on Report Text*. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hesty Widiastuty, M.Pd., (II) Aris Sugianto, M.Pd

**Key Words:** Correlation, Students of Grammar Mastery, Students of Vocabulary Size, Students of Translation Ability.

## ABSTRAK

Fenomena nyata menunjukkan bahwa skor mahasiswa Indonesia - English Translation lebih rendah daripada skor English - Indonesia Translation di IAIN Palangka Raya. Hal yang terpenting dalam menerjemahkan Bahasa Indonesia ke Bahasa Inggris yaitu kurangnya pengetahuan kebahasaan dan bahasa Ibu (bahasa sumber) yang mana dua diantaranya *grammar* dan *vocabulary*.

Tujuan dari penelitian ini yaitu menghitung korelasi antara *grammar* dan *vocabulary* pada kemampuan menerjemahkan dalam teks *report* yang menggunakan metode kuantitatif dengan desain korelasi. Instrument penelitian ini ada tiga tes, yaitu kemampuan *grammar*, jumlah *vocabulary*, dan menerjemahkan yang telah diuji ke 32 siswa kelas *translation* tahun angkatan 2017/2018.

Data telah di analisis menggunakan *Pearson Product Moment* yang menunjukkan bahwa: (1) hubungan antara penguasaan *grammar* terhadap kemampuan menerjemahkan yaitu  $r_{hitung} > r_{tabel} = 0.590 > 0.463$  dan signifikasi (sig. 2-tailed) adalah  $0.000 < 0.05$ , (2) hubungan antara jumlah *vocabulary* terhadap kemampuan menerjemahkan yaitu  $r_{hitung} > r_{tabel} 0.395 > 0.361$  dan signifikasi (sig. 2-tailed) adalah  $0.025 > 0.05$ , (3) hubungan antara kemampuan *grammar* dan jumlah *vocabulary* terhadap kemampuan menerjemahkan yaitu  $0.001 < 0.05$  and  $F_{change} > F_{table} = 8.349 > 3.33$ . Jumlah kontribusi kemampuan *grammar* dan jumlah *vocabulary* 36.5%. Dan juga koefisien korelasi bernilai 0.604 yang mana termasuk kategori yang kuat. Oleh karena itu, dapat disimpulkan bahwa kemampuan *grammar* dan jumlah *vocabulary* siswa berkorelasi dengan kualitas menerjemahkan siswa pada teks *report* pada siswa semester 7 tahun angkatan 2017/2018.

Husna, Fuyudhatul. 2021. *Korelasi antara Kemampuan Grammar dan Jumlah Vocabulary pada Kemampuan Menerjemahkan dalam Teks Report*. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Advisors: (I) Hesty Widiastuty, M.Pd., (II) Aris Sugianto, M.Pd

**Kata Kunci:** Korelasi, Kemampuan *grammar* siswa, jumlah *vocabulary* siswa, kemampuan menerjemahkan siswa

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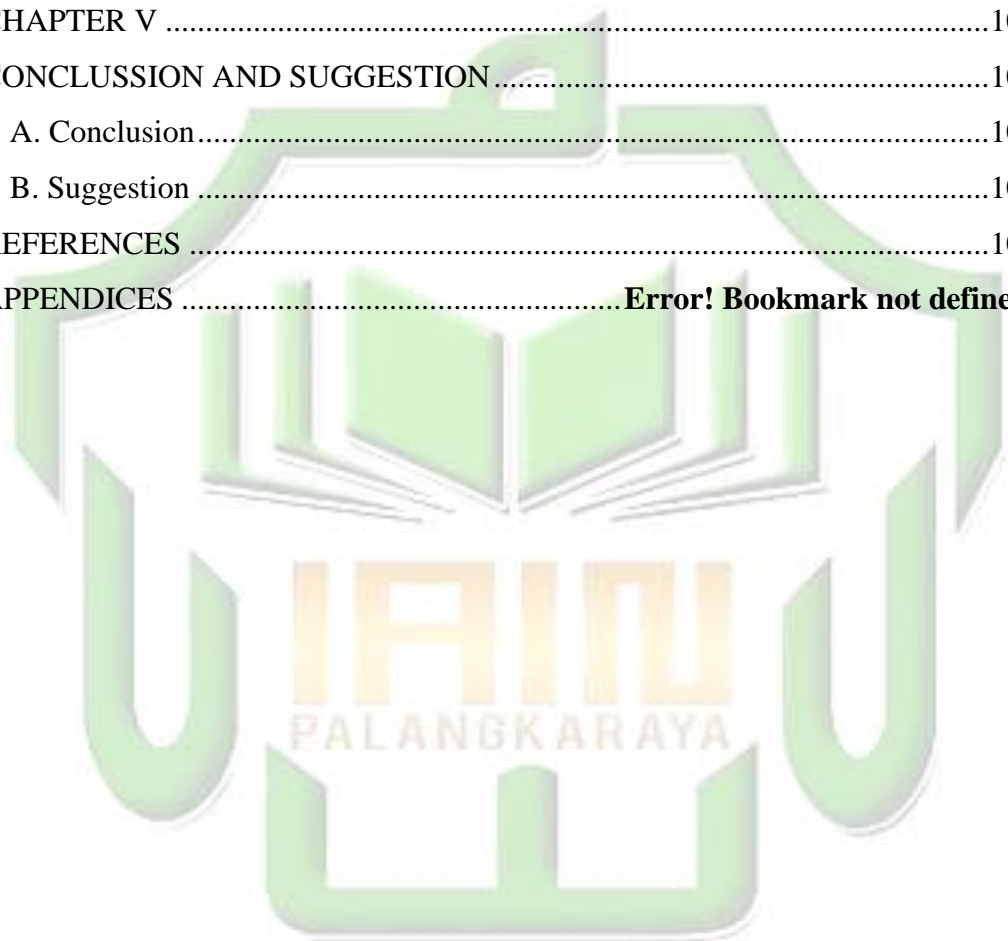
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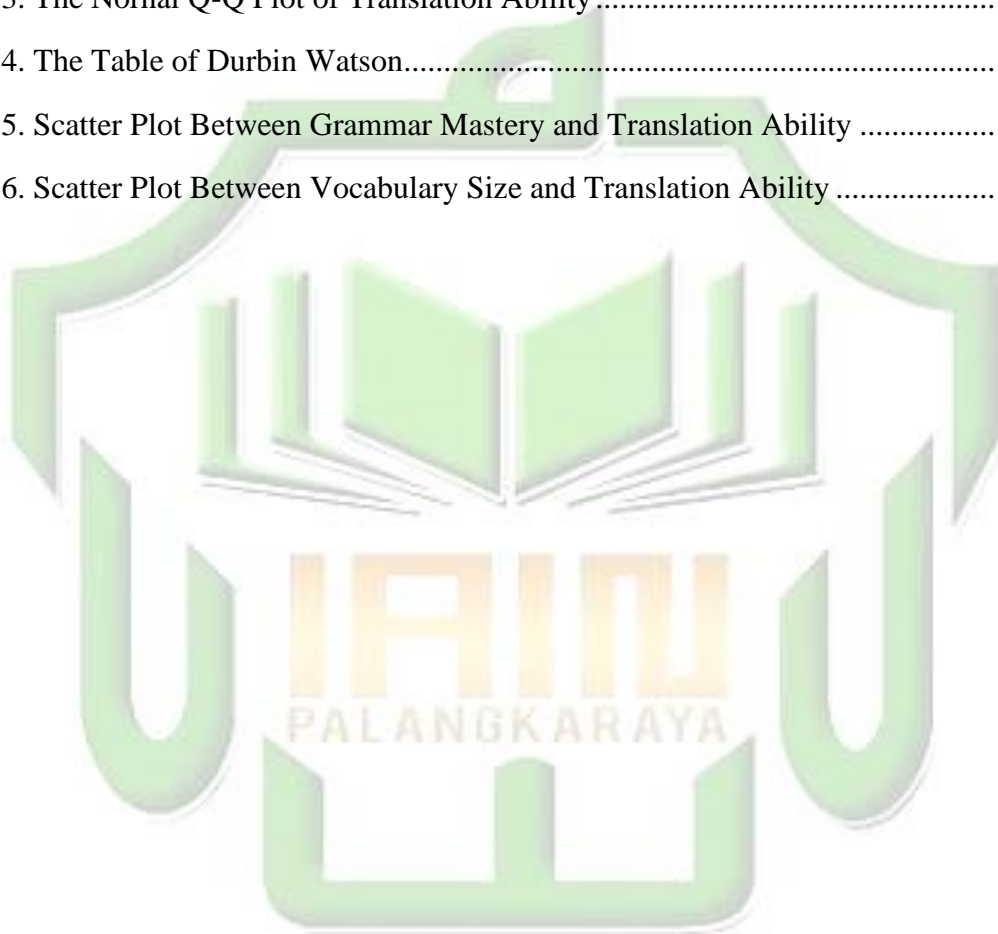
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## LIST OF ABBREVIATIONS

H<sub>a</sub>: Alternative Hypotheses

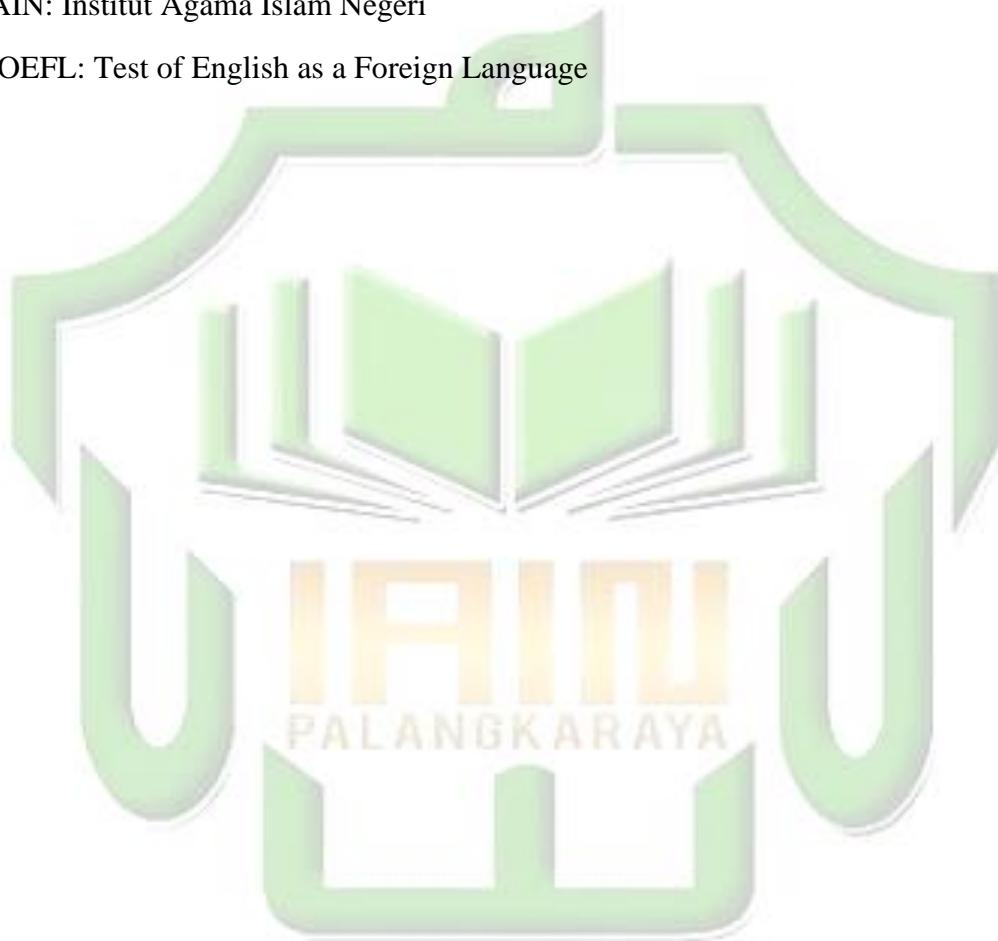
H<sub>0</sub>: Null Hypotheses

SL: Source Language

TL: Target Language

IAIN: Institut Agama Islam Negeri

TOEFL: Test of English as a Foreign Language



## **LIST OF APPENDICES**

### Appendix 1. Instrument of The Research

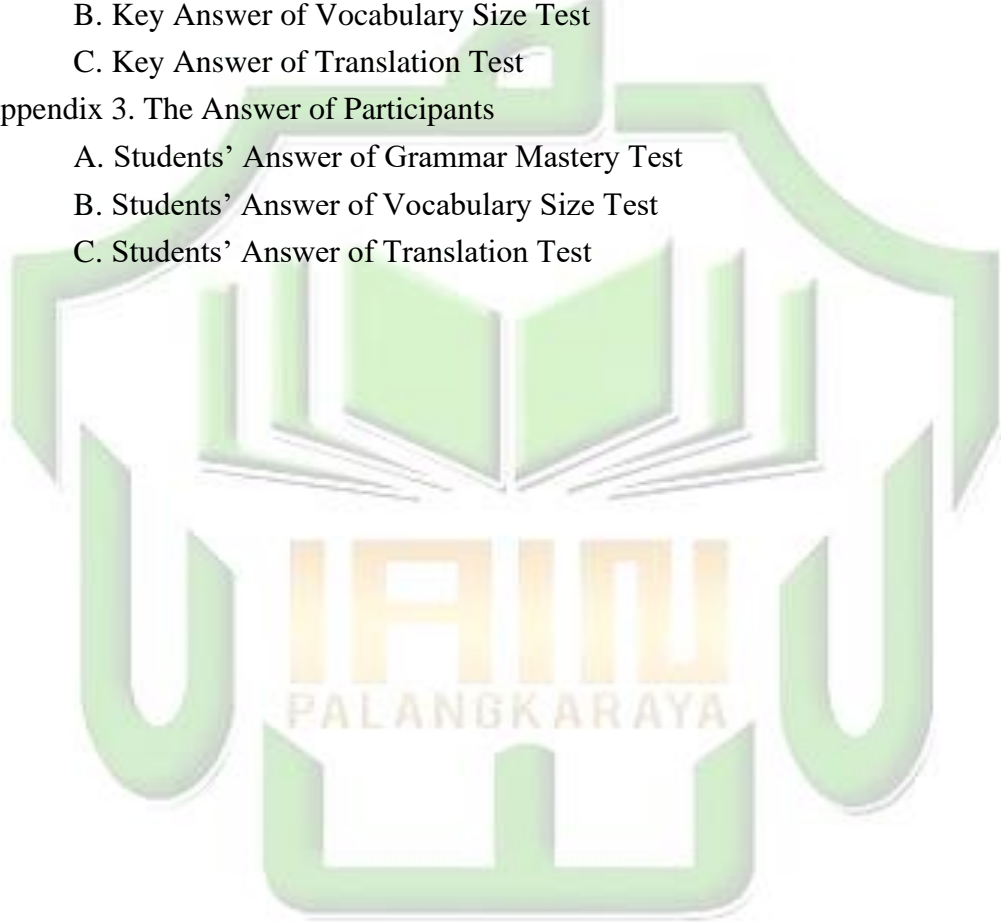
- A. Grammar Mastery Test
- B. Vocabulary Size Test
- C. Translation Test

### Appendix 2. Key Answer of Test

- A. Key Answer of Grammar Mastery Test
- B. Key Answer of Vocabulary Size Test
- C. Key Answer of Translation Test

### Appendix 3. The Answer of Participants

- A. Students' Answer of Grammar Mastery Test
- B. Students' Answer of Vocabulary Size Test
- C. Students' Answer of Translation Test



# CHAPTER I

## INTRODUCTION

This chapter consists of background of study, the problem of study, the objectives of study, the scope and limitation, the significance of study, and the definition of the critical term.

### A. Background of the Study

Four English Language skills, which are reading, listening, writing, and speaking, are essential. Based on Sadiku (2015, p. 29), the four skills are the high language points that will take you to greater heights. They are discrete from each other and inseparable bond. Listening and speaking are skills that high correlation and work instantaneously in real-life conditions. So, the combination of listening and speaking aims at the development of effective oral communication. This combination will help you in real- life to reach the purpose of communication. Reading and writing are solid relationship structure with each other as skills. Four skill activities in the language classroom give several significant needs: they give students scaffold support, chances to create something, the context in which to take advantage of the language for exchanges of reliable information, proof of students capability in learning, and confidence.

The four skill of language is the fundamental skill necessary for language with different functions and advantages to communicate. The four skills need the equipment and the other component to support the efficiency of speech. The two elements of language are Grammar and Vocabulary. They

can call by language equipment to help the skills; reading, speaking, listening, and writing.

The first is grammar. According to Azzam (2014, p. 62) explain that grammar is a thing to express the necessary part that gives the essential to language. As cited in Debata (2013, p. 483), grammar defines the system and the way of gathering of words that it will be created as wonderful sentence. He supposes between people who use grammar and who do not use grammar with two bikers. The first biker just knows how to bike without knowing the engines' working. On the contrary, second biker understands both how to bike and engines' working. It makes second biker easier to repair than first biker when some trouble comes. According to Richards and Schmidt (2010, p. 251), grammar is the way of word and phrases as a language system that are bounded into sentence. Based on the grammar interpretation above, the researcher sums that grammar is a thing or system to support the English language study with specific rules to express the comprehending word in a sentence.

According to Longman Dictionary, Richards & Schmidt (2010), mastery is the access for reaching the achievement of learning and verification process of students' standard. It means if someone knows something, they are incredibly skilled at it. In this phenomenon, grammar mastery is the ability or skill of someone in grammar, which comprehends specific rules to express the sentence on a report text translation.

The second is vocabulary. According to Azzam (2014, p. 63) stated that vocabulary is the property and the equipment of language. Hasan & Bagus (2017, p. 56) state that Vocabulary means words that someone knows then use those (words) to communicate with others in a particular language.

Thus, the researcher sums that comprehending grammar is necessary for the English Language. Especially in new English Learners, they need grammar mastery and vocabulary size to support English language communication.

In communication, people need language production to send a message or information. According to Berg (2014, p. 1), the total number language in the world is 7100. When people communicate with the other country, they should translate it with their mind and ability to comprehend the information. According to Tafsir of Department of Religion Indonesia (2010), argued that the translation performance has established since old time that Allah mandate to study many languages to do communication and cooperation are accessible. The Holy Qur'an state at Surah Al-Kahfi Verse 93 that said "*Until, when he reached between two mountains, he found, before (near) them (those two mountains), a people who scarcely understood a word" (Al-Kahfi: 93)*". The way to obey the commanding of Allah is to comprehend another language by translation. Besides, it uses us in cooperation with each other.

According to Newmark (2001, p. 5), translation is a capability of deliver an oral and written directive from one language to another language.

John Cunnison Catford, as cited in Jixing (2013, p. 108), describes that translation theory is the correlation bounded by languages. So, it is the challenge of learning translation without thinking between its relationship and linguistic. Also, translation sees as transferring textual content in source language (SL) into target language (TL) by proportionate textual content. These statements occur in general all of language in this world. Although the English Language is an international language, it is used and learned by students of Indonesia.

In research article of Jixing (2013, p. 108) also describe that translation register the point to transfer the information from SL into TL. He believes The concept of excellent proportionate of translation is the closest essential of meaning and style.

As we know, the translator that has verified is seldom in Indonesia, especially in Palangka Raya. It means, to be a good translator or study translation is not easy. Indonesia and the English language have a different system. The Indonesian language has SPOK for creating the sentence and paragraph, besides the English language has 16 tenses of grammar for creating sentences and paragraphs. Also, the different culture, and language each country is affected the people translation ability. Before they translates SL, the translators should comprehend habit of TL to make it easier to translate and transfer the message. It can be one of the challenges to be a translator. The translator must balance the culture, language, and message that will be delivered.



Some phenomena in real life show that the mark of students IAIN Palangka Raya of Indonesia - English translation class lower than the mark of English-Indonesia translation class. The researcher did the pre-interview with some students' to make sure the crucial problem of translating Indonesia into the English language, then they believed that it depended on the target language. Because of Indonesian learning English as a foreign language. So when the students translate the SL into TL, the mother language style is still followed. Also, it supported by research journal of Utami (2017, p. 192), when students' transference sentence pattern of Indonesia - English, there is the two problem, which are the students' mother tongue (SL) and lack of knowledge.

Thus, some point shows the correlation among grammar mastery and vocabulary size towards translation ability on the report text. The first is between grammar and translation ability. While students translate Indonesia into the English language of text, they should have grammar to determine the appropriate grammar in translating text. The second is between vocabulary size and translation ability; students should have vocabularies in translating SL into TL. If students do not have, it makes difficult them to transfer message. The third is among grammar mastery, vocabulary size, and translation ability. The students' who master well in grammar mean that they knew most of the material in grammar. It is too needed by translating English text with having the different format of the Indonesian language. Not only grammar but also vocabulary size is always a partner to all skill and English language components.

Based on the explanation, the researcher sums translation is a process of exchangeable oral and written messages from source language (SL) to target language (TL). The concept of grammar, vocabulary, and translation show there is a correlation among grammar mastery and vocabulary size on translation ability. Grammar and vocabulary as equipment language and the component language will be affected on an English translation.

## **B. Research Problem**

The problems of this study are:

1. Is there any correlation between Grammar Mastery toward translation ability on report text?
2. Is there any correlation between Vocabulary Size toward translation ability on report text?
3. Is there any correlation between Grammar Mastery and Vocabulary Size toward translation ability on report text?

## **C. Objective of the Study**

The objectives of study are:

1. To find out whether there is any significant correlation between Grammar Mastery toward Translation ability on report text.
2. To find out whether there is any significant correlation between Vocabulary Size toward Translation ability on report text.
3. To determine whether there is any significant correlation among Grammar Mastery and Vocabulary Size toward Translation ability on report text.

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

1. Ha: there is a significant correlation between grammar mastery and translation ability on report text.

Ho: there is no significant correlation between students' grammar mastery and translation ability on report text.

2. Ha: there is a significant correlation between students' vocabulary size and translation ability on report text.

Ho: there is no significant correlation between students' vocabulary size and translation ability on report text.

3. Ha: there is a significant correlation among students' Grammar mastery and Vocabulary toward Translation ability on report text.

Ho: there is no significant correlation among students' Grammar mastery and Vocabulary toward Translation ability on report text.

#### **E. Assumption**

1. If the students have high grammar mastery, they may translate Indonesia into the English language well on report text.

2. If the students have many vocabularies, they will easily translate Indonesia into the English language on report text.

#### **F. Variables of The Study**

According to Ary (2010, p. 37), variable is an idea that be able to count on distinguish values or score. This research engages three variables; they are

grammar mastery ( $X_1$ ), vocabulary size ( $X_2$ ) and translation ability ( $Y$ ). The following scheme of three variables shows below.



Explanation :

$X_1$ : Grammar Mastery

$X_2$ : Vocabulary Size

$Y$ : Translation Ability

### G. Scope and Limitation

This study only concern at seventh-semester students of the English department in the academic year 2017/2018 in State Islamic University Palangka Raya, who passed basic translation and Indonesia - English translation on report text.

### H. Significance of The Study

The significance of this study divided into two kinds: theoretically and practically.

#### 1. Theoretically

The study is expected to support the successful of learning and teaching process, exclusively the correlation among grammar mastery and vocabulary size toward translation ability on report text.

## 2. Practically

The three significances of this study:

- For English Teachers, this study's result be able handling in improving teaching and learning strategies in grammar, vocabulary, and translation classes.
- This research can improve students learning progress in their knowledge of grammar mastery and vocabulary size to easier both transference and receive message between two languages in translation.
- For other researchers, the result can improve the quality of teaching, learning, and supporting students process. Also, explore another factor of learning the language that will be useful to others. It may be the translation ability that concerns the writing skill or the students' difficulties in translation. Hopefully, this researcher can be the reference to the next research.

### **I. Definition of Key Terms**

The definition of key term of this study:

1. Correlation study measure the relationship of two or more than two variables in a separate group (Ary, 2010, p. 349). In this study, the researcher conducts

the correlation among grammar mastery and vocabulary size toward translation ability on report text.

2. Longman Dictionary by Richards & Schmidt (2010) said that grammar is grammar is the way of word and phrases as a language system that are bounded into sentence. In this study, the researcher concerned at student knowledge in mastering grammar at the English Department that has passed all grammar levels. The grammar mastery will be to support students in translating report text.

3. According to Longman Dictionary by Richards & Schmidt (2010), vocabulary is a group of single words, compound words, and idioms that called by lexeme. Based on Kurniawan (2017, p. 90) believes that Vocabulary size is the number quantity of words that people know. This study stated that student vocabulary size can be a critical component to support language, especially in translating report text.

4. Translation ability a capability of deliver an oral and written directive from one language to another language Newmark (2001). According Nida Eugene Albert in the research article of Jixing (2013, p. 108) describes that translation theory is the correlation bounded by languages. In this study, the researcher focuses on translating narrative text, the transference of message from Indonesia language (SL) to English (TL).

5. Report Text

According to Sriwiyanti (2013), report text is one of type of text that be able to define social experience with essential range in our habit. In this study, the researcher concern to measure Grammar Mastery and Vocabulary Size toward translation ability on report text.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses sixth related studies done by the previous researcher. Then, discussing the concept of grammar mastery, vocabulary size, and translation.

#### **A. Related studies**

First previous study conducted by Khavari & Mehrshad (2018) that investigated the correlation of competence in grammar toward translation ability. The participants' number was 64 students English translation at Islamic Azad University (Qaemshahr branch). The researcher used the Oxford Placement Test (OPT) as a first test to targets their mainly lexis and syntax, also to measure the level of general linguistic ability. Then, the second test was translate texts n essay forms. It would measure the accuracy their ability of transferring messages from SL to TL. The result between OPT and translation scores was 92. Also, the significance value smaller than 0.01, which means high reliability level. Thus, The alternative hypothesis was accepted that saw a positive relationship between the grammatical competence and translation ability.

Second previous study conducted by Reichardt (2012). The purpose of this study is to investigate a different idea of lexis-grammar that focusing on



the local grammar of words, the syntactic patterns, an analysis into the equivocal verb and its equal German translation. The 200 participants of this research was chosen by randomly that were test for their equal translation (TEs). Overall, the result findings explained that a bilingual context more possibly translating with meaning than word-to-word categories. Nevertheless, an analysis has saw the syntactic pattern be able to helpful barometer for learners of English or in translation training.

Third previous study conducted by Oktari, Mukhrizal, and Arasuli (2019) . This research focused to observe the grammar mastery, translation ability of students and the students' correlation between them. The populations were students at Bengkulu University in the academic year 2018/2019. They were 79 students of English Education Study Program at sixth semester. The samples were 40 students of them. The collected data were used by Pearson Product Moment Formula in Statistical Package for Social Sciences (SPSS) software version 16.0. The results of this research interpreted the 77.5% had poor category of grammar mastery, 82.45% had inadequate category of translation ability, and the correlation coefficient between grammar mastery and translation ability was 0.797. Thus, it was concluded that the students' grammar mastery correlate to their translation ability.

Fourth previous study was conducted by Apipi (2019). This research aimed to discover the relationship between students' grammar ability and translation skill. The researcher used cluster random sampling to fifth semester students of English Education Study Program at Jambi University. There were

two classes, class A as the sample class, and class B as the navigator class. Both of them were tested by multiple choice of grammar test and essay test of translation. The result interpreted that the mean of students' grammar mastery is satisfying, and the students' translation get good level. The Pearson Product moment measured that the correlation coefficient is 0.692. It meant, grammar ability could influence translation skill. Also, it could be assume that excellent grammar ability tent to excellent translation, and so otherwise.

Fifth previous study conducted by Fitria (2011). It aimed to investigate the correlation data between students' grammar mastery and skill of translation from English to Indonesia language. The technique used random sampling that was taken by 30 participants of seventh semester students in translation. After the test has been fulfilled, the data showed that the correlation coefficient between both variable is 0.562, Pearson's  $r$  table with the degree of significance 5%, the correlation coefficient of 0.562 which  $r_{xy} > r_t = 0.562 > 0.361$ . In other words, the alternative hypothesis was accepted which there is significant correlation between grammatical ability and translating skill.

Sixth previous study conducted Alshaikhi (2016) that aimed to investigate the specific level both translation skill and language competent in their last semester at Bachelor degree. The sample of this study was 73 students of translation from four distinguish Saudi University. The instrument of this study was test that divided into three kind of test, the first was XK-Lex, Arabic lexicon, and translation test; English - Arabic - English translation. The tests were help to recognize the translation level of proficiency and the size of

Arabic-English vocabulary, and the relationship between them. The results show the significant evidence that vocabulary size has relationship on translation ability.

There are three significant differences between these previous study and this research. The first is the participants and place of the study that includes international and local learners. The second is the quantity of variables, which they measured two variables. The last significant difference is instruments that they use different kind of questionnaire and test. On the contrary, the similarities between these previous study and this research is measuring and observing the correlation of translation ability with the two aspect of language, which are grammar mastery and vocabulary size.

Thus, based on the sixth previous study above, the researcher conclude that there was correlation both grammar ability on translation ability, or vocabulary size on translation ability. In this research, the researcher will combine the three variables, that will focus on measuring the correlation among Grammar Mastery and Vocabulary Size toward Translation Ability on report text.

## **B. Concept of Grammar Mastery**

The researcher argues that grammar mastery is the ability of learners in mastering the system of English Language that help them to create a sentence in English. The researcher also was finding the argument of other researcher. According to Larsen-Freeman in research article of Apipi (2019) stated that

syntax and morphology are the other name to mention the word order in sentence, or it called by grammar.

According to Richards and Schmidt (2010, p. 251), grammar is the structure and units of language that are combined by words and phrase to be sentences. Thus, based on the definitions above, the researcher sums that grammar is the principal of building words in sentence to create meaningful and general constructions of sentence. Grammar can be provider for guideline the sentence and can be direct and redirect the structure and meaning of language. Also, Grammar has the job to balance the various object of language as like to balance subject and predicate, subject verb agreement, class of words, and so on.

According to Azmi (2014, p.62) stated that the grammar of language is a close system, it express the language what is appropriate or not to be done in particular situation.

According to Debata (2013, p. 482), The *Grammar* means distinguish things to different people. To the learners, it means an investigation of sentences that helps students to correct the errors while improving of writing skill or writing work.

According to Putri (2019) stated that mastering grammar will useful students to express their main purpose. Also, grammar mastery will be important in translating language. The ability of grammar is needed while translating SL into TL.

Thus, it sums Grammar is the crucial and necessary system of English language that concerned with the patterns and formalization to convey the language understood by each other. Also, grammar is being the necessary part in translating English language.

### **C. Nature of Vocabulary Size**

All level of English learners, such as basic level , intermediate level, and advanced level need one component that support them in English language. That component is vocabulary. According to Barnhart as cited Setiawan & Lilis (2017, p. 90), vocabulary means a number and collection of words that used by person, profession, and etc.

According to Azmi, (2014, p.63) believed that vocabulary is the property and the equipment of language. The communication in language needs vocabulary, both English language self, and the other language. The more the vocabulary are, the richer the language would be.

According to Andiyana (2020), vocabulary is the equipment of human beings because it use in communication each other. Not only in English that vocabulary as the equipment, but it also is valid on another language too.

Hasan & Bagus (2017, p.56) state that vocabulary defines words that knowing and using of someone to communicate each other. Longman dictionary that written by Richard in journal research of Kurniawan (2016, p.92) state vocabulary is a set of lexeme as like single words, compound words,

and idioms. Also, Campillo (2015) believe that vocabulary is the million number of words.

Thus, the researcher sums vocabulary is the word families of language component that would be equipment of language to use in communication each other. The quantity of vocabulary influenced how fluency the information that want to deliver.

#### **D. Important of Vocabulary Size**

Important of vocabulary that is according to Mustafa (2019, p. 357), vocabulary is greater necessary in language learning process that useful students before teaching and creating other skills of language. Also, based on Al-Qahtani (2015, p. 22) believed that the importance of vocabulary is applied by students at school and their daily activities.

Kurniawan (2016, p. 92) believed that word is the simple but important part that should be mastering everyone, from children to adult person. The words are important, because it will be foundation of language. Before arranging a sentence, people should know what word that they used. If people do not know the appropriate word, they will be hard in communication.

The researcher concludes that a language production as like speaking, writing, listening, and reading in daily activity or in teaching-learning process need the vocabulary.

#### **E. Kinds of Vocabulary Size**

English Language provide four skills which are reading, writing, listening, and speaking skill. Maskor & Baharudin (2016, p. 262) Also, there are supporting component as like grammar and vocabulary. The vocabulary divides into two kind, receptive vocabulary and productive vocabulary.

#### a. Receptive Vocabulary

According to Maskor & Baharudin (2016, p. 262), receptive is the vocabulary that students received when reading or listening to the text. Also, according to Zhou (2010, p. 15), it is students ability to understand a word when the they hear or see it. It means, The learners recognize the meaning of word to comprehend it by listening and reading skill.

#### b. Productive Vocabulary

According to Maskor & Baharudin (2016, p. 262) assumed that productive vocabulary as the words that are understood and produced by the learners. So, vocabulary be able to use by learners in speaking and writing well. According to Zhou (2010, p. 15), productive vocabulary is the knowledge to create a word in their writing or speaking skill.

According to Suherman (2018, p. 7), the classification of word divide into eight, which are noun, verb, adjective, adverb, conjunction, determiner, pronoun, and preposition. These will explain specifically as follows:

### **1. Noun**

According to Suherman (2018, p. 27) stated that noun is the word that used to name things both abstract and concrete. It divided into 4 kinds such as:

a. Concrete Noun

Concrete noun is the thing that can be seen or felt. Concrete noun divided into four kinds, Such as:

- Common Noun : common noun is the noun that commonly faced in daily activity. For the example, Mosque, hat, car book, teacher, table, chair,.. etc.
- Proper Noun : proper noun is noun for the name of person, ethnic, religion, day, geographic, that begun by capital word. For the example, George, Lisa, American, Ambon, Christian, Atlantic, Ocean,... etc.
- Material Noun : material noun is the material, substance, or name of thing that contain of basic material to make something. For the example, water, sugar, sand, wood, gold, paint, silver, oil.. etc.
- Collective Noun : collective noun is the noun that shows a group. For the example, army, class, club, committee, division, family,... etc.

b. Abstract Noun



According to Suherman (2018, p. 28), abstract noun is the noun that can not be seen and felt. For the examples are connection, love, freedom, confidence, hope,... etc.

#### c. Countable Noun

According to Suherman (2018, p. 28), countable noun is the noun that can be count. It includes singular, plural, regular and irregular.

#### d. Uncountable Noun

According to Suherman (2018, p. 35) stated that uncountable noun is the noun that can not be count. It includes as like liquid, little thing, solid thing, abstract, gas, nature phenomenon, and etc. For the examples are blood dust, gold, iron, fog, rain, wind, air, happiness, beauty, and so on.

## 2. Verb

#### a. Transitive Verbs

According to Suherman (2018, p. 15), transitive verb is the verb that need the object. For the examples are drink, eat, have, love, hate, read, send, give, and so on.

#### b. Intransitive Verb

Based on Suherman (2018, p. 20), intransitive verb is the verb that does not need object. For the examples are sleep, swim, cry, go, run, and so on.

## 3. Adjective

Based on Suherman (2018, p. 59), adjective is the word that used to explain noun or pronoun. Adjective is available in some position. It can as complement of subject, and object. Then, it can be noun phrase as modifier. The last it can be in adjective phrase as head. For the examples are good, bad, big, small, old, blue, square, clear, and so on.

#### 4. Adverb

According to Suherman (2018, p. 87), adverb is the word that used to explain verb, adjective, another adverb, and the sentence in generally. There are three basic types of adverb: adverb of manner, adverb of place. Adverb of time.

##### a. Adverb of Manner

Adverb of manner is explain how the action of the verb is done. The most common characteristic of manner adverb is added by “ly” in the end of the word, but sometimes the adjective also added by “ly”. For the example :

Slow → slowly

Beauty → beautifully

Careful → carefully

##### b. Adverb of Place or Position

Adverb of place is explaining or showing the place or position. It is usually for answering the question of “where”. For the examples are here, there, far, near, over there, in the class, in my room, somewhere, nowhere, away, everywhere, out, inside, outside, and so on.

c. Adverb of Time

Adverb of time is an adverb that showing the time of event, accident, or tragedy. It has a fixed boundary in time. For the examples are yesterday, tomorrow, next, soon, last night, today, long time ago, already, now, and so on.

## 5. Conjunction

According to Suherman (2018, p. 97), conjunction is the word that join to connect between two part of word, phrase, clause, and sentence. There are two basic type of conjunctions: they are coordinating conjunction and subordinating conjunction.

a. Coordinating

Coordinating conjunctions are used to connect two part of sentence that have grammatically equal. For the examples are for, and, nor, but, or, yet, and so (FAN BOYS).

b. Subordinating

Subordinating conjunctions have the similar character with coordinating conjunction but, they are used to subordinate the part of sentence. For the examples are although, because, unless, even though, however, the, and so on.

## 6. Pronoun

According to Suherman (2018, p. 45), pronoun is the word that used as an alternative of noun. There are some kinds of pronoun. They are:

### a. Subjective Pronoun

A subjective pronoun acts as the subject of a sentence. For the examples are I, you, we, they, he, she, and it.

### b. Objective Pronoun

An objective pronoun acts as the object of the sentence. They are me, you, him, her, it, us, you, and them.

### c. Reflexive Pronoun

Reflexive pronoun refers back to subject of sentence. It can be mean “alone”. The reflexive pronouns are myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

### d. Possessive Pronoun

Possessive pronoun is used to show own something. They are mine, yours, his, hers, ours, yours, and theirs.

e. Demonstrative Pronoun

A demonstrative pronoun point out a noun. They are this, these, that, and those.

## 7. Preposition

According to Suherman (2018, p. 113), preposition is the word that put before noun, pronoun, noun phrase, and gerund. Also, it can be express relations of place, direction, time, and possession. The prepositions are in, on, of, at, to, from, till, behind, because of, as to, and so on.

## F. Level of Vocabulary Size

According to Webb, Yosuke, & Oliver (2017, p. 33), the vocabulary level test is most common measure tool of L2 lexical knowledge. The vocabulary level test was authentically conducted by Nation in 1983, and upgraded by Schmitt, Schmitt, and Clapham in 2001. To take students vocabulary level test, there are four frequency levels which are 2000, 3000, 5000, 10000, and academic vocabulary level.

According to Nation, in the thesis of Aina (2019) stated that students need 6,000 words families of vocabulary to read novels, watch movies, and to communicate each other. Also, around 8,000 to 9,000 words used to read the newspaper, novels, and some academic texts. Differently, Renandya (2018)

said that students require 3000 to 5000 thousand words to prepare the comprehension of reading complicated text.

Azzam (2014, p.63) stated that the more words learners know, the richer they are arranged in language. It means the learners have a grade of vocabulary known by the teacher to make teachers easier to help them increase their vocabulary size. Thornburry (2002, p.59) mentions there are seven levels of vocabulary size, such as.

**Table 2.1**

**Level of Vocabulary Size**

<b>LEVEL</b>	<b>WORDS</b>
Easy starts	200 words
Level one beginner	300 words
Level two beginner	600 words
Level three pre-intermediate	1.200 word
Level four intermediate	1.700 words
Level five upper-intermediate	2.300 words
Level six advanced	3000 words

## **G. Vocabulary Size Assessment**

According to Black and William in journal research, Choong (2017) stated that the assessment is the activities to guide students comprehending of direction that will be given by teachers. Besides, both teachers and students may take benefit from evaluating each other. The teachers have to enhance their teaching strategy, and the students enhance their learning strategy.

According to Read as cited Aina (2019, p. 31) mentions four test of vocabulary, which be able to use to assess the teaching-learning process.

- a. Multiple Choice test (students have to choose one of the correct answer).
- b. Completion (students have to find answer to complete the missing word).
- c. Matching (students have to match each word with its meaning).
- d. Translation (students have to translate the sentence or paragraph into determine language).

## **H. Translation Ability**

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

According to Sundari & Rina (2016, p. 18), translations' definition in general is a movement from source language to target language with improper meaning and form. Meanwhile, Catford said in Thesis of Prasetyo (2016, p.22), translation defines the equivalent textual material between source language (SL) and target language (TL). Also Pinchuck stated, in the Thesis of Prasetyo (2016, p.22), translation is translator's process in catching

equivalent of target language (TL) for understanding statement of source language (SL).

According to Nagar (2018, p. 243), translation is a set of translators' activities to move the SL into TL of text as like the main idea that must find the result.

Newmark as cited in Hartono (2017, p. 10), believed that translation is delivering idea by writer as a source language into target language. Besides, Bassnet and Guire as cited in Koman (2019, p. 207) stated that translation is not only about people translate the text, but the substitution of linguistic studies, language culture, and the essence of translation lie on meaning is needed while translating SL into TL.

Thus, it can be summed that translation is an action to transfer the source language to the target language by the equivalent of some components, are linguistic studies, language culture, and the essence of translation.

## **2. Kinds of Translation Method**

The key term of translation is the method that will make us easier while translating. The learners are difficult to find the appropriate method of translation, or maybe wrong in using the technique. Thus, according to Newmark (2001), translation is divided into eight, such as word-for-word translation, literal translation, faithful translation, semantic translation,



adaption, free translation, idiomatic translation, and communicative translation. Those methods are shown in the following V diagram:

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

Two point of view are classify those methods. The first, it is highlight at SL (source language) which are word-for-word translation, literal translation, faithful translation, and semantic translation. Secondly, it is emphasis on target language which are adaption, free translation, idiomatic translation, and communicative translation.

a. Word-for-word Translation

Word-for-word translation is used by translating word for word sequence without focused on diction. The main idea of it is to understand the mechanics of SL.

b. Literal Translation

The literal translation is used to convert SL into TL by equivalent, but the lexical words are out of context.

c. Faithful Translation

Faithful Translation is the translation method that reproduces the contextual meaning within applying grammatical structure on SL. It tries to transfer cultural word with a grammatical and lexical abnormality; it makes the TL look so awkward.

d. Semantic Translation

Semantic translation more looks like natural sounds than faithful translation while translate TL text. The way to translate cultural words is easier to comprehend the reader.

e. Adaption

This method is the "freest" from translation commonly used in poetry, and drama; the plot, character, and theme. The bounding between language and culture focuses on TL. The cultural word of TL changes the cultural word of SL.

f. Free Translation

A free translation is a method that concerns content without the structure of SL. Free translation is paraphrase SL into TL text that named by intralingual translation. The finding concern on text, not just at the words, phrase, or sentence.

g. Idiomatic Translation

Idiomatic translation regenerate "the message" of SL, but tends to distort nuances of meaning that idiomatic do not exist in the original or SL text.

#### h. Communicative Translation

Communicative translation strives to produce the original text's appropriate contextual meaning that makes content and language acceptable and understandable by the reader.

### 3. Process of Translation

A translator should comprehend transferring source language (SL) to target language (target language). According to Nida & Taber in cited of Prasetyo (2016, p. 22), the three steps in process translation are:

#### a. Analysis

First, the translator should comprehend the form of the linguistic structure of the source and receptor language. The translator should master knowledge to analyze combinations, easy and hard vocabulary, grammatically, and strange words. Also, focus on the title, idioms, phrases, clauses, and collocations.

#### b. Transfer

The translator transfers and recasts the mind and the knowledge that have been mastered before the target language. The necessary thing is that the translator can replace the source language without changing the source of

language. The translator's challenge in replacing ideas is difficult to build or arrange the appropriate sentence without changing the source language's meaning.

#### c. Restructuring

The last point is restructuring. In this step, restructuring aims to get the final appropriate message fully in the receptor or target language. There are two ways to find out the equivalent result meaning of a translation. The first, translator should try to decide the summary of the source language. The second is the re-composition. It means the translator can use its own word or sentence to provide the most appropriate to translate target language.

#### **4. Assessing of Translation**

According to Rochayah Machali's theory as cited in thesis of Saputri (2018), assessment be able to fulfill toward three point. The first point includes functional assessment, and the general impression of errors. The second point follow the specific assessment on the terms and criteria that display at table below.

Table 2.2

## The aspect of Translation Assessment

Aspects	Criteria
<p>A. Accuracy of reproduction of meaning</p> <p>1. Linguistics aspects</p> <p>a. Transposition</p> <p>b. Modulation</p> <p>c. Lexicon (vocabulary)</p> <p>d. Idiom</p> <p>2. Semantic aspects</p> <p>a. Referential meaning</p> <p>b. Interpersonal meaning</p> <p>1) Language style</p> <p>2) Other interpersonal aspects, for example, the denotative connotative.</p> <p>3. Pragmatic aspects</p>	<p>True, clear, reasonable deviate? (local/total)</p> <p>Changed? (local/total)</p> <p>Deviate?(local/total) Not coherent?(local/total)</p>

a. Matching text types(including author intent/ purpose)	
b. The demands of meaning at the level of sentence with the level of text.	
B. Fairness of expression (in standard art).	Fair and / or literal
C. Terminology	True, default, clear
D. Correct spelling	True, default

The last point distribute the assessment of previous steps into scale or continuum, then changed it into values. The specific criteria explain in the following table.

**Table 2.3**

**Interpretation of Students' Translation Test**

<b>Category</b>	<b>Score</b>	<b>Indicator</b>
The translation is almost perfect	86-90 (A)	The translation is almost equal to the original text. There are no mistakes in grammar, spelling and using vocabulary.  The translation is very good

The translation is very good	76-85 (B)	There are no mistakes in using vocabulary, there are any grammar and spelling mistakes but not many.
The translation is good	65-75 (C)	There are grammar and idiom mistakes but not more than 15% from all texts. There are any mistakes in spelling
The translation is enough	46-60 (D)	There are grammar and idiom mistakes but not more than 25% from all texts. There are any mistakes in uncommon vocabulary.
The translation is worse	45-20 (E)	There are grammar and idiom mistakes more than 25% from all texts.

Based on quoted by Newmark, a translator have the literary and non-literary study for selecting quality of text before deciding and translating. It means the translator's ability is needed, and the students who will be the translator. While transferring messages or translating, the translator must apply all of the knowledge, including grammatical, lexical, and cultural words of language. Besides, the translation ability should be mastered by the translator or who wants to be a translator.

## **CHAPTER III**

### **RESEARCH METHODE**

This chapter discussed a research design, population and sample, research instrument that include research instrument development, instrument validity, and instrument reliability. Then, normal distribution test, linear regression, homogeneity, data collection procedure, and data analysis procedure.

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

The design was a correlation in the quantitative method. According to Muijs (2010, p. 1) Quantitative analysis describes the numerical data of research by using mathematically based method. Besides, according to Creswell (2012, p. 338), the correlation have a type of non-experimental research method that assess and understand the numerical data relationship between two or more variable. The researcher made two or more measurements for each individual observed to set up correlation research design. Based on the previous meaning, when the researcher did the correlation, or measured two or more variables, the researcher needed to collect the whole numerical data. The method of collecting used the quantitative method because it would be explained using a mathematically-based method in statistics. Both of them was having a relationship to support the research of study.

Thus, the research design correlated with mathematically using two or more variables by collecting numerical data or called by a quantitative method.



In this research, the researcher knew whether the correlation among grammar Mastery, and vocabulary size toward translation ability on report text exists or not. Thus, to measure three variables, the researcher used correlational design.



**Figure 3.1. Variable of Study**

Where:

X1 = Grammar Mastery

X2 = Vocabulary Size

Y = Translation Ability

Ary (2010, p. 132) showed the three illustration of direction in correlation which are positive, negative, and no correlation. Based on Creswell (2012, p. 345) believed that positive correlation is where one variable with low or high scores relate to second variable with low or high scores. On the contrary, the negative correlation was the low or high scores of variable was contrast significantly on the other variables.

**Figure 3.2**  
**Scatter Plot**

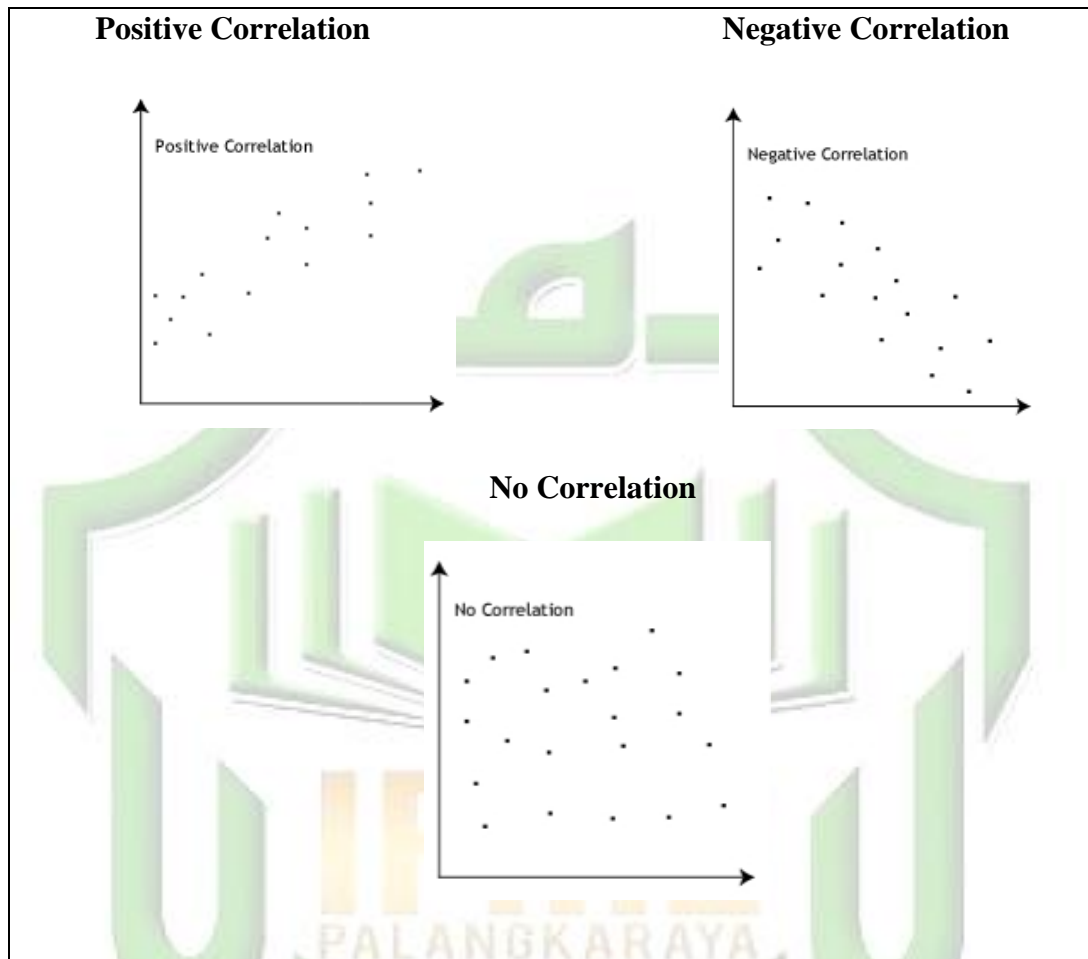


Table 3.1 below showed the interpretation of correlation by Sudjiono (2007, p.193)

**Table 3.1**

**Interpretation Correlation**

The Amount of “r” Product Moment	Interpretation

0.00 – 0.20	There is no correlation between variable X and variable Y.
0.20 – 0.40	The variable X and Y interpreted low correlation.
0.40 – 0.70	The variable X and Y interpreted the moderate correlation.
0.70 – 0.90	The variable X and Y interpreted high/strong correlation.
0.90 – 1.00	The variable X and Y interpreted very high/strong correlation.

## **B. The Population and Sample**

### **1. Population**

Creswell (2012, p. 142) said, the population is a total number of person who have similar distinctive. The researcher decided the number of population that it would be small or large. A target population was the group that the researcher had to analyze of common distinctive.

The population was 32 students of Indonesia - English Translation English Education Study Program in State Islamic Institute of Palangka Raya. The participants passed all grammar level which were Elementary English Grammar; Pre Intermediate English Grammar; Intermediate English Grammar; and Advanced English Grammar, vocabulary lesson in the first semester, Basic Translation at fifth semester and Indonesia - English Translation at sixth semester.

## 2. Sample

As cited on Creswell (2012, p. 142), a sample is a researcher procedure to find a subgroup of target population. The researcher used purposive sampling. Based on Etikan, Sulaiman & Rukayya (2016, p. 2), the purposive sampling or judgment sampling is a nonrandom technique that does not implement a total number of participants.

There was no sample in this research. So, the study was belong to total population. They were students of Indonesia-English Translation in academic year 2017/2018. Because of the researcher used purposive sampling technique, so that the researcher conducted this research to the all participant of students of Indonesia-English Translation.

**Table 3.2**

**Participants of Research**

No	Class	Number of Students
1.	Indonesia - English Translation	32
Total Number		32

**Table 3.3**  
**Classification Participants of Gender**

No	Gender	Number
1.	Female	23
2.	Male	9
Total Number		32

### **C. Research Instrument**

According to Creswell (2011, p. 151) stated that research instrument is a appliance to assess, analyze, and document quantitative data that contain instruments varieties such as test, questionnaire, tally sheet, log, observational checklist, inventory or assessment instrument.

In this study, the researcher used test instrument. Based on Ary (2010, p. 201), it is a collection of stimulation that delivered to students for knowing the numerical score would be assigned. The researcher conducted three type of test that saw in table below:

**Table 3.4**  
**Content Specification of Research Instruments**

No	Name of Instruments	Skill and Component of Language	Items of test	Type of Instrument
1	Longman Preparation Course for TOEFL	Grammar Mastery	40 Items	Multiple Choice
2	Vocabulary Level Test	Vocabulary Size	90 Items	Matching Test
3	Translation Test	Translation Skill	1 Paragraph	Translate an Essay

## 1. Research Instrument Development

### a. Grammar Mastery Test

The researcher consisted 40 number of question that adopted from The TOEFL of Longman. The items specification of grammar test was multiple choices that divided into two part. The first part, from one to five-teen were multiple choice about incomplete sentence. The students chose the appropriate words or phrases to complete the sentence. The second part, from sixteen to forty were error connection. The students identified one of the underlined words or phrases that should be changed to the correct sentence.

The grammar test was adopted from Oktari, Mukhrizal, & Arasuli (2019, p. 147). The grammar test was 40 question multiple choice of TOEFL

Longman that had standardization on grammar test. From one to fifteen were about incomplete sentence, besides from sixteen to forty were identify grammatical error in sentence. It saw in the table below:

**Table 3.5**  
**Items Specification of Grammar Mastery Test**

<b>STRUCTURE (SENTENCES)</b>	<b>ITEM</b>
One Clause in a sentence	3
Multiple Clauses	3
Multiple Clauses	3
Reduced Clauses	3
Inverted Subjects and Verbs	3
<b>WRITTEN EXPRESSION (PROBLEMS)</b>	
Subject/Verb Agreement	2
Parallel Structure	2
Comparative and Superlatives	2
The Form of the Verb	2
The use of the Verb	2
Passive Verbs	2
Nouns	2
Pronoun	2
Adjectives and Verbs	2

Adjectives	2
Article	2
Prepositions	2
Usage	2

The assessment of each correct answer was one (1) point and zero (0) point for the wrong answer. The researcher assessed the score of the grammar test by using the the **S** formula:

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

Where:

S = Score of students

n = Number of true answers

N = Number of test

Arikunto in Thesis of Putri (2019) showed the interpretation of the students' grammar mastery at the table below.

**Table 3.6**

**Interpretation of Students' Grammar Mastery Score**



<b>SCORE</b>	<b>INTERPRETATION</b>
80-100	Excellent
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

#### **b. Vocabulary Size Test**

In vocabulary test, the researcher conducted the 90 number of matching vocabulary test. Vocabulary test tested with 90 number that divided into three level, they are 3000 word , 5000 word, and academic vocabulary word level. From one to thirty was 3000 word level, from thirty one to sixty was 5000 word level, and sixty one to ninety was academic vocabulary word level. Each level of test included fifteen number of noun, nine number of verb, and six number of adjective. It displayed at this table below.

**Table 3.7**

#### **Item Specification of Vocabulary Test**

<b>Aspect</b>	<b>Item</b>	<b>Total</b>
Noun	1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14,15,19,20, 21, 31, 32, 33, 34, 35, 36, 37, 38, 39, 43, 44, 45, 49, 50, 51, 61, 62, 63, 64, 65, 66, 67, 68, 69, 73, 74, 75, 79, 80, 81.	45
Verb	10, 11, 12, 16, 17, 18, 22, 23, 24, 40, 41, 42, 46, 47, 48, 52, 53, 54, 70, 71,72, 76, 77, 78.	24
Adjective	25, 26, 27, 28, 29, 30, 55, 56, 57, 58, 59, 60, 85, 86, 87, 88, 89, 90	18
<b>TOTAL ITEMS</b>		<b>90</b>

This test adopted by Vocabulary Level Test Version 2 by Paul Nation in research journal of Bayazidi & Saeb (2017, p. 37). The vocabulary test was valid, because the previous researcher tested the validation.

According to Setiawan and Ranti (2017) in thesis of Fatimah (2020) stated that the classifications of the vocabulary scores have five criteria that showed in table below.

**Table 3.8**  
**The Interpretation of Vocabulary Size Score**

<b>NO</b>	<b>CATEGORY</b>	<b>PREDICATE</b>

1.	Score 80-100	Excellent
2.	Score 70-79	Good
3.	Score 60-69	Fair
4.	Score 50-59	Poor
5.	Score <50	Bad

### c. Translation Test

The researcher conducted the translation test by the report English text. The participant translated one paragraph from Indonesia into English language. The translation test was adopted from Fitria (2011). The researcher gave the report text in Indonesian Language, then the participant translated it into English Language. In addition, this translation test was valid because the previous researcher used it.

The scoring of students' translation ability and criteria of rating scale adapted from Rochayah Machali as cited Saputri (2018). It displayed at the table below:

**Table 3.9**

#### **The Interpretation of Students' Translation Test**

<b>NO</b>	<b>CATEGORY</b>	<b>SCORE</b>	<b>INDICATOR</b>
-----------	-----------------	--------------	------------------

1.	Almost perfect	86-90 (A)	Almost similar to original text.
2.	Very good	76-85 (B)	There are a few mistake on grammar and spelling, but there is no mistake on vocabulary.
3.	Good	65-75 (C)	The mistakes of grammar vocabulary, and idiom are not more than 15%.
4.	Enough	46-60 (D)	The mistakes of grammar and idiom are not more thab 25%, but there are some mistakes in uncommon vocabulary.
5.	Worse	20-45 (E)	The mistakes of grammar and idiom are more than 25% from all texts.

## 2. Instrument Validity

According to Putri (2019), validity meant the way of to assess the instrument in research. Ary (2010, p. 225) defined that the instrument claimed is measured. Muijs (2010, p. 65) argued that validity needs something to assess even it is not in simple research. The form for assessing instrument validity used Pearson Product Moment correlation coefficient.

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

Explanation :

$R_{xy}$  : correlation coefficient between variable x and y

N : the total of subject

$\sum xy$  : product from x and y

$\sum x$  : the total of x

$\sum y$  : the total of y

$\sum x^2$  : number of x squared

$\sum y^2$  : number of y squared

Criteria :

If R value  $>$  R table = Valid

If R value  $<$  R table = Invalid

Knowing the instrument's validity level, the test result interpreted in the table below:

**Table 3.10**

**The Criteria of Validity**

<b>Validity</b>	<b>Interpretation</b>
0.800 - 1.000	Very High
0.600 - 0.799	High
0.400 - 0.599	Fair
0.200 - 0.399	Poor
0.000 - 0.199	Very Poor

The researcher focused on the validity of the instrument. There are three types of validity:

#### **a. Face Validity**

According to Nevo in the journal research of Moyo & Mann (2018, p. 228-253) believed that face validity come up with comprehending that registered the perceptions, characteristics, ideas, and grader of testes. According to Taherdoost (2016), face validity is the level which assesses to be related to a significant construct. For the example was the guider of non-experts as like test-takers and representatives of the legal system. Thus, The face validity of test items was as follows:

1. The grammar test adopted by TOEFL Longman test as cited Oktari, Mukhrizal, & Arasuli (2019, p.37)
2. The vocabulary test adopted by Paul Nation version two as cited Bayazidi & Saeb (2017, p. 37).
3. The translation test adopted by Fitria (2011).

#### **b. Content Validity**

According to Muijs (2010:66) believed that content validity describes the content as like test and questionnaire which trying and determining to assess of underlying concept (achievement, attitude, self-esteem). The researcher measured students' grammar mastery by using multiple-choice structure and written expression test. Then researcher measured the test of vocabulary size by using matching test. The last, the

translation test was measured by translating a text to know whether the good ability students' translation by good grammar mastery and vocabulary size or not. Thus, the researcher conducted three variables, which were the grammar test, vocabulary size test, and translation test.

### **c. Construct Validity**

According to Muijs (2010, p. 68) argued that construct validity is the theory of correlating between the complicated structure and concept of assessing. Again, it correlated to theoretical study that wanted to assess. In this study, the researcher wrote the test to measure the correlation among grammar mastery and vocabulary size toward translation ability on report text .

### **d. Content Validity**

According to Muijs (2010:66) believed that content validity describes the content as like test and questionnaire which trying and determining to assess of underlying concept (achievement, attitude, self-esteem). The researcher measured students' grammar mastery by using multiple-choice structure and written expression test. Then researcher measured the test of vocabulary size by using matching test. The last was the translation test by translating a text to know whether the good ability students' translation by good grammar mastery and vocabulary size or not. Thus, the researcher conducted three variables, which were the grammar test, vocabulary size test, and translation test.

### 3. Instrument Reliability

Ary (2010, p. 236) stated that the reliability means the instrument quality of consistency that uses by researcher to assess the numerical data. It needed in any type of measurement. According to Azwar, in the book of Suyoto (2015, p. 91) stated that there are three reach limit of reliability, they are:

1. If the researcher measures the object repeatedly with the same instrument, and the study results are still the same. It means the researcher reaches the limit of reliability.
2. If the result of the measurement is the final, it means the researcher reaches the limit of reliability.
3. To minimize the mistake of the measurement.

Ary (2010, p. 238) argued that reliability is concerned with random errors of measurement on the stability of score. But some errors presented in measurement were predictable or systematic. Reliability testing instrument used formula KR-20 for multiple choice at grammar mastery test and vocabulary size test, and alpha croanbach for essay at translation test. According to Arikunto (2010, p. 100) the formula KR-20 as follows:

$$\Gamma_{11} = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right)$$

Explanation:

r1 : reliability of the test as a whole

p : the proportion of the subject that answers the item correctly



q : the proportion of the subject that answers the item incorrectly

$\Sigma$  : the amount of multiplication between p and q

p : number of items

s : standard derivation

Formula of Alpha Croanbach as follows :

$$\alpha = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum S_i^2}{S_x^2} \right]$$

Where :

k : the total of items

$\sum S_i^2$  : the total of variants of each instruments

$S_x^2$  : Variants of the instruments

To know the coefficient of reliability, it saw in the table below:

**Table 3.11**

**The Criteria of Reliability**

<b>Validity</b>	<b>Interpretation</b>
0.800 - 1.000	Very High Reliability
0.600 - 0.799	High Reliability

0.400 - 0.599	Fair Reliability
0.200 - 0.399	Poor Reliability
0.000 - 0.199	Very Poor Reliability

The three instruments did not need measuring reliability because each test was valid and reliable at the previous study.

1. The grammar test did not need measuring the reliability because it adopted by TOEFL of Longman in the journal of Oktari, Mukhrizal & Arasuli (2019, p. 147). TOEFL of Longman had a standardization of English academic test.
2. The second test was vocabulary test that was adopted by vocabulary level test version 2 by Paul Nation in research journal of Bayazidi & Saeb (2017, p. 37). The vocabulary test did not necessary measuring the reliability because it was tested and validated by previous researchers with a coefficient of 0.919, which meant it was relatively high reliability.
3. Translation test adopted by Fitria (2011). It also did not need to measure the reliability because the previous researcher tested and validated it. The coefficient was 0.472056, which meant it was fair reliability.

#### **D. Normal Distribution Test**

The measurement methods were included correlation, regression, t tests, and analysis of variance, in particular parametric tests that depended on the suspicion of information followed a normal distribution or a Gaussian distribution. In graph form, normal distribution presented as a bell curve. In this

research, the researcher applied SPSS using program Kolmogorov-Smirnov D for testing the large sample normality. If Z value  $> 0.05$ , the data claimed normal distribution. On the contrary, if Z value  $< 0.05$ , it meant the distribution data was not normal.

### **E. Linear Regression**

Linear regression tried finding a suitable data correlation between two variables. One variable look at an explanatory variable, and the other was dependent variable. Linear regression was often in using, which concerned predicting the straight line to conclude the distribution. The data called by linear if the value of Sig. Deviation was (lower than)  $> 0.05$ .

### **F. Heteroscedasticity**

Heteroscedasticity was not constantly of the variant variable. Ghozali (2016, p. 134) stated that heteroscedasticity focused on to measure the regression between variance and residual. If the data did not show the heteroscedasticity, it meant the regression was good. On the contrary, if the data show the heteroscedasticity, the linear regression was not good. The researcher used Glejser-Test to measure the heteroscedasticity. If the Significance (Sig.) more than 0.05, there was no heteroscedasticity which showed the linear regression was good. On the contrary, if the Significance (Sig.) lower than 0.05, there was heteroscedasticity which showed the linear regression was not good.

### **G. Multicollinearity**

Ghozali (2016, p.103) believed that Multicollinearity aims to measure whether there is correlation between independent variables or not. In this research, the

independent variables were grammar mastery (X1) and vocabulary size (X2). According to Yusuf (2017, p.175), the value of Cutoff commonly use Tolerance and VIF (variance inflation factor) with the requirements were:

- If Tolerance  $> 0.10$ , there was no multicollinearity at linear regression.
- If Tolerance  $< 0.10$ , there was multicollinearity at linear regression.
- If VIF  $> 10.00$ , there was no multicollinearity at linear regression.
- If VIF  $< 10.00$ , there was multicollinearity at linear regression.

#### **H. Autocorrelation**

According to Ghozali (2016, p. 107), Autocorrelation that use Durbin Watson (DW) to detect whether there is an autocorrelation or not in the time series data. It used for observing the problem of variables between one research with another research. The decision-making whether there was an autocorrelation:

- If the  $d$  (durbin watson)  $> (d_u)$  and  $(4-d_U)$ , the autocorrelation coefficient was zero, it meant there was no correlation.
- If the  $d$  (durbin watson)  $< (d_L)$ , then the autocorrelation coefficient was greater than zero, it meant there was a positive correlation.
- If the  $d$  (durbin watson) between  $d_L$  and  $d_U$  or  $(4-d_U)$  and  $(4-d_L)$ , then there was no absolutely conclusion.

#### **I. Data Collection Procedure**

To get data collecting procedure while Covid-19 Pandemic, there were some procedures that researcher do:

1. The researcher claimed the place of the Study.

2. The researcher gave the latticework to the participants.
3. The researcher prepared the instrument.
4. The researcher validated by the experts.
5. The researcher gave the grammar, vocabulary, and translation test to the participants using Google Form.
6. The researcher corrected and measured the answer of students.
7. The researcher observed the result data of the students.
8. The researcher interpreted and explained the result data of the students.

#### **J. Data Analysis Procedure**

1. The researcher tabulate the data into the distribution of frequency table score. Then, counting the score of mean and standard derivation of variable X1, X2, and Y by using Microsoft Excel or the formula below:

- a. Mean of students' score by Ary (2010, p. 108)

$$M = \frac{\sum Y}{N}$$

Where:

M = mean

$\Sigma Y$  = the sum of scores

N = number of students

- b. Standard Deviation

$$x = x - \bar{x}$$

Where:

$\chi$  = deviation score

X = raw score

$\bar{X}$  = mean

2. The researcher calculated the data by using the formula below:

### **Pearson Correlation Product Moment**

$$r_{X_1 X_2 Y} = \sqrt{\frac{r_{X_1 Y}^2 + r_{X_2 Y}^2 - 2(r_{X_1 Y})(r_{X_2 Y})(r_{X_1 X_2})}{1 - (r_{X_1 X_2})^2}}$$

Where:

$r_{X_1 X_2 Y}$  : The multiple of correlation coefficient

$r_{X_1 Y}$  : The correlation coefficient between variable x1 and y

$r_{X_2 Y}$  : The correlation coefficient between variable x2 and y

$r_{X_1 X_2}$  : The correlation coefficient between variable x1 and x2

3. The researcher interpreted the data

4. The researcher made a discussion and conclusion of the data analysis.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher discussed the result of the study that was collected. The data included the Grammar Mastery, Vocabulary Size, and Translation Test that was measured by using correlation product-moment among three variables.

#### **A. Data Presentation**

## 1. Grammar Mastery Result

In this research, the quantity of Grammar mastery test was 40 items that adopted by Longman Preparation Course for TOEFL. The researcher used the multiple-choice and error analysis category for 32 students of the Indonesia-English Translation class. The test was conducted on Wednesday, 13th of January 2021 by using Google Form. The result of Grammar Mastery as variable X score be able to see in table 4.1.

**Table 4.1**

### The Result of Grammar Mastery Test

No	Code	X1	X <sup>2</sup>
1	S-1	30	900
2	S-2	50	2500
3	S-3	77.5	6006.25
4	S-4	27.5	756.25
5	S-5	75	5625
6	S-6	15	225
7	S-7	35	1225
8	S-8	45	2025
9	S-9	42.5	1806.25
10	S-10	40	1600
11	S-11	35	1225
12	S-12	45	2025

13	S-13	30	900
14	S-14	22.5	506.25
15	S-15	82.5	6806.25
16	S-16	50	2500
17	S-17	30	900
18	S-18	95	9025
19	S-19	40	1600
20	S-20	55	3025
21	S-21	32.5	1056.25
22	S-22	27.5	756.25
23	S-23	27.5	756.25
24	S-24	70	4900
25	S-25	35	1225
26	S-26	62.5	3906.25
27	S-27	97.5	9506.25
28	S-28	40	1600
29	S-29	32.5	1056.25
30	S-30	77.5	6006.25
31	S-31	60	3600
32	S-32	30	900
<b>TOTAL</b>		1515	86450
<b>LOWEST SCORE</b>		15	
<b>HIGHEST SCORE</b>		97.5	
<b>MEAN</b>		47.34	



<b>MODE</b>	30
<b>MEDIAN</b>	40
<b>STANDARD DEVIATION</b>	21.79

The result of student's Grammar mastery showed that the lowest score was 15, while the highest score was 97.5. The mean score was 47.34, the mode of the score was 30, the median of the score was 40, and the standard deviation of the score was 21.79. Then, it included five levels of students Grammar mastery score. The detail saw in the table below:

**Table 4.2**

**The Distribution of Students Grammar Mastery**

<b>Category</b>	<b>Score Interval</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	80-100	3	9.375%
Good	66-79	4	12.5%
Enough	56-65	2	6.25%
Less	40-55	9	28.125%
Fail	30-39	14	43.75%

According to the result of data above, the 32 students' Grammar reached the varieties category. It showed that the 3 students (9.375%) were excellent level, 4 students (12.5%) were good level, 2 students (6.25%) were enough level, 9 students (28.125%) were less level, and 14 students (43.75%)

fail the level. It summarized that most students got the “fail” level on grammar mastery variable.

## 2. Vocabulary Size Result

Vocabulary size test was 90 items matching test that divided into three-level. They were 3000 level, 6000 level, and academic vocabulary level of the word. It adopted by Vocabulary Level Test Version 2 by Paul Nation as cited Bayazidi & Saeb (2017, p.37). The researcher conducted the test by using Google Form which should answer in 100 minutes. It showed at table 4.3.

**Table 4.3**

**The result of Vocabulary Size**

No	Code	Total	X2	X2 <sup>2</sup>
1	S-1	31	34.44	1156
2	S-2	76	84.44	7056
3	S-3	54	60	3600
4	S-4	40	44.44	1936
5	S-5	83	92.22	8464
6	S-6	60	66.66	4489
7	S-7	74	82.22	6724
8	S-8	81	90	8100
9	S-9	75	83.33	6889
10	S-10	74	82.22	6724
11	S-11	43	47.77	2304
12	S-12	46	51.11	2601

13	S-13	70	77.77	6084
14	S-14	45	50	2500
15	S-15	66	73.33	5329
16	S-16	51	56.66	3249
17	S-17	10	11.11	121
18	S-18	84	93.33	8649
19	S-19	78	86.66	7569
20	S-20	80	88.88	7921
21	S-21	50	55.55	3136
22	S-22	38	42.22	1764
23	S-23	74	82.22	6724
24	S-24	74	82.22	6724
25	S-25	78	86.66	7569
26	S-26	86	95.55	9216
27	S-27	68	75.55	5625
28	S-28	14	15.55	256
29	S-29	27	30	900
30	S-30	76	84.44	7056
31	S-31	83	92.22	8464
32	S-32	30	33.33	1089
<b>TOTAL</b>		1919	2132.22	159988
<b>LOWEST SCORE</b>		11.11		
<b>HIGHEST SCORE</b>		95.55		
<b>MEAN</b>		66.63		

<b>MODE</b>	82.22
<b>MEDIAN</b>	76.66
<b>STANDARD DEVIATION</b>	24.25

Based on the table, it saw that the lowest score of student's vocabulary was 11.11, while the highest was 95.55. The mean of students' vocabulary size score was 66.63, the mode of the score was 82.22, the median score was 76.66 and the standard deviation was 24.25. The vocabulary size had a five-level category with different score interval that explained the table below:

**Table 4.4**

**The Distribution of Students' Vocabulary Size**

<b>Category</b>	<b>Score Interval</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	80-100	15	46.875%
Good	70-79	3	9.375%
Fair	60-69	2	6.25%
Poor	50-59	4	12.5%
Bad	<50	8	25%

Under table 4.4 above, the researcher interpreted a category of students' vocabulary. There were 15 students (46.875%) getting excellent level, 3 students (9.375%) were good level, 2 students (6.25%) were fair level, 4 students (12.5%) were poor level, and 8 students (25%) were bad level. It

assumed that the most students category was “excellent” level on vocabulary size variable.

### 3. Translation Test result

The translation test was a paragraph of report text in Indonesia language that participants translated into the English language with Google Form. The researcher gave 100 minutes and did not allow to use Google Translate while doing the test. The result of the translation test interpreted the table below:

**Table 4.5.**

**The Result of Translation Score**

NO	CODE	SCORE		TOTAL	FINAL SCORE
		GRADER 1	GRADER 2		
1	S-1	40	70	110	55
2	S-2	35	74	109	54.5
3	S-3	40	78	118	59
4	S-4	40	60	100	50
5	S-5	30	84	114	57
6	S-6	30	65	95	47.5
7	S-7	35	75	110	55
8	S-8	40	70	110	55
9	S-9	35	75	110	55
10	S-10	30	74	104	52
11	S-11	30	65	95	47.5
12	S-12	40	78	118	59

13	S-13	30	75	105	52.5
14	S-14	25	60	85	42.5
15	S-15	60	85	145	72.5
16	S-16	40	80	120	60
17	S-17	45	65	110	55
18	S-18	35	78	113	56.5
19	S-19	30	76	106	53
20	S-20	30	80	110	55
21	S-21	40	78	118	59
22	S-22	30	68	98	49
23	S-23	30	75	105	52.5
24	S-24	30	78	108	54
25	S-25	30	78	108	54
26	S-26	40	80	120	60
27	S-27	35	75	110	55
28	S-28	30	60	90	45
29	S-29	30	60	90	45
30	S-30	35	80	115	57.5
31	S-31	30	75	105	52.5
32	S-32	30	65	95	47.5
<b>TOTAL</b>		<b>1110</b>	<b>2339</b>	<b>3449</b>	<b>1724.5</b>
<b>LOWEST SCORE</b>		<b>25</b>	<b>60</b>	<b>85</b>	<b>42.5</b>
<b>HIGHEST SCORE</b>		<b>60</b>	<b>85</b>	<b>145</b>	<b>72.5</b>
<b>MEAN</b>		<b>34.68</b>	<b>73.09</b>	<b>107.78</b>	<b>53.89</b>

<b>MEDIAN</b>	<b>32.5</b>	<b>75</b>	<b>109.5</b>	<b>54.75</b>
<b>MODE</b>	<b>30</b>	<b>78</b>	<b>110</b>	<b>55</b>
<b>STANDARD DEVIATION</b>	<b>6.71</b>	<b>7.23</b>	<b>11.34</b>	<b>5.67</b>

According to data in table 4.5 above, two graders assessed the result of the translation test. Because translation needed the subjective assessment, the first-grader was the expert lecture of Translation that was qualified, and the second-grader was the researcher itself. The data of first graders saw that the lowest score of students translation was 25, the highest score was 60, the mean was 34.68, the median was 32.5, the mode was 30, and the standard deviation was 6.71. Then, the data of second graders showed that the lowest score was 60, the highest score was 85, the mean was 73.09, the median was 75, the mode was 78, and the standard deviation was 7.23. Both scores of first grader and second grader added and divided two by the researcher to have the final score. Based on the final score, the data showed the lowest score of students translation was 42.5, the highest score was 72.5, the mean was 5.89, the median was 54.75, the mode was 55, and the standard deviation was 5.67.

The translation level divided into five categories of translation scores. It showed in the table below:

**Table 4.6**

**The Distribution of Students' Translation Ability**

<b>Category</b>	<b>Score Interval</b>	<b>Frequency</b>	<b>Percentage</b>
-----------------	-----------------------	------------------	-------------------

Almost Perfect	86-90	0	0
Very Good	76-85	0	0
Good	61-75	1	3.12%
Enough	46-60	28	87.5%
Worse	20-45	3	9.37%

Based on the table 4.6 above, the researcher interpreted that there were no students getting “almost perfect” and “very good” category, 1 student (3.12%) was “good” category, 28 (87.5%) were “enough” category, and 3 students (9.37%) were “worse” category. It concluded, the most category students of translation were enough category with 28 students. The less category students of translation were almost perfect and very good. It meant, the ability of students translation still had significant problems that explain below.

The errors of participants “S-1” that were accorded by first grader were at article, diction, punctuation, word order, and tense use. The errors that was accorded by the second-grader were article, spelling, tense use, and inappropriate vocabulary. The final score of “S-1” of both graders was 55 which was the “enough” category.

The errors of participants “S-2” that were accorded by first grader were at article, capitalization, diction, missing verb, and tense use. The errors of S-2 were accorded by the second-grader are article, spelling, tenses, pronoun,



incorrect meaning, and inappropriate meaning. The final score of “S-2” was 54.5 which was the “enough” category.

The errors of participant “S-3” that were accorded by the first grader were article, diction, tense use, word order, and capitalization. According to the second grader, the errors were similar as like article, diction, and tenses, just a little different point of view. The final score of S-3 was 59 which meant “enough” category.

The errors of participant “S-4” that were accorded by the first grader were article, diction, tense use, and word order. According to the second grader, the errors were article, tense use, and inappropriate vocabulary. The final score of S-4 was 50 which was “enough” category.

The errors of participants “S-5” that were accorded by the first grader were diction, article, tense use, and pluralization. According to the second grader, the errors were article and tense use. The final score of S-5 was 57 which was “enough” category.

The errors of participants “S-6” that were accorded by the first grader were diction, article, tense use, capitalization, preposition, spelling, and parallel structure. According to the second grader, the errors were article, tense use, spelling, and inappropriate meaning. The final score of S-6 was 47.5 which was the “enough” category.

The errors of participants “S-7” that were accorded by the first grader were diction, article, the use of the verb, and pluralization. According to second-grader, the errors were spelling, singular-plural, inappropriate

vocabulary, and tense use. The final score of “S-7” was 55 which was “enough” category.

The errors of participants “S-8” that were accorded by the first grader were word order, article, missing or double verb, and diction. According to second grader, the errors were article, spelling, missing verb, subject verb agreement and tense use. The final score of “S-8” was 55 which was “enough” category.

The errors of participants “S-9” that were accorded by first grader were article, tense use, collocation, and diction. According to second grader, the errors were article, to infinitive and tense use. The final score of “S-9” was 55 which was “enough” category.

The errors of participants “S-10” that were accorded by first grader were pluralization, article, tense use, passive voice, capitalization, and punctuation. According to second grader, the errors were article, spelling, missing verb, pronoun and tense use. The final score of “S-10” was 52 which was “enough” category.

The errors of participants “S-11” that were accorded by first grader were word order, article, tense use, pluralization, and diction. According to second grader, the errors were inappropriate vocabulary, plural-singular, missing verb, tense use. The final score of “S-11” was 47.5 which was “enough” category.

The errors of participants “S-12” that were accorded by first grader were capitalization, tense use and diction. According to second grader, the

errors were article, spelling and tense use. The final score of “S-12” that included score of both grader was 59, it was “enough” category.

The errors of participants “S-13” that were accorded by first grader were article, tense use, and diction. According to second grader, the errors were article, inappropriate meaning and tense use. The final score of “S-13” that included score of both grader was 52.5, it was “enough” category.

The errors of participants “S-14” that were accorded by first grader were word order, tense use, pronoun, capitalization, clauses, and diction. According to second grader, the errors were article, spelling, missing verb, pronoun, preposition, inappropriate vocabulary and tense use. The final score of “S-14” that included score of both grader was 42.5, it was “worse” category.

The errors of participants “S-15” that were accorded by first grader were pluralization, and tense use. According to second grader, the errors was tense use. The final score of “S-15” that included score of both grader was 72.5, it was “good” category.

The errors of participants “S-16” that were accorded by the first grader were word order, article, tense use, and diction. According to the second-grader, the errors were article, inappropriate vocabulary and tense use. The final score of “S-16” that included score of both grader was 60, it was “enough” category.

The errors of participants “S-17” that were accorded by the first grader were word order, tense use, and inconsistent plural. According to the second-grader, the errors were article, inappropriate vocabulary and tense use. The

final score of “S-17” that included score of both graders was 55, it was the “enough” category.

The errors of participants “S-18” that were accorded by first grader were pronoun, tense use, capitalization, and diction. According to the second grader, the errors were article, missing verb, inappropriate meaning, and tense use. The final score of “S-18” that included score of both grader was 56.5, it was “enough” category.

The errors of participants “S-19” that were accorded by the first grader were word order, pluralization, tense use, capitalization, missing verb, and diction. According to the second grader, the errors were spelling, subject-verb agreement, missing verb, and tense use. The final score of “S-19” that included score of both grader was 53, it was the “enough” category.

The errors of participants “S-20” that were accorded by the first grader were tense use, word order, article, punctuation, missing verb, connector use, and diction. According to the second grader, the errors were inappropriate vocabulary and tense use. The final score of “S-20” that included score of both grader was 55, it was “enough” category.

The errors of participants “S-21” that were accorded by the first grader were word order, tense use, article, and diction. According to the second grader, the errors were article, inappropriate vocabulary, and tense use. The final score of “S-21” that included score of both grader was 59, it was “enough” category.

The errors of participants “S-22” that were accorded by the first grader were pronoun, tense use, capitalization, article, verb use, consistency, and diction. According to the second grader, the errors were article, inappropriate meaning and tense use. The final score of “S-22” that included score of both grader was 49, it was “enough” category.

The errors of participants “S-23” that were accorded by the first grader were word order, pluralization, capitalization, tense use, parallel construction, and diction. According to the second grader, the errors were inappropriate meaning and tense use. The final score of “S-23” that included score of both grader was 52.5, it was “enough” category.

The errors of participants “S-24” that were accorded by the first grader were article, pluralization, word order, connector, tense use, and diction. According to the second grader, the errors were article, spelling, to-infinitive, inappropriate meaning, and tense use. The final score of “S-24” that included score of both grader was 54, it is “enough” category.

The errors of participants “S-25” that were accorded by the first grader were article, the structure of sentence, pluralization, word order, capitalization, and diction. According to the second grader, the errors were missing verb, inappropriate meaning, diction, and tense use. The final score of “S-25” that included score of both grader was 54, it was “enough” category.

The errors of participants “S-26” that were accorded by the first grader were word order, article, tense use, and diction. According to the second

grader, the errors were article, spelling, and tense use. The final score of “S-26” that included score of both grader was 60, it was “enough” category.

The errors of participants “S-27” that were accorded by the first grader were pluralization, capitalization, article, tense use, and diction. According to the second grader, the errors were article, spelling, inappropriate vocabulary, and tense use. The final score of “S-27” that included score of both grader was 55, it was “enough” category.

The errors of participants “S-28” that were accorded by the first grader were word order, article, tense use, pluralization, article, and diction. According to second grader, the errors were article, spelling, singular-plural, inappropriate vocabulary, and tense use. The final score of “S-28” that included score of both grader was 45, it was the “worse” category.

The errors of participants “S-29” that were accorded by the first grader were article, missing verb, parallel structure, diction, pluralization, and tense use. According to the second grader, the errors were article, spelling, modal, pronoun, subject-verb agreement, and tense use. The final score of “S-29” that included score of both grader was 45, it was the “worse” category.

The errors of participants “S-30” that were accorded by the first grader were pluralization, sentence structure, article, tense use, and diction. According to second-grader, the errors were singular-plural, inappropriate vocabulary, and tense use. The final score of “S-30” that included score of both grader was 57.5, it was “enough” category.

The errors of participants “S-31” that were accorded by the first grader were word order, article, tense use, capitalization, pluralization, and diction. According to the second grader, the errors were article, subject-verb agreement, inappropriate vocabulary, and tense use. The final score of “S-31” that included score of both grader was 52.5, it was “enough” category.

The errors of participants “S-32” that were accorded by the first grader were word order, article, tense use, pluralization, capitalization, pronoun, and diction. According to the second grader, the errors were article, singular-plural, inappropriate vocabulary, and tense use. The final score of “S-32” that included score of both grader was 47.5, it was “enough” category.

Based on errors’ interpretation of student's translation above, the researcher concluded from first grader and second grader of common errors that faced by students translation. It showed in the table below:

**Table 4.7**  
**Students’ Common Errors of Translation Test**

No	Sentence	Explanation
1.	In Japanese society, <b>a geisha</b> is <b>a woman</b> who is professionally trained to entertain men, especially businessmen in restaurants parties.	For the first sentence, the students could give the variety of “addition”, thus article “ <i>a</i> ” could give at a certain phrase.

2.	People's view about geisha as <b>prostitutes</b> is not accurate.	Some students used inappropriate vocabulary to describe the meaning of " <i>pelacur</i> " as like whore, slut, harlot, and bitch. They were harsh words category, The better one used " <i>prostitute or courtesan</i> " even the meaning was still same.
3.	<b>Geisha itself</b> means an artist.	Almost a whole students translated " <i>istilah Geisha</i> " to be " <i>the name of Geisha</i> ". Besides, it would be more appropriate using " <i>in term of Geisha</i> " or " <i>Geisha</i> ".
1.	Even so, their main job is to offer light and pleasant conversation.	In this case, the using of connector was still incorrect. Commonly, they used " <i>even though, although, though</i> " that it used for connecting between two clauses. If the students wanted to use it, they should separated the sentence, and changed the punctuation. But, if the participants wanted to follow the original sentence, they should use even so, even then , nevertheless, and nonetheless.
5.	<b>Traditionally</b> , geisha <b>were</b> like <b>indentured</b> servants, left by their parents <b>to the geisha houses to accommodate, feed, and train them.</b>	Don't use preposition before adverb of manner. The word of " <i>traditionally</i> " showed the time signal of past tense that followed the context. It meant, the tenses used past tense.



		<p>A lot students didn't use the word "indentured", they prefer used the word "bonded, tied up". Indenture itself meant bind (someone) by an indenture as an apprentice or laborer. It closer to the context.</p>
		<p>Commonly, the students used "dormitory" to interpret "asrama". Beside, based on background knowledge of Geisha, Javanese were called it by Geisha house or Geisha quarter.</p>
		<p>Because of there was "to", the next word should use present pattern. Beside, if it was without "to" it should use past pattern.</p>
6.	<p>Most modern Geisha <b>build an association</b>, even though the profession as a whole <b>has</b> declined since World War II.</p>	<p>The phrase "modern Geisha" showed the time signal "now", so it used present pattern to describe it.</p> <p>The word "association" more appropriate than "unity/union" that used by a lot students. Even so, it words were understandable by the reader.</p>
7.	<p>Geisha <b>have to quit</b> their job when they get married, and the one who retire <b>without being married</b> often become dance or music teachers.</p>	<p>Some students used "have to" and the others used "must". Both of them were correct translation. But, according to the meaning, "have to" more appropriate in this context.</p>

	<p>The words “quit” and “stop” were used by participants. Both of them were correct translation, but the “quit” more appropriate to use in this context.</p>
	<p>Some students used “without married” that married itself was adjective class. Without should followed by noun or gerund as like without being married, without marriage, and without marrying someone (should be followed by object).</p>

#### 4. Normality Test

##### a. Normality Test of Grammar Mastery

The researcher used One-sample Kolmogorov-Smirnov Test to know the normality of the instruments. The result of the normality test of grammar showed in the table and figure below:

**Table 4.8**

#### **Normality Test of Grammar Mastery**

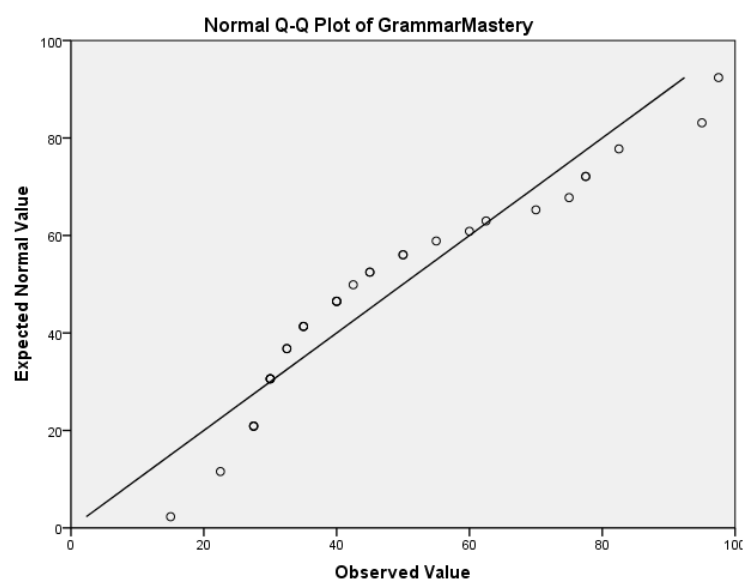
### One-Sample Kolmogorov-Smirnov Test

		Grammar Mastery
N		32
Normal Parameters <sup>a,b</sup>	Mean	47.34
	Std. Deviation	21.794
Most Extreme Differences	Absolute	.168
	Positive	.168
	Negative	-.119
Kolmogorov-Smirnov Z		.949
Asymp. Sig. (2-tailed)		.328

a. Test distribution is Normal.

**Figure 4. 1**

### The Normal Q-Q Plot of Grammar Mastery



Based on the result normality of Grammar mastery above that calculated by the SPSS program, the asymptotic significance normality of

vocabulary size was 0.328. The level significance of Kolmogorov-Smirnov was 5% ( $\alpha = 0.05$ ). Then it concluded that the asymptotic significance normality of grammar mastery =  $0.328 > \alpha = 0.05$ , the data was normal distribution. Also, based on the Q-Q plot, the data points of vocabulary size spread around the straight line which showed the normal distribution.

b. Normality Test of Vocabulary Size

The result of normality test of vocabulary size showed in table 4.9 and figure 4.2 below:

**Table 4.9**  
**Normality Test of Vocabulary Size**

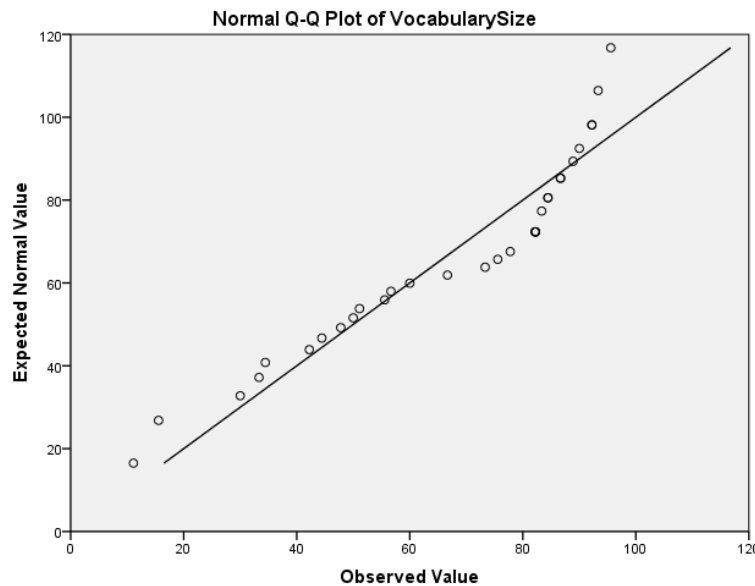
**One-Sample Kolmogorov-Smirnov Test**

		Vocabulary Size
N		32
Normal Parameters <sup>a,b</sup>	Mean	66.63
	Std. Deviation	24.259
Most Extreme Differences	Absolute	.209
	Positive	.117
	Negative	-.209
Kolmogorov-Smirnov Z		1.180
Asymp. Sig. (2-tailed)		.124

a. Test distribution is Normal.

**Figure 4.2**

**The Normal Q-Q Plot of Vocabulary Size**



Based on the data, the asymptotic significance normality showed 0.124. The normality table of Kolmogorov-Smirnov with level significance was 5% ( $\alpha = 0.05$ ). Thus, it concluded that the asymptotic significance of vocabulary size =  $0.124 > \alpha = 0.05$ , the data was normal distribution. Also, it saw from the Q-Q plot that the data points spread around a straight line which meant normal distribution.

#### c. Normality Test of Translation Ability

The result of normality test translation ability showed in table 4.10 and figure 4.3 below:

**Table 4.10**

#### **Normal Distribution of Translation Ability**

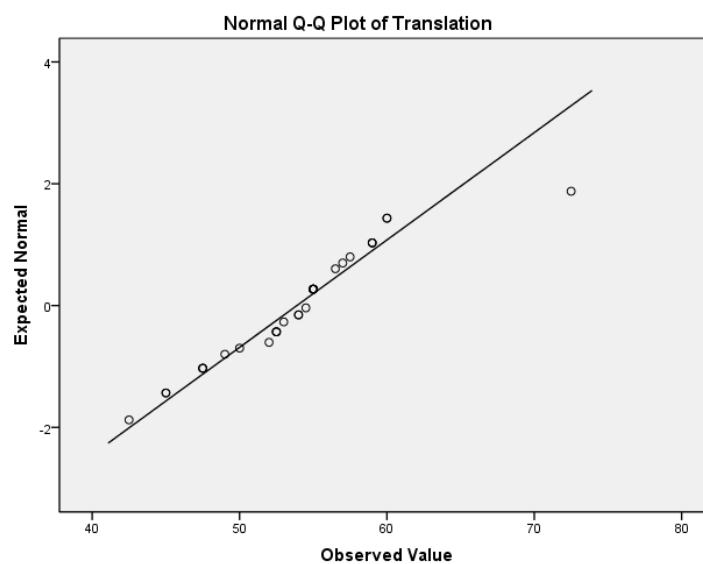
### One-Sample Kolmogorov-Smirnov Test

		TranslationAbility
N		32
Normal Parameters <sup>a,b</sup>	Mean	53.89
	Std. Deviation	5.672
Most Extreme Differences	Absolute	.141
	Positive	.141
	Negative	-.122
Kolmogorov-Smirnov Z		.799
Asymp. Sig. (2-tailed)		.546

a. Test distribution is Normal.

**Figure 4. 3**

### The Normal Q-Q Plot of Translation Ability



According to the data, the asymptotic significance normality showed 0.546. The normality table of Kolmogorov-Smirnov with level significance

was 5% ( $\alpha = 0.05$ ). Thus, it concluded that the asymptotic significance of translation ability =  $0.546 > \alpha = 0.05$ , the data was normal distribution.

## 5. Linearity Test

### a. Linearity Test of Grammar Mastery and Translation Ability

The display of linearity test between grammar mastery and translation ability showed at the table 4.11 below.

**Table 4. 11**

#### **Linearity Test of Grammar Mastery and Translation Ability**

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Translation Ability Grammar Mastery	Between (Combined) * Groups		759.951	18	42.219	2.312	.064
	Linearity		347.100	1	347.100	19.006	.001
	Deviation from Linearity		412.850	17	24.285	1.330	.305
	Within Groups		237.417	13	18.263		
	Total		997.367	31			

There were linearity and deviation from linearity that interpreted in the ANOVA table. The linearity data should lower than 0.05, beside deviation from linearity should more than 0,05. Based on the data at the table 4.11, the linearity test between grammar mastery and translation ability was 0.001. Then, the deviation from linearity between grammar mastery and translation

ability was 0.305. It concluded that both linearity and deviation linearity data between grammar mastery and translation ability were linear.

**b. Linearity Test of Vocabulary Size and Translation Ability**

The display of linearity test between vocabulary size and translation ability showed at the table 4.12 below.

**Table 4.12**  
**Linearity Test of Vocabulary Size and Translation Ability**

**ANOVA Table**

		Sum of Squares	df	Mean Square	F	Sig.
Translation Ability * Vocabulary Size	Between (Combined) Groups	976.555	25	39.062	11.261	.003
	Linearity	155.815	1	155.815	44.920	.001
	Deviation from Linearity	820.740	24	34.197	9.859	.004
Within Groups		20.813	6	3.469		
Total		997.367	31			

Table 4. 12 showed the result of vocabulary size and translation ability that linearity significant was 0.001, and the deviation from Linearity Significant was 0.004. The linearity significant must be  $>0.05$ , beside the deviation linearity was  $>0.05$ . It concluded that there was significant linearity significant between vocabulary size and translation ability, but there was no derivation linearity between them.



## 6. Heteroscedasticity

### a. The Heteroscedasticity Between Grammar Mastery and Translation Ability on Report Text.

The result of heteroscedasticity between grammar mastery and vocabulary size that used Glesjer Test showed at the table below.

**Table 4.13**  
**The Heteroscedasticity of Grammar Mastery and Translation Ability on Report Text**

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.026	1.256		1.612	.117
GrammarMastery	.028	.024	.209	1.173	.250

a. Dependent Variable: Abs\_RES

Based on the result, the Significant of grammar mastery as X1 was 0.250. The Sig. > 0.05 = 0.250 > 0.05. The absolute requirement stated that if Sig. > 0.05, there was no heteroscedasticity. On the contrary, if Sig. < 0.05, there was heteroscedasticity. It concluded that there was no heteroscedasticity between grammar mastery and translation ability on report text.

### b. The Heteroscedasticity Between Vocabulary Size and Translation Ability on Report Text.

The Glesjer-Test used to measure the heteroscedasticity between vocabulary size and translation ability on report text that displayed at the table below.

**Table 4.14**

**The Heteroscedasticity of Vocabulary Size and Translation Ability on Report Text.**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.320	1.464		4.317	.000
VocabularySize	-.044	.021	-.364	-2.142	.040

a. Dependent Variable: Abs\_RES

The result data at the table 4.14 showed that there was heteroscedasticity between vocabulary size and translation. It proved at the Significant 0.040, which it was lower than 0.05 ( $0.05 < 0.40$ ). If the Sig.  $< 0.05$ , then there was heteroscedasticity at regression model.

**c. The Heteroscedasticity Among Grammar Mastery and Vocabulary Size Toward Translation Ability on Report Text.**

The third Glejser-Test were to measure the heteroscedasticity among grammar mastery and vocabulary size toward translation ability on report text that displayed at table below.

**Table 4.15**  
**The Heteroscedasticity among Grammar Mastery and Vocabulary Size  
Toward Translation Ability on Report Text**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.054	1.392		3.631	.001
GrammarMastery	.067	.024	.492	2.831	.008
VocabularySize	-.073	.021	-.597	-3.436	.002

a. Dependent Variable: Abs\_RES

The result data showed that the Significant of grammar mastery was 0.008 and the Significant of vocabulary size was 0.002. According to the absolute requirements, if the Sig. lower than 0.05, there was heteroscedasticity in the regression model. It clarified that  $0.008 < 0.05$  and  $0.002 < 0.05$ , which both of them were heteroscedasticity in regression model. Thus, there were heteroscedasticity among three variables; grammar mastery, vocabulary size, and translation ability.

## 7. Multicollinearity

### a. The Multicollinearity Among Grammar Mastery and Vocabulary Size Toward Translation Ability on Report Text.

The multicollinearity-test focused on the tolerance and VIF (variance Inflation Factor). The result of multicollinearity among grammar mastery and vocabulary size toward translation ability on report text interpreted at table below.

**Table 4. 16**

### The Multicollinearity Among Grammar Mastery and Vocabulary Size Toward Translation Ability on Report Text.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	45.163	2.585		17.468	.000		
Grammar Mastery	.135	.044	.519	3.092	.004	.776	1.289
Vocabulary Size	.035	.039	.150	.891	.380	.776	1.289

a. Dependent Variable: TranslationAbility

The results data showed grammar mastery and vocabulary size of Tolerance was 0.776, and the VIF was 1.289. If Tolerance more than 0.10 which it was 0.776 > 0.10, it meant there was no multicollinearity in regression model. Also, if VIF lower than 10.00, which it was 1.289 < 10.00, it meant there was no multicollinearity in regression model. In addition, if the independent variables consisted two, the value of Tolerance and VIF was similar. Thus, the researcher

concluded that there was no multicollinearity among grammar mastery and vocabulary size toward translation ability on report text.

## 8. Autocorrelation

### a. Autocorrelation Between Grammar Mastery and Translation Ability on Report Text.

The autocorrelation used Durbin Watson-Test to measure between grammar mastery and translation ability. It interpreted at table below.

**Table 4.17**

### **Autocorrelation of Grammar Mastery and Translation Ability on Report Text**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.590 <sup>a</sup>	.348	.326	4.656	1.844

a. Predictors: (Constant), GrammarMastery

b. Dependent Variable: TranslationAbility

The data showed that the DW (durbin watson) was 1.844. The DW was compared with the table of Durbin Watson at Significant 5%. The formula was  $(k;N)$ . “k” was the number of independent variable, and “N” was the number of participants. So,  $(k;N) = (2;32)$ . The value of DW displayed at the figure 4.4 below.

**Figure 4.4**

**Table of Durbin Watson**

**Distribusi Nilai Tabel Durbin Watson**  
Level of Significance  $\alpha = 0,05$

n	k=1		k=2		k=3	
	$d_L$	$d_U$	$d_L$	$d_U$	$d_L$	$d_U$
22	1.239	1.429	1.147	1.541	1.053	1.664
23	1.257	1.437	1.168	1.543	1.078	1.660
24	1.273	1.446	1.188	1.546	1.101	1.656
25	1.288	1.454	1.206	1.550	1.123	1.654
26	1.320	1.461	1.224	1.553	1.143	1.652
27	1.316	1.469	1.240	1.556	1.162	1.651
28	1.328	1.476	1.255	1.560	1.181	1.650
29	1.341	1.483	1.270	1.563	1.198	1.650
30	1.352	1.489	1.284	1.567	1.214	1.650
31	1.363	1.496	1.297	1.570	1.229	1.650
32	1.373	1.502	1.309	1.574	1.244	1.650
33	1.383	1.508	1.321	1.577	1.258	1.651
34	1.393	1.514	1.333	1.580	1.271	1.652
35	1.402	1.519	1.343	1.584	1.283	1.653
36	1.411	1.525	1.354	1.587	1.295	1.654
37	1.419	1.530	1.364	1.590	1.307	1.655
38	1.427	1.535	1.373	1.594	1.318	1.656
100	1.654	1.694	1.634	1.715	1.613	1.736

k = Number of independent variables

The DW was  $1.844 > 1.574$  ( $d_U$ ). Also,  $(4-d_U) = (4 - 1.574) = 2.426$ . Thus there was no autocorrelation at regression model between grammar mastery and translation ability.

**b. Autocorrelation Between Vocabulary Size and Translation Ability on Report Text.**

**Table 4.18**

**Autocorrelation of Vocabulary Size and Translation Ability on Report Text**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.395 <sup>a</sup>	.156	.128	5.296	2.040

a. Predictors: (Constant), VocabularySize

b. Dependent Variable: TranslationAbility

The result data of DW showed 2.040. Based on the table of Durbin Watson with level of significance 5%, the dU was 1.574. If DW more than dU or 4-dU, there was no autocorrelation in this regression model. It clarified that  $DW > dU =$

2.040 > 1.574. Also,  $4 - 1.574 = 2.426$ . Thus, between vocabulary size and translation ability on report text was not autocorrelation.

**c. Autocorrelation Among Grammar Mastery and Vocabulary Size Toward Translation Ability on Report Text.**

**Table 4.19**

**Autocorrelation Among Grammar Mastery and Vocabulary Size Toward Translation Ability on Report Text.**

**Translation Ability on Report Text.**

PALANGKARAYA



**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.604 <sup>a</sup>	.365	.322	4.672	1.876

a. Predictors: (Constant), VocabularySize, GrammarMastery

b. Dependent Variable: TranslationAbility

Based on the result data, the DW was 1.876. Besides, the dU was 1.574. The  $DW > dU = 1.876 > 1.574$ . Also,  $4 - dU = 4 - 1.574 = 2.426$ . The absolute requirement stated that if DW more than dU, or  $4 - dU$ , it meant there was no autocorrelation in the regression model.

## **B. Research Findings**

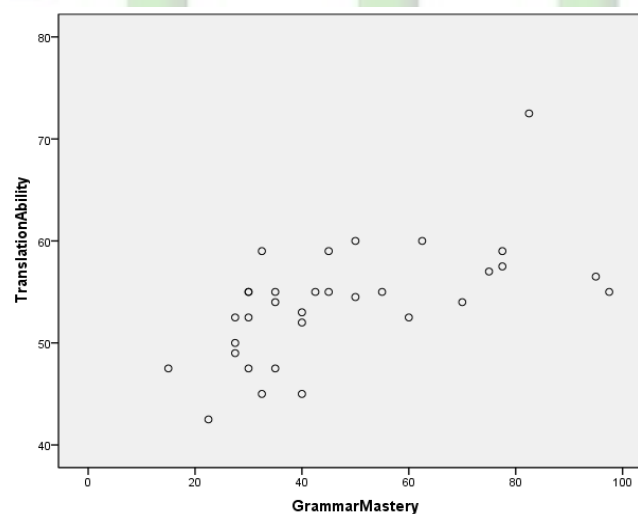
### **1. The Correlation of Grammar Mastery and Translation Ability on Report Text**

This passage answered the first research problem “*Is there any correlation between Grammar Mastery toward translation ability on report text?*” that were tested by TOEFL test for grammar mastery and translated report text for translation test display at table 4.20.

**Table 4.20****Correlation of Grammar Mastery and Translation Ability on Report Text****Correlations**

		Grammar Mastery	Translation Ability
Grammar Mastery	Pearson Correlation	1	.590**
	Sig. (2-tailed)		.000
	N	32	32
Translation Ability	Pearson Correlation	.590**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

**Figure 4.5****Scatter Plot Between Grammar Mastery and Translation Ability**

The researcher calculated the data by using SPSS 18. Table 4. 16 interpreted the Pearson Product Moment Correlation Coefficient as 0.590 at the 0.01 or 1% level of significance. Then, the Significant (2-tailed) was 0.000 which lower than 0.05. Accorded to the calculation of degree freedom, if  $r \text{ count} > r \text{ table}$ , there was a significant correlation between variables. On the contrary, if  $r \text{ count} < r \text{ table}$ , there was no significant correlation between variables. In this case,  $r \text{ table} = N-2$ ,  $32-2= 30$ ,  $r \text{ table}= 0.463$  . It explained that  $r \text{ count} > r \text{ table} = 0.590 > 0.463$ , and the significant (2-tailed)  $0.000 < 0.05$ , which meant there was correlation between grammar mastery and translation ability on report text. Thus, there was a significant correlation between grammar mastery and translation ability on report text.

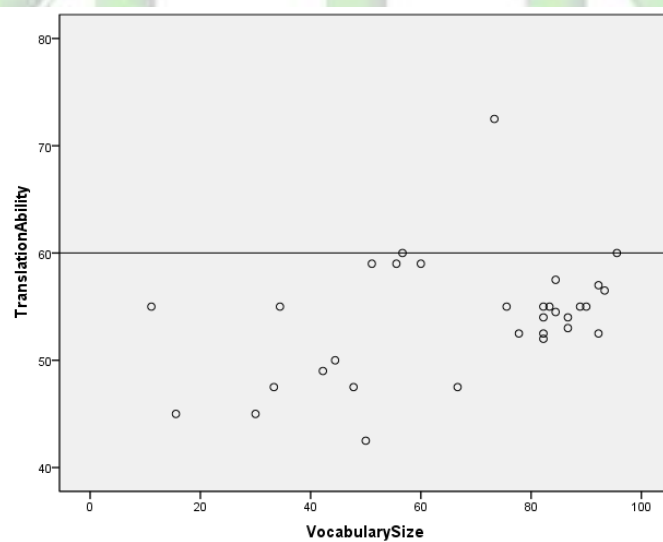
## **2. The Correlation of Vocabulary Size and Translation Ability on Report Text**

This passage answer the second research problem “*Is there any correlation between Vocabulary Size toward translation ability on report text?*”. The correlational result of vocabulary level test version 2 and translating the report text was tested by participants display at table 4.21.

**Table 4. 21****Correlation of Vocabulary Size and Translation Ability on Report Text****Correlations**

		Vocabulary Size	Translation Ability
Vocabulary Size	Pearson Correlation	1	.395*
	Sig. (2-tailed)		.025
	N	32	32
Translation Ability	Pearson Correlation	.395*	1
	Sig. (2-tailed)	.025	
	N	32	32

\*. Correlation is significant at the 0.05 level (2-tailed).

**Figure 4.6****Scatter Plot between Vocabulary Size and Translation Ability**

The table showed that data of Pearson Correlation Coefficient was 0.395 at 0.05 or 5% level of significant. Then the value of Significant (2-tailed) was 0.025 which was  $0.025 < 0.05$ . The number of students was 32 that must minus (-) 2 to get  $r_{table}$ , it was  $r_{table} = N-2$ ,  $32-2$ ,  $r_{table} = 0.361$ . If  $r_{count} > r_{table}$ , there was any significant correlation between variables. On the contrary, if  $r_{count} < r_{table}$ , there was no any significant correlation between variables. Accorded to the data, it explained that Significant (2-tailed) was  $0.025 < 0.05$ , and  $r_{count} > r_{table}$   $0.395 > 0.361$  which meant there was correlation of vocabulary size and translation ability. Thus, there was a significant correlation between students' vocabulary size and translation ability on report text.

### 3. The Correlation among Grammar Mastery and Vocabulary Size Toward Translation Ability on Report Text

This passage answer the third research problem "*Is there any correlation among Grammar Mastery and Vocabulary Size toward translation ability on report text?*". The researcher used multiple correlation formula to assess 3 variables of correlation.

$$r_{X_1X_2Y} = \sqrt{\frac{rx_1y^2 + rx_2y^2 - 2(rx_1y)(rx_2y)(rx_1x_2)}{1 - (rx_1x_2)^2}}$$

$$r_{X_1X_2Y} = \sqrt{\frac{(0.590)^2 + (0.395)^2 - 2(0.590)(0.395)(0.467)}{1 - (0.467)^2}}$$

$$r_{X_1X_2Y} = \sqrt{\frac{0.3481 + 0.156025 - 2(0.590)(0.395)(0.467)}{1 - (0.2132789)}}$$

$$\begin{aligned}
 &= \sqrt{\frac{0.504125 - 0.2176687}{0.7867211}} \\
 &= \sqrt{\frac{0.2864563}{0.7867211}} \\
 &= \sqrt{0.36411417} \\
 &= 0.603418735 = 0.604
 \end{aligned}$$

After that, the researcher measured the Multiple Determinant Coefficient (MDC) to prove the variance distribution of a dependent variable (Y) that analyze by linear regression and independent variable (X):

$$\text{MDC} = (r_{x1x2y})^2 \times 100\%$$

$$\text{MDC} = (0.604)^2 \times 100\%$$

$$\text{MDC} = 36.48\%$$

The calculation of SPSS 18 display at table 4.22.

**Table 4. 22**

## Correlation Among Grammar Mastery, Vocabulary Size, and Translation

### Ability on Report Text

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.604 <sup>a</sup>	.365	.322	4.672	.365	8.349	2	29	.001

a. Predictors: (Constant), Vocabulary Size, Grammar Mastery

Based on the model summary table, the correlation coefficient among grammar mastery, vocabulary size on translation ability was 0.604. As the researcher explained in chapter 3, the value range of 0.604 was a moderate category. Then, the table showed the Significant F Change was 0.001 which meant  $0.001 < 0.05$ . In addition, the contribution of grammar and vocabulary size delivered 36.5%, while 63.5% the other variables. It explained the alternative hypothesis ( $H_a$ ) accepted, and the null hypothesis ( $H_0$ ) rejected.

The table interpreted result data of F change is 8.349, df1 is 2, and df2 was 29. Also, the researcher looks at F table score compares with F change.

They were  $F_{\text{change}} > F_{\text{table}} = 8.349 > 3.33$ , which concluded there was a significant correlation among students' Grammar mastery and Vocabulary toward Translation ability on report text.

## **C. Discussion**

### **1. Correlation Between Grammar Mastery and Translation Ability on Report Text.**

The result data of grammar mastery and translation ability on report text showed the positive correlation which students who were good grammar mastery linear to the good quality of translation. It was proved by  $r_{\text{count}} > r_{\text{table}}$  ( $0.590 > 0.463$ ), and the Significant (2-tailed)  $0.00 < 0.05$ . The absolute data meant that the alternative hypothesis ( $H_a$ ) accepted, and the null hypothesis rejected.

The students' grammar mastery had common errors of the article and tense use while translating the text. It was stated by Merc (2019), translation was influenced by some factors that one of them are using of grammar and lexical in text. The fact that was faced by grader was the problems of article errors were similar place. So, the graders believed that some of them understood but forgot the article material, and the others were not.

While translating report text, the verb transformation was the arduous thing. According to Oxford Dictionary, Stevenson (2010), tense is the transformation of a verb that influenced certainly time and place. In this case, the report text generally used the present tense, but if the tense's context was



straightforward to another tense, we should follow it first, then rebound the original one. Generally, Putri (2019) stated that students EFL is helped by mastering grammar, especially while translating SL into TL. It included the consideration of grammar. Also, The previous research conducted by Oktari, Mukhrizal, & Arasuli (2019) believed that the students' difficulties with grammar when they translate the text determines the sentence patterns while producing the text.

Thus, the researcher concluded that grammar was the one of main points that influenced the students' translation ability because it supported the agreement of making phrases and sentences.

## **2. Correlation between Vocabulary Size on Translation Ability on Report Text.**

The correlation between vocabulary size on translation ability showed positive correlation which the students who were a lot vocabulary size linear to the good quality of translation. It was proved by  $r_{\text{count}} > r_{\text{table}} = 0.395 > 0.361$ , and the Significant (2-tailed) is  $0.025 < 0.05$ . It clarified that the alternative hypothesis ( $H_a$ ) accepted and the null hypothesis ( $H_0$ ) rejected.

A lot of students had a lack of knowledge that generated them to use inappropriate vocabulary. Besides, demanding students of translating report text to avoid the errors diction found out the background knowledge of context. In this case, the context told "a Geisha" that students might master "the Geisha" material before translating it. Merc (2019) stated that the culture of the native language affected a diction.

Based on (Rabinson 2019), one of nine aspects of translator reliability have to the detail attention on distinct context and collocation. The selection vocabulary had to exactly compatible with background knowledge to release a good translation. For example, some students used the word “bitch” to interpret the “prostitute”. As a context, Geisha is an artist. So the word “bitch” inappropriate to the background knowledge. The improper vocabulary affected by minimum students’ size vocabulary. They did not have a number variety of words that used in translating.

Thus, the researcher summed that the vocabulary was crucial things that always necessary each of learning language which how many the students’ vocabulary size are, how great their translation ability.

### **3. Correlation among Grammar Mastery and Vocabulary Size Toward Translation Ability on Report Text.**

The correlation among grammar mastery and vocabulary size on translation ability was a positive correlation. The students who were good in grammar and vocabulary size linear to the good quality of translation. It was proved by the correlation coefficient 0.604 that was a moderate category, and the Significant F Change lower than 0.05 which meant  $0.001 < 0.05$ . It meant the alternative hypothesis ( $H_a$ ) accepted and the null hypothesis ( $H_0$ ) rejected.

When conducted the translation test, almost all students got the bad score of translation. They problems were similar that lack of focused on article, inappropriate vocabulary, and tense used. It was proved by journal of Utami (2017, p. 192), when students’ transference sentence pattern of Indonesia -

English, there were two problems, which were the students' mother tongue (SL) and lack of knowledge. In this case, the researcher points were grammar and vocabulary size toward students' translation ability. When students translated the text, they should master grammar to create the improper sentence and the intensity of vocabulary that the evidence among them explained in the previous sub-chapter. Who do not mastered them well, the translation of the error took effect.

Both variables mentioned in the previous study which was the correlation between grammar mastery on translation ability and vocabulary size on translation were analogous with the result of this research. Even though the researcher did not invent the study who conducted among three variables, the result data and statement of the previous study proved that there was a significant correlation among grammar mastery and vocabulary size toward translation ability on report text.

Depended on the result data, the correlation among grammar mastery and vocabulary size toward translation ability on report text was positive correlation. The result interpreted that students who were good grammar mastery and vocabulary size were absolutely good quality in translation. Thus, there was a correlation among grammar mastery and vocabulary size toward translation ability on report text at students Indonesia - English Translation in the academic year 2017/2018.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

The conclusions and some suggestions of this research are interpreted by the researcher.

#### A. Conclusion

From research finding, it concludes that:

1. The correlation between grammar mastery and translation ability on report text show a significant or positive correlation which students who are good in grammar mastery linear to their translation ability. It is proved by  $r_{\text{count}} > r_{\text{table}}$  ( $0.590 > 0.463$ ) and the significant (2-tailed) is  $0.000 < 0.05$ . It means mastering grammar at students Indonesia - English Translation at the seventh semester in academic year 2017/2018 significantly influences translation ability on report text which is the alternative hypothesis is accepted.
2. The correlation between vocabulary size and translation ability on report text show the significant or positive correlation which students who know a lot vocabulary size linear to the quality of their translation. It is proved by  $r_{\text{count}} > r_{\text{table}} = 0.395 > 0.361$ . Also, the significant (2-tailed) is  $0.025 < 0.05$ . It means the alternative hypothesis of vocabulary size and translation ability at

students Indonesia - English Translation in academic year 2017/2018 is accepted.

3. The correlation among grammar mastery and vocabulary size toward translation ability on report text show the significant or positive correlation.

The students who are good in grammar mastery and a lot of vocabulary size linear to their quality of translation ability. It is proved by the statistic data of value range of 0.604 (moderate correlation), Significant F Change  $0.001 < 0.05$ , and the contribution of grammar and vocabulary size delivers 36.5%. Thus, there are significant correlation among grammar mastery and vocabulary size toward translation ability on report at students Indonesia - English Translation in academic year 2017/2018, which is the alternative hypothesis is accepted.

## **B. Suggestion**

According to the result of this research, which are grammar mastery and vocabulary size have correlation toward translation ability. The result of each students in grammar, vocabulary, and translation test have variance. Some of them get good score, and the others are bad score. In this case, almost all students translation test get bad score. The researcher believed that lack of focused on tense used and verb transformation affects the translation of students. To have better translation ability in the next, the researcher suggest to the students, teachers, and next researcher.

1. The Teacher or Lecturer

To the teacher or lecturer, the researcher suggest that the result of the study be able to hand in improving teaching and learning with variation of teaching at grammar mastery, especially at tense used. Then upgrading the vocabulary size, especially at synonym, and variation of words. The last is translate the text repeatedly for practicing the grammar mastery and vocabulary size.

## 2. The Students

The researcher hope that students always upgrade and focuses on grammar lesson. The students be able to request the learning method to make them comprehend well. Also, the students be able to use the vocabulary to make words more familiar. Both of them will be easier in transferring one language to another language.

## 3. The Next Researcher

To the next researcher, the result can improve the quality teaching, learning, and supporting students process. Also, explore another factor of learning the language that will be useful to others. It may be the translation ability that concerns the writing skill or the students' difficulties in translation. Hopefully, this researcher can be the reference to the next research.

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