THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND THEIR TRANSLATION ABILITY

Faridah Oktari

English Education Study Program, Department of Language and Art

University of Bengkulu

foktari@gmail.com

Mukhrizal

English Education Study Program, Department of Language and Art University of Bengkulu

Arasuli

English Education Study Program, Department of Language and Art

University of Bengkulu

arasulimsi@gmail.com

ABSTRACT

This research attempted to investigate the students' grammar mastery, their translation ability, and the correlation between both variables. The research was designed as a quantitative correlational method. The population was 79 sixth semester students of English Education Study Program of Bengkulu University in the academic year 2018/2019. The samples were 40 students. The instruments used to collecting the data were grammar test and translation test. The collected data were analyzed by Pearson Product Moment Formula using Statistical Package for Social Sciences (SPSS) software version 16.0. The results of this research showed: 1. Majority of the student (77.5%) had poor grammar mastery. 2. Majority of the students (82.45%) had inadequate translation ability. 3. There is a correlation between students' grammar mastery and their translation ability (the correlation coefficient is 0.797). Therefore, it was concluded that the students' grammar mastery contributed significantly to their translation ability. Lastly, it was suggested that English Education Study Program should add semester credit units (SKS) of the grammar and translation subjects in order to improve the students' grammar mastery and translation ability.

Keywords: Correlation, Students' Grammar Mastery, Students' Translation Ability

INTRODUCTION

Translation is the process of interpreting one language into another language. According to Brislin (1976) translation is a general term referring to the transfer of thoughts and ideas from one language to another, whether the language is in written or oral form, whether the languages have established orthographies or not, or whether one or both languages is based on signs, as with signs of the deaf. It means that translation is important to connect the two different languages by contributing source language into target language in order to produce the information in the source language become acceptable and understandable. This matter makes the English students should have the translation ability to avoid misunderstanding of meaning when translating the source language into the target language.

However, translation is not an easy job that can be done by anyone. One of the problems in translation is every language has their own rule and system. It means that when the English students translate the language to another language, they have to know the grammatical of the target language. It is because the differences of grammatical system between source language and target language may result in translation changes. Moentaha (2006) said that the difficulty in translation is the difference in the grammatical system of both languages, English and Indonesia. This statement shows that in process of translation there is a stage where the translator should analyze a text in terms of grammatical relationship.

In English education study program of Bengkulu University, there are some subjects about grammar which divided into Structure 1, Structure 2, and Structure 3. Those subjects are useful to help the students to learn about the grammatical system of the language, such as words, phrases, clauses, sentences, tenses, and so on. Those are the part of grammar that can be used in the translation process. Unfortunately, when the researchers' did the preliminary observation at 27[Th] February 2018 in sixth semester students of English education study program that have done with ten students, most of them said that they have the difficulties in translation process. They specifically had the difficulties in translating Indonesian text into English. It is due to their lack of knowledge about vocabulary and grammar such as phrases, tenses, sentence patterns and so on. They will more easily when they know more vocabularies and master in grammar, especially in using the tenses of the text.

There are some researchers that have conducted the similar research. One of them is Andayani (2017) who conducted the research entitled "The Correlation between Sixth Semester Students' Grammar Mastery and Translation Ability of English Department of IAIN Tulungagung in Academic Year 2016/2017." The result of her research is that there is significant correlation between sixth semester students' grammar mastery and translation ability of English Department of IAIN Tulungagung with the value of 0.665 indicated positive relationship between both variables. Nevertheless, in her research, she only focuses in translating English text into Indonesian. That is make the researcher interested in doing the same research but focuses in translating Indonesian text into English. The researcher also wants to know how the students' grammar mastery is and how the students' translation ability is at the sixth semester students of Bengkulu University.

According to the previous study above the correlation of students grammar mastery and their translation ability could be positive or negative and significant or not significant based on different sample, environment, and instrument of the research. Thus the researcher wants to conduct the research entitled "The Correlation between Students' Grammar Mastery and Their Translation Ability (A Study on Sixth Semester Student of English Education Study Program of Bengkulu University in the Academic Year 2018/2019)". The reasons are the researcher wants to know the students' grammar mastery and the students' translation ability is good or not. Then the researcher wants to know if there is any positive correlation between student grammar mastery and their translation ability in the sixth semester students of English education study program of Bengkulu University. Moreover, this reason is strengthened by Nida's opinion. Nida (1982) said that in process of translating there is a stage where the translator should analyze the grammatical relationship and the meanings of the words and combinations of words.

METHOD

This research was quantitative research, while the design was correlational research. According to Ary (2010) quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting. While the correlational research is a study that involves collecting data to determine whether, and to what degree a

relationship exists between two or more quantifiable variables. Creswell (2012) said that correlational research are quantitative designs in which investigators use a correlation statistical technique to describe and measure the degree of association between two or more variables or sets of scores.

In this research, the researcher wanted to know the students' grammar mastery, the students' translation ability, and to know whether the correlation between two or more variables really exists or not. The result would be positive or negative. If the result was positive it means that there is significant correlation between students' grammar mastery and their translation ability. If the result was negative it means there is negative significant correlation between students' grammar mastery and their translation ability. Therefore the correlational design was appropriate to answer the research questions in this study.

Moreover, The population of this research was the sixth semester students in English education study program of Bengkulu University in the acedemic year 2018/2019 that consists of two classes. Class A consists of 38 students. Class B consists of 40 students. Thus, the total was 78 students. The researcher chose that population because the students in sixth semester of English education study program have studied Structure 1 in second semester, Structure 2 in third semester, Structure 3 in fourth semester, Approaches in Translation in fourth semester, and Procedure of Translation/Interpretation in fifth semester. Spesifically, the researcher took 50% from the total of population, so the total sample were 40 students.

The instruments of this research were grammar test and translation test. Grammar test consisted of 40 items. The items were taken from The TOEFL of Longman. The test was multiple choices. In number one to fifteen of the test were about incomplete sentence, so the students chose the words or phrases that best to complete the sentence. In number sixteen to forty of the tests the students should identify the one underlined word or phrase that must be changed in order for the sentence to be correct. The assessment of this test was to consider the correct answer. If each items correctly answered, so the students obtained the score of 100 with formula the number of correct answers multiplied by the criteria of grammar test adopted from Samad (2016). Whereas, the translation test was a single paragraph of Indonesian text that should be translated to English. The translation test adopted from Fitria's study (2011) and to

analyze the translation test, the researcher adopted the criteria of the translation by Machali (2000).

Furthermore, to analyze the correlational data, the researcher used Pearson Product Moment. The result got from calculating (r_{count}) compared to (r_{table} with the level significance 5%) in order to know the hypothesis is accepted or not. If the $r_{count >} r_{table}$ the hypothesis was accepted, while if the $r_{count <} r_{table}$ the hypothesis was rejected. Afterwards, the correlation coefficient measured of correlation strength, and it range from -1.00 to +1.00. According to Nunan (1992), there are three possible result of correlational study. Those are positive correlation, negative correlation and no correlation. Positive correlation is when both variables improve or decrease at the same time. A correlation coefficient close to 1.00 indicates a strong positive correlation. Perfect positive correlation would result in a source of 1. Negative correlation is when the amount of one variable improves the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation. Perfect positive correlation would result in -1. No correlation indicates that there is no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

FINDINGS AND DISCUSSION

According to the table 1, the highest score of students' grammar mastery test in the range 76-85 in which good categorization only 2 students. Then, in the next categorization is fairly good, there are only 2 students who get the score in this category. Next, there are 5 students in the range 56-65 which belong to fair categorization. Meanwhile, the biggest percentage 52.5% with the number of frequency 21 students, belong to poor categorization. It means that most of students get score in the range 36-55 which is categorized as poor of grammar. Next, there are 10 students in the range 0-35 which belonged in very poor categorization. In this calculation, no one got excellent (96-100) and very good (86-95).

Table 1. The Percentage of Students' Grammar Mastery Score

Categories	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	2	5.0%
Fairly Good	66-75	2	5.0%
Fair	56-65	5	12.5%

Poor	36-55	21	52.5%
Very Poor	0-35	10	25%
Total		**40**	**100%**

Table 2. Students' Translation Score

Categories	scores	Frequencies	Percentages
Almost perfect translation	86-90	-	-
Very good translation	80-85	-	-
Good translation	75-79	7	17.5%
Adequate translation	70-74	15	37.45%
Inadequate translation	65-69	18	45%

According to the table 2, the highest score of students' translation test in the range 75-79 in which good translation, there are 7 students. Then, the biggest percentage 45% with the number of frequency 18 students belonged to inadequate translation. Meanwhile, there are 15 students in the range 70-74 which belonged to adequate translation. In this calculation, no one get almost perfect (86-90) and very good (80-85).

Table 3. The Correlation between Students' Grammar Mastery and Their Translation Ability

		GRAMMAR	TRANSLATION
GRAMMAR (X)	Pearson Correlation	1	.797**
	Sig. (2-tailed)		.000
	N	40	40
TRANSLATION (Y)	Pearson Correlation	.797**	1
	Sig. (2-tailed)	.000	
	N	40	40

According to the table 3, it showed that r_{count} (0.797) > r_{table} (0.264). Thus, the hypothesis which said "There is significant correlation between students' grammar mastery and their ability to translate Indonesian text into English at the sixth semester student of English education study program of Bengkulu University in the academic year 2018/2019" was accepted. Then, the significant value (P) 0.000 < alpha value (0.05), it means the variable was reliable. Moreover, the coefficient correlation was 0.797 which is close to 1.00. It indicates a strong positive correlation between students' grammar mastery and their translation ability.

Based on the results, it could be concluded that the students' grammar mastery and their translation ability at the sixth semester of English Education Study Program of Bengkulu University is poor. It means that grammar was one factor which affected the translation process. It supposed that the students should be mastered in grammar first in order to make good translation because the difficulty in translation is the difference in the grammatical system of both languages, English and Indonesia (Moentaha, 2006).

Accordingly, the grammar mastery and translation ability have the significant correlation. This statement expected that if the students master in grammar, so they would be better in making good translation and vice versa. It could be caused that the translation problem stood up nearly all the times by interpretes, namely grammatical and lexical (Ghazala, 1995). It also presumed that the students' still have lack knowledge of vocabulary, sentence patterns, and tenses. It was due to in the result of grammar tests many students mistakenly completed the correct sentence and analyzed the grammar errors in the sentence.

This result supported the research of Andayani (2017). She studied "The Correlation between Sixth Semester Students' Grammar Mastery and Translation Ability of English Department at IAIN Tulungagung in Academic Year 2016/2017. The result of the grammar mastery and translation ability there is a correlation between both variables. This results same with this research. However, in the results of grammar test in translation test were different with the results of this research. In her research, the samples translated the English text into Indonesian. So, the result showed that the grammar mastery of students was fairly good categorization, also the translation ability was fairly good categorization. That statement was different from this research which results stated that the students' grammar mastery was poor, and the students' translation

ability was inadequate. It was due to in this research, the samples translated the Indonesian text into English.

Based on the explanation above, the researcher concluded some reasons why the students' grammar mastery and their translation ability were poor. First, it happened probably because the students lack of knowledge of vocabulary, so they have difficulties to translate the text. Second, it probably caused that the students' lack of knowledge about sentence patterns so that they have difficulties in arranged the text. Third, it might be caused the students' lack of knowledge about tenses. It was due to in Indonesian language there was no tenses, but in English there was tenses so they still confused what tenses that they should used when they were translated the Indonesian text into English.

CONCLUSIONS

Based on the results of the research, the researcher concludes that the students' grammar mastery is in poor category and the students' translation ability is inadequate category. Then there is correlation between students' grammar mastery and their translation ability of the sixth semester students of English Education Study Program of Bengkulu University in academic year 2018/2019. The correlation is strong with the correlation coefficient is 0.797, so the hypothesis is accepted. Thus the students' grammar mastery contributes significantly to the translation ability. It means if the students have good mastery in grammar, so it can be predicted that they are good in translation, but when they are not good in grammar, it can be predicted that their ability in translating is not good either.

Based on the research results, the researcher would like to give some suggestions. First, for the English Education Study Program of Bengkulu University. This research is expected to be used as a reference so that the unit credit semester (SKS) of the grammar and translation subjects in English Education Study Program should be added. Therefore the students can learn more about grammar and translation in order to improve their grammar and translation ability. Second, for the lecturer It is expected that the lecturer should improve language learning and teaching activities in teaching grammar and translation. Third, for the further researcher. The further researcher can try to conduct this research in different subject. Also they could conduct the research not

only focus to know the correlation, but also to know the students' difficulties in grammar and translation.

REFERENCES

Andayani, Triska Yuni. (2017). *The Correlation between Students' Grammar Mastery and Their Ability in Arranging Jumbled Words into Good Sentences.* Unpublished Thesis. Tulungagung: State Islamic Institute (IAIN) Tulungagung.

Ary, Donald. Et al. (2010). *Introduction to Research in Education*. Eight Edition. Canada: Nelson Education.

Brislin, R.W. (1976). *Translation: Application and Research*. New York: Garner Press.

Creswell, John W. (2012). *Educatinal Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.

Fitria. 2011. *The Correlation between Students' Grammatical Abality and Translating Skill (A Survey at Seventh Semester of English Letters Department State Islamic University Syarif Hidayatullah Jakarta*. Unpublished Thesis. Jakarta: State Islamic University Syarif Hidayatullah Jakarta.

Ghazala, H. (1995). *Translation as Problems and Solutions*. Valletta : ELGA publication.

Machali, Rochaya. (2000). *Pedoman Bagi Penerjemah*. Jakarta: Grasindo.

Moentaha, Salihen. (2006). *Bahasa dan Terjemahan (Language and Translation, The New Millenium Publication).* Jakarta: Kesaint Blanc.

Nida, E.A. and Taber. (1982). *The Theory and Practice of Translation*. Netherland: E.J. Brill, Leiden.

Nunan, David. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Samad, Farida. (2016). *The Correlation between Grammar Mastery and Translation Ability at Seventh Semester Students of English Education Study Program Khairun University of Ternate.* Unpublished Thesis. Ternate: Khairun University of Ternate.