THE CORRELATION BETWEEN GRAMMAR MASTERY AND TRANSLATION ABILITY AT SEVENTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM, KHAIRUN UNIVERSITY OF TERNATE

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan tata bahasa dan kemampuan menerjemah kanteks Bahasa Indonesia ke Bahasa Inggris mahasiswa semester VII, program studi Pendidikan Bahasa Inggris, Universitas Khairun Ternate. Populasi dari penelitian ini adalah seluruh mahasiswa semester VII program studi Pendidikan Bahasa Inggris tahun akademik 2014-2015.Sampel dalam penelitian ini berjumlah 30 responden yang diambil dengan menggunakan teknik stratified random sampling. Penelitian ini menggunakan metode penelitian kuantitatif deskriptif dengan teknik Pearson's r correlation coefficients untuk menganalis data. Data dalam penelitian ini diperoleh melalui tes, yaitu 30 soal pilihan ganda dan 1 teksBahasa Indonesia yang harus diterjemahkan ke dalam Bahasa Inggris.Melalui penelitian ini, ditemukan bahwa koefisien korelasi antara penguasaan tata bahasa dan kemampuan menerjemahkan adalah 0.59; sementara dalam tabel Pearson's Product Moment dengan degree of significance 5% dan sampel 30, koefisien korelasinya adalah 0.374. Hal ini berarti bahwa koefisien korelasi 0.59 signifikan dan dapat digunakan untuk menolak hipotesis nol karena $r_{xy} > r_t = 0.59 > 0.374$. Dengan kata lain, hipotesis alternatif yang menyatakan bahwa terdapat hubungan yang signifikan antara penguasaan tata bahasa dan kemampuan menerjemahkan diterima. Saran dari penelitianini adalah dalam mengembangkan kemampuan menerjemahkan, mahasiswa program studi pendidikan Bahasa Inggris harus memberi perhatian lebih terhadap penggunaan tata bahasa. Kemudian, mahasiswa disarankan untuk meningkatkan kemampuan dalam penguasaan tata bahasa untuk mengembangkan kemampuan menerjemahkan mereka.

***Kata kunci** : terjemahan, tata bahasa*

INTRODUCTION

Learning English is one of the best decisions for someone in order to improve their communication skills. People in some countries speak English as a second language and use the language for daily communication. Today, English is the official language of business communications in most countries. No one can deny the impact of globalization on society and business. It has truly changed the way we communicate with people all over the world. In learning English, besides four language skill (reading, writing, speaking, listening), translation also becomes one of the important thing that could not be neglected because it needed to understand what people express and say. The person who do translate named translator. As a translator, she/he has to master all skill of language. Besides mastering the four language skills, a translator has to pay attention on basic components such as vocabulary, pronunciation and grammar because those are needed in the work of translation and contributes the translation result.Grammar is one of language component that very important to learn. Without grammar a language learner will not be able to communicate and always misunderstand each other. We know that language and grammar cannot be separated. It means that if someone can speak a language, he or she must understand the language grammar. On the other hand, if someone does not understand about grammar he or she will be confused in receiving the message or in speaking. Translator as a language learner has to understand about grammar as well because all language skills of a translator are needed in the work of translation. When rendering a text, translator requires the understanding about procedure of rendering namely analysis, transfer and reconstructing. In those three procedures, there is a stage where a translator should

analyze a text in terms of grammatical relationship. That's why a translator should understand about grammar.

> "… system of translation consist of a more elaborate procedure comprising three stages : (1) analysis, in which the surface structure (*i.e.,* the message as given in language A) is analyzed in terms of (a) the grammatical relationship and (b) the meaning of the words and combination words, (2) transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B, and (3) reconstructing, in which the transferred material is reconstructed in order to make the final message fully acceptable in the receptor language."[1]

The source language is the language of the original text you're translating. The target language is the language you are translating into.Translator has to master the grammar of both language. Based on the researchers' interview with some friends in seventh semester, most of the students who be able to translate correctly are those who have a good understanding about grammar.Seventh semester students of English Education Study Programe, who has been studying about Translation I in fifth semester and Translation II in sixth semester are expected to have good translation ability because they also have studied about Structure I until Stucture IV from first semester till fourth semester.This research is carried out to know how the correlation between grammar mastery and translation ability at Seventh semester students' of English Department, University of Khairun Ternate.

1.   Translation: Meaning and Methods

Translation, as a process is always uni-directional. It is always performed in a given direction 'from' a Source Language (henceforth abrivated as SL) 'into' a Target Language (TL). It also stated by Nida and Taber that translation consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.[2]According to Latif, translation is a text resulted by a process of translating operation performed on languages.[3]

Among modern translation theorists whose translation methods are very influential in Indonesia is Peter Newmark. He classifies the translation method into two kinds : semantic and communicative translations which subdivides further into eight methods as shown in the following V diagram[4]

SL Emphasis	**TL Emphasis**
Word for word translation	*Adaptation*
Literal Translation	*Free translation*
Faithful translation	*Idiomatic translation*
Semantic translation	*Communicative translation*

[1]Nida, Eugene A. and Charles R. Taber. 1982. *The Theory and Practice of Translation.* Leiden; E. J Brill

[2]Nida, Eugene A. and Charles R. Taber. 1982. *The Theory and Practice of Translation.* Leiden; E. J Brill (page 12)

[3]Latif, Taib. 2000. *A Students' Guide for Translating*. Internally used in Faculty of Teachers Training and Education, Khairun Univeristy, Ternate (page 4)

[4]Newmark, Peter. 1988.*A Textbook of Translation.*London : Longman

SL Emphasis

Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.

Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.

Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

Semantic translation: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.

TL Emphasis

Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

Free translation: it produces the TL text without the style, form, or content of the original.

Idiomatic translation: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Translation Procedure

Nida and Taber (1982) believes that translation generally proceeds in the following phases: (1) analysis, in which the surface structure (*i.e.,* the message as given in language A) is analyzed in terms of (a) the grammatical relationships and (b) the meanings of the words and combinations of words, (2) transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B, and (3) restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language. In the first phase, analysis of the source text, the goal is to determine the message intends to convey. This phase involves not onlyrecognizing the words and the meaning and its relationship between them, but also grasping the meaning that underlies the words and understanding exactly what is being referred to. The second phase involves transferring the source text message into target language. Some people will say that the product of this phase is the end of the process but actually this is still far from

being perfect from the point of view of both accuracy of content and of appropriateness of style. The following are the different translation procedures that proposes[5]:

a. *Transference*: it is the process of transferring an SL word to a TL text.

b. *Naturalization*: it adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL.

c. *Cultural equivalent*: it means replacing a cultural word in the SL with a TL one. however, "they are not accurate"

d. *Functional equivalent*: it requires the use of a culture-neutral word.

e. *Descriptive equivalent*: in this procedure the meaning of the CBT is explained in several words.

f. *Componential analysis*: it means "comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components."

g. *Synonymy*: it is a "near TL equivalent." Here economy trumps accuracy.

h. *Through-translation*: it is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation.

i. *Shifts or transpositions*: it involves a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth.

j. *Modulation*: it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective.

k. *Recognized translation*: it occurs when the translator "normally uses the official or the generally accepted translation of any institutional term."

l. *Compensation*: it occurs when loss of meaning in one part of a sentence is compensated in another part.

m. *Paraphrase*: in this procedure the meaning of the CBT is explained. Here the explanation is much more detailed than that of *descriptive equivalent.*

n. *Couplets*: it occurs when the translator combines two different procedures.

o. *Notes*: notes are additional information in a translation.

2. Grammar : definition

"Grammar is a set of rules by which people speak or write. These rules are not always understood consciously, and if you asked people what the rules of English grammar were, they would probably offer one or two or say they did not know. The reason is that rules we refer to are those that hardly anyone ever thinks about but which low people to use their language easily and naturally most of the time."[6]

The statement indicates that grammar is a set of rules derived from language rules that most of its native speaker rarely care about. However, theses enable them to communicate each other without creating misunderstanding and misinterpretation. They commonly do not realize, that when they express themselves through writing or speaking,

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[5]Newmark, Peter. 1988.*A Textbook of Translation.*London : Longman

[6] J Cook and Suter W. 1980. *The Scope of Grammar.*Newyork: McGraw-Hill

what they write or speak have patterns and they keep subconsciously applying the patterns in their communication.

In this research, the assessment of grammar ability is based on the mastery of grammar aspect of English course only. The study of grammar in English is often subdivided into syntax and morphology, the former dealing with the structure sentences, and latter with the structure of words.

a) Words

Words are the smallest free forms found in language. "Free" means it can be stand by itself.[7]

The sentence may be further divided according to the function each word has in te subject-predicate relationship. Each of these function is classified as different part of speech. The words that form the central core of the sentence–around which all the other words "cluster"–are the parts of speech known as nouns (or pronouns) and verbs; the words that modify the central core words are the parts of speech called adjectives and adverbs; the words that show a particular kind of connecting relationship between these four parts of speech are called preposition and conjunctions.[8]

Frank also stated that the central core of a sentence, the part is absolutely necessary for a complete sentence, consists of the most important word in the subject (often called the "simple subject") plus either:

1. A *predicating* word, which expresses action or some other kind of event. This word is frequently followed by another word that completes the predication (called an *object*).
   The boy threw the ball into the water

	BOY	THREW	BALL
Central core	(subject)	(predicating word)	(object)

2. A linking word, which expresses state or condition. This linking word is always followed by another word which makes the actual predication (called a *subjective complement*).
   Mary is a pretty girl

	MARY	IS	GIRL
Central core	(subject)	(linking word)	(subjective complement)

b) Phrase

A phrase is a group of words without both a subject and predicate. Phrases combine words into a larger unit that can function as a sentence element. For example, a participial phrase can include adjectives, nouns, prepositions and adverbs; as a single

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[7]DeCapua, A. (2008). *Grammar for Teachers.* New York: Springer.

[8]Frank, Marcella. 1972. Modern English: A Practical Reference Guide. New Jersey: Prentice Hall Inc.

unit, however, it functions as one big adjective modifying a noun (or noun phrase). The following types of noun are[9].

1) <u>Noun Phrase</u> - "*The crazy old lady in the park* feeds the pigeons every day." A noun phrase consists of a <u>noun</u> and all of its modifiers, which can include other phrases (like the prepositional phrase *in the park*).

2) <u>Appositive Phrase</u> – "Bob, *my best friend*, works here" or "My best friend *Bob* works here." An appositive (single word, phrase, or clause) renames another noun, not technically modifying it.

3) <u>Gerund Phrase</u> - "I love *baking cakes*." A gerund phrase is just a noun phrase with a <u>gerund</u> as its <u>head</u>.

4) <u>Infinitive Phrase</u> – "I love *to bake cakes*." An infinitive phrase is a noun phrase with an <u>infinitive</u> as its head. Unlike the other noun phrases, however, an infinitive phrase can also function as an adjective or an adverb.

5) <u>Verb Phrase</u> – The verb phrase can refer to the whole predicate of a sentence (I *was watching my favorite show yesterday*) or just the <u>verb</u> or <u>verb group</u> (*was watching*).

6) <u>Adverbial Phrase</u> – The <u>adverbial</u> phrase also has two definitions; some say it's a group of adverbs (*very quickly*), while others say it's any phrase (usually a prepositional phrase) that acts as an <u>adverb</u>.

7) <u>Adjectival Phrase</u> – As with adverbial phrases, adjectival phrases can either refer to a group of adjectives (*full of toys*) or any phrase (like a participial or prepositional phrase) that acts as an <u>adjective</u>.

8) <u>Participial Phrase</u> – "*Crushed to pieces by a sledgehammer*, the computer no longer worked" or "I think the guy *sitting over there* likes you." A participial phrase has a past or present <u>participle</u> as its head. Participial phrases always function as adjectives.

9) <u>Prepositional Phrase</u> – "The food *on the table* looked delicious." A prepositional phrase, which has a <u>preposition</u> as its head, can function as an adjective, adverb, or even as a noun.

10) <u>Absolute Phrase</u> – "*My cake finally baking in the oven*, I was free to rest for thirty minutes." Unlike participial phrases, absolute phrases have subjects and modify the entire sentence, not one noun. Almost a <u>clause</u>, the absolute phrase can include every sentence element except a <u>finite verb</u>. For example, "*My cake finally baking in the oven*" would be its own sentence if you just added one finite verb: "My cake *was* finally baking in the oven."

c) Sentences

A sentence is a sequence of selected syntactic items combined into a unit in accordance with certain patterns of arrangement, modification, and intonation in any given language (Lehmann in (Srijono, 2001))

1. Sentence patterns

English sentence has many variations that sometimes difficult to understand by those who are just learning English. Therefore, the introduction of the patterns of English sentences should be applied to those who want to learn English.

All sentences in the English language fall into ten patterns determined by the presence and functions of nouns, verbs, adjectives, and adverbs.

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[9]LearningNerd.*http://learningnerd.wordpress.com*. accessed on June 3, 2013

The patterns are most easily classified according to the type of verb used[10]:

Verb of being patterns (1, 2, 3) use a form of the verb *to be* as the main verb in the sentence.

is   are   was   were   has been   have been   had been

Linking verb patterns (4, 5) use one of the linking verbs as the main verb in the sentence. The linking verb is followed by a noun or adjective functioning as a subjective complement.

smell   taste   look   feel   seem   become   appear   grow

Action verb patterns (6, 7, 8, 9, 10) use one of the many action verbs as the main verb in the sentence. The action verb may be either transitive (take a direct object) or intransitive (not take a direct object).

see   jump   embrace   write   imagine   buy   plummet   think **etc.**

**Terms** used to identify various parts of each sentence pattern include the following:
1) NP = noun phrase. This abbreviation refers to a headword noun and its modifiers ("noun phrase") functioning as a subject, direct object, indirect object, subjective complement, or objective complement.
2) NP1, NP2, NP3, etc. = designations for different noun phrase functionsNumbers in sequential order are used with each NP to designate its difference from or similarity to other NPs before and after it.
3) V-be = verb of being
4) LV = linking verb
5) V-int = intransitive verb
6) V-tr = transitive verb
7) ADV/TP = adverbial of time or place
8) ADJ = adjective

THE TEN SENTENCE PATTERNS

1. *NP1 + V-be + ADV/TP*
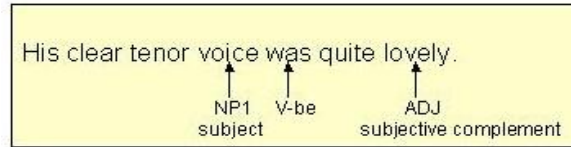The verb of being is followed by an adverb indicating where or when.

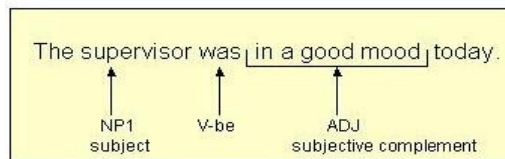*The adverbial indicating where or when may be a prepositional phrase.*

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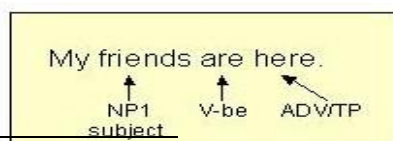
[10]Online Writing Support http://www.towson.edu/ows/sentpatt.htm accessed on June 3, 2013

2. **NP1 + V-be + ADJ**

The verb of being is followed by an adjective that functions as the subjective complement.
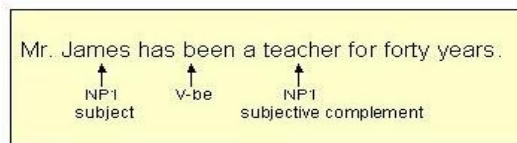

The adjectival functioning as the subjective complement may be a prepositional phrase.
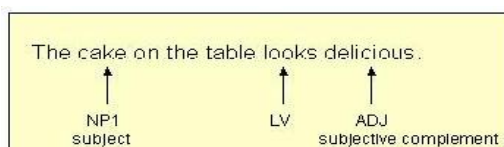

3. **NP1 + V-be + NP1**

The verb of being is followed by a noun that functions as the subjective complement.

Note: The second NP receives the same numerical designation as the first NP because the second NP, the subjective complement, is the same as the subject (Mr. James = teacher).

4. **NP1 + LV + ADJ**

he linking verb is followed by an adjective functioning as a subjective complement.

The adjectival functioning as the subjective complement may be a prepositional phrase.

5. NP1 + LV + NP1

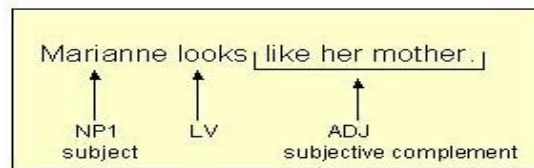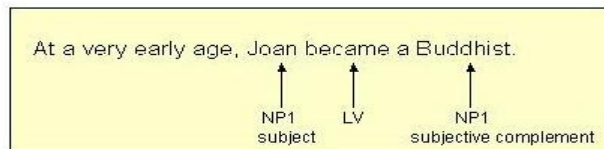The linking verb is followed by a noun functioning as a subjective complement.

Note: The second NP receives the same numerical designation as the first NP because the second NP, the subjective complement, is the same as the subject (Joan =
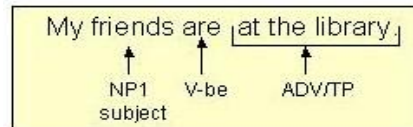
Buddhist).

6. NP1 + V-int

The action verb takes no direct object.

Even if the action verb is followed by a prepositional phrase, the verb is still intransitive as long as it does not take a direct object.

In a few weeks my cousin will arrive with my uncle.

NP1
subject

V-int

7. **NP1 + V-tr + NP2**

The action verb is followed by a direct object.

The archer shot an arrow into the target.

NP1
subject

V-tr

NP2
direct object

Note: The second NP, the direct object, receives a different numerical designation (NP2) because it is not the same as the subject (NP1).

8. **NP1 + V-tr + NP2 + NP3**

The action verb is followed by an indirect object and then a direct object.

Smithers gave the employees a raise.

NP1
subject

V-tr

NP2
indirect object

NP3
direct object

Note: The indirect object and the direct object each receive a new numerical designation because each is different from the other and both are different from the subject.

9. **NP1 + V-tr + NP2 + ADJ**

The action verb is followed by a direct object. The direct object is followed by an adjective functioning as an objective complement.

The jury found the defendant guilty.

NP1
subject

NP2
direct object

ADJ
objective complement

Note: The second NP, the direct object, receives a different numerical designation (NP2) because it is not the same as the subject (NP1).

10. **NP1 + V-tr + NP2 + NP2**
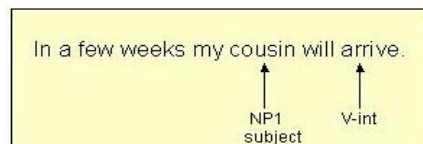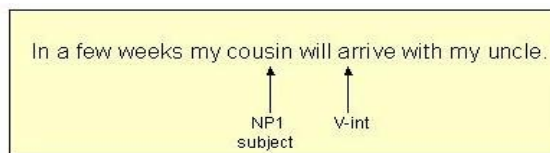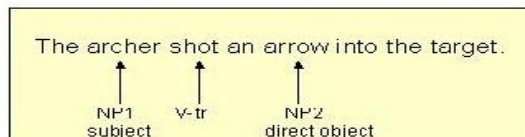
The action verb is followed by a direct object. The direct object is followed by a noun functioning as an objective complement.
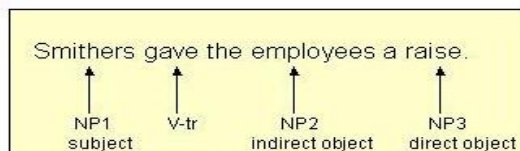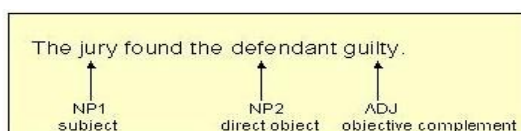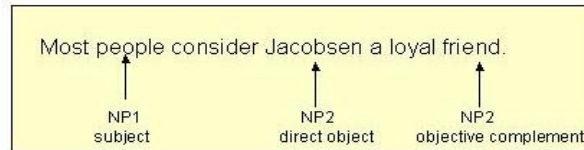

Note: The second NP, the direct object, receives a different numerical designation (NP2) because it is not the same as the subject (NP1). The third NP, the objective complement, receives the same numerical designation as the direct object (NP2) because it is the same as the direct object (Jacobsen = friend).

2. **Sentence Types**

Sentence patterns are the basis to form a sentence, which can form a simple sentence, compound sentence, complex sentence, or compound complex sentence.

- **Simple sentence**

  A simple sentence consists of an independent clause, so it contains a subject and a verb. It does not contain either a dependent clause or another simple sentence. Examples of simple sentences –

  The dog barked

  Tom reads newspapers

- **Compound sentence**

  A compound sentence consists of two or more simple sentences joined by

  (1) a comma followed by a coordinating conjunction (and, but, or, nor, for, yet, so):

  The dog barked, and the at yowled.

  (2) a semicolon: *The dog barked; the cat yowled.*

  (3) a comma, but only when the simple sentences are being treated as items in a series: *The dog barked, the cat yowled, and the rabbit chewed.*

- **Complex sentence**

  A complex sentence consists of a combination of an independent clause and a dependent clause.

  The dog that was in the street howled loudly

- **Compound complex sentence**

  A compound complex sentence consists of a combination of a compound sentence and a complex sentence.

  As the dog howled, one cat sat on the fence, and the other licked its paws

RESEARCH METHOD

1. Research Design

The correlation design was applied to analyze the correlation between grammar mastery and translation ability. Correlation design entangled collecting data in order to determine whether there is a correlation and degree of correlation or not between two or more variable and establish whether it's strong or weak the variable's correlation.

2. Population and Sample

The population was the seventh semester students of Khairun University academic year 2014-2015. These students are chosen as the population since they are considered to have learnt about Translation and English Structure subjects. There are three classes namely VII A, VII B and VII C. The total number of the population was 74 students. To select the sample size used stratified random sampling. 10 students were taken for each class.So the total number of the sample was 30 students.

3. Research Instrument

The instrument used was test. There are two kinds of test test namely grammar test and translation test. The grammar test consisted of 30 items of multiple choices. The assessment of the test was by considering the correct answer. If each item answered correctly, the students obtained 100 for the score. Then, translation test. This test applied to test the ability to translate text in essay form. There was a paragraph of Indonesian text that should be translated into English. The assessment of the test was based on the accuracy of transferring messages from SL (English) to TL (Indonesian) including the accuracy of grammatical aspect. Moreover, the criteria of the assessment according to Hartono[11] of the test are :

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

[11]Hartono, Rudi. 2009. *TeoriPenerjemahan*. Semarang: Cipta Prima Nusantara Semarang

4. Data Collection Technique

In the process of collecting data, some steps used as follows:

a. Translation test

The students was given an Indonesian text. They should translate it into English. They translated the text with certain time.

b. Grammar test

The test of grammar was given to the students.The assessment of the test is by considering the correct answer. If each item answered correctly, the students got 100.

5. Data Analysis Technique

The tool to analyze the data used product moment correlation. The stages of product moment correlation are:

a. Calculate of correlation score with formula:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n.\sum x^2 - (\sum x)^2\}\{n.\sum y^2 - (\sum y)^2\}}} \quad \text{(Riduwan, 2010)}$$

N = the total subject
$\sum xy$ = the total multiplication of x and y
$\sum x^2$ = the total multiplication of x after quadrate
$\sum y^2$ = the total multiplication of y after quadrate
x = the total score of respondent (translation ability)
y = the total score of respondent (grammar mastery)

b. Test significant coefficient correlation

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

Criteria :

If $t_{count} \geq t_{table}$, so there is significant correlation between grammar mastery and translation ability.

If $t_{count} \leq t_{table}$, so there is no significant correlation between grammar mastery and translation ability

With the level of significant 5% with degree of freedom (DF=N–2). The result of calculation (correlation coefficient) interpreted in terms of the following criteria as stated by Riduwan (2010)

Interpretation Coefficient Correlation

Interval Coefficient	Correlation Level
0.00 – 0.199	Very Low Correlation
0.20 – 0.399	Low Correlation
0.40 – 0.599	Moderate Correlation
0.60 – 0.799	High Correlation
0.80 – 1.000	Very High Correlation

For interpreting the correlation above, the researcher will use the terms of the size and share the variance. In the terms of size the relationship between variables may be:

a. Very low correlation, when the coefficient is less than 0.20
b. Low correlation, when the coefficient is more than 0.20 and less than 0.40
c. Moderate correlation, when the coefficient is more than 0.40 and less than 0.60
d. High correlation, when coefficient is more than 0.60 and less than 0.80
e. Very high correlation, when the coefficient is more than 0.80

Shared variance is the proportion of variable (y) that can be predicted based on the variable (x). This interpretation model can be done by squaring correlation coefficient.From this model, the researcher will indicate the percentage of the relationship between grammar mastery and translation ability.

FINDINGS

The data includes the data of English grammar mastery and translation ability from Bahasa Indonesia into English. Those data are obtained through test followed by 30 respondents. Furthermore, the data of English grammar mastery and translation ability can be seen as follows:

1. The Data of English Grammar Mastery

The following table is data of English grammar mastery. The English grammar's dataare the total scores of students in English grammar mastery test. The scoring is 3.33 for each correct answer and 0 for the wrong answer.

Table 5.1. Classification and Percentage Rate of Grammar Mastery

Classification	Score	Frequency	Percentage %
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	66-75	-	-
Fairly Good	56-65	3	10 %
Fair	36-55	8	26.66 %
Poor	0-35	19	63.33 %
	Total	30	100 %

Table 5.2. The Score of Grammar Mastery Test

No	Subject	Grammar Mastery
1	8	63.33
2	17	63.33
3	7	60
4	14	53.33
5	2	50
6	1	43.33
7	15	43.33
8	3	40
9	16	40
10	26	40

11	12	36.66
12	9	33.33
13	10	33.33
14	27	33.33
15	4	30
16	19	30
17	24	30
18	25	30
19	28	30
20	30	30
21	13	26.66
22	5	26.6
23	18	23.33
24	22	23.33
25	23	23.33
26	6	20
27	11	16.66
28	21	16.66
29	29	10
30	20	6.66

From the table above, it can be seen that there is no student who get excellent (96-100), very good (86-95) and good (66-75). All the students get scores less than 65. There are only 3 students get fairly good (56-65) with percentage 10%, one student get score 60 and the rest 2 students get score 63.33. There are 8 students get score in the range 36-55 (fair) with percentage 26,66%. It can be proved that one student get score 36.66, three students get score 40, two students get score 43.33, one student get score 50 and one student get 53.33. In the lowest range (0-35), there are 19 students on it with percentage 63.33%. There are three students who get 33.33, six students get 30, two students get 26.66, three students get 23.33, one student get 20, two students get 16.66, one student get 10 and one student get 6.66. The lowest score is 6.66 and the highest score is 63.33.

2.   The Data of Translation Ability

The data of translation ability are the total scores of students in translating text ability test from Bahasa Indonesia into English. The range score of this test is 20-90. The data description can be seen in the table below.

Table 5.3. Classification and Percentage Rate of Translation Ability

Classification	Score	Frequency	Percentage %
Very Good Translation	89-90	-	-
Good Translation	76-85	-	-
Adequate Translation	61-75	1	3.33 %
Less Translation	46-60	4	13.33 %
Bad Transaltion	20-45	25	83.33 %
	Total	30	100 %

Table 5.4 The Score of Translation Ability Test

No	Subject	Translation Ability
1	8	65
2	2	60
3	1	58
4	17	55
5	3	50
6	7	45
7	6	40
8	11	40
9	14	40
10	15	40
11	12	35
12	16	35
13	20	35
14	22	35
15	23	35
16	24	35
17	28	35
18	18	30
19	27	30
20	29	30
21	4	25
22	13	25
23	25	25
24	30	25
25	5	20
26	9	20
27	10	20
28	19	20
29	21	20
30	26	20

The table above shows that there are 25 students who have bad translation with percentage 83.33 %, there are 6 students get 20, 4 students get 25, 3 students get 30, 7 students get 35, 4 students get 40 and 1 student get 45. In the range 46-60 (less translation) there are 4 students on it, 1 student get 50, 1 student get 55, 1 student get 58 and 1 student get 60. In adequate translation (61-75), there is only 1 student who get score on that range. The highest score is 65 and the lowest score is 20.If two tables above compared, it can be

seen that there is a correlation between grammar mastery and translation ability because all of them get low score in both grammar mastery test and translation ability test.

Table 5.5. The Result of Grammar Mastery and Translation Ability

Grammar Mastery (X)	Translation Ability (Y)	X^2	Y^2	Coefficient variable (X.Y)
1006.53	1048	1013102.64	1098304	38309,5

The table above shows that students' grammar mastery score is 1006.53, the score of translation ability is 1048, meanwhile the score of X^2 is 1013102.64, the score Y^2 1098304 and the score of coefficient variable (XY) between grammar mastery and translation ability is 38309,5.

a. Pearson Product Moment (r) Value

In order to know whether the correlation between grammar mastery and translation ability is statistically significant, the r test statictical analysis is employing. The result of pearson product moment is r = 0,59.

Table 5.6. Pearson'sProduct Moment (r)

Variable	Product moment value	r-critic
x-y	0.59	0.374

The value of r test is greater than r-critic (0,59> 0.374). It can be stated that there is a moderate correlation between grammar mastery and translation ability.

b. Hypothesis testing

$$N = 30$$
$$X = 1006.53$$
$$Y = 1048$$
$$X^2 = 1013102.64$$
$$Y^2 = 1098304$$
$$XY = 38309.5$$

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

$$rxy = \frac{30(38309.5) - (1006.53)(1048)}{\sqrt{[30(39747.71) - (1006.53)^2][30(41314) - (1048)^2]}}$$

$$rxy = \frac{1149285 - 1054843.4}{\sqrt{[1192431.3 - 1013102,64][1239420 - 1098304]}}$$

$$rxy = \frac{94441.56}{\sqrt{[179328.66][141116]}}$$

$$rxy = \frac{94441.56}{\sqrt{25306143184.56}}$$

$$rxy = \frac{94441.56}{159079.04}$$
$$rxy = 0.59$$

To find out degree of freedom (df) the researcher using the following formula :

Df = N - 2

Df = 30 - 2

Df = 28

Note: Df = Degree of freedom

N = Number of cases

DISCUSSION

Nida and Taber (1982) stated out that translation consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Meanwhile Cook and Suter(1980) stated that grammar is a set of rules by which people speak or write. We can say in English communication, people must have a mastery of its grammar properly. By using the correct grammar, people can speak correctly since they know hoe to use the pattern of the sentence itself. This means that good grammar shows the meaning of language in correct way. Grammar is also needed in translating text. The act of translating does not only translate word by word or sentence by sentence, but also it must translate the entire contents of source language text into the tarhet language. In translating Indonesian text into English, good mastery in grammar will help them to make acceptability of English sentence. In this case, the translator must have grammar mastery of both languages because he/she cannot accurately translate a text without understanding grammar of both languages.

It also found that grammar mastery has a significant contribution to the translation ability. It can be proved by the calculation obtained the value of the r_{xy} is 0.59. The degree of freedom (df) is $30 - 2 = 28$. In the table of significance of 5%, it obtain 0.374. After comparing the value of $r_{xy} = 0.59$ and $r_t = 0.374$, the researcher eventually made the assumption of the hypothesis that r_{xy} is bigger than r_t or $0.59 > 0.374$.

CONCLUSIONS

It can be concluded that (Ha) is accepted and (Ho) is rejected. It can be seen from the result of r_{xy} is 0.59 with the degree of freedom (df) is 28. The result of r_t on the degree of significance of 5 % is 0.374. So, r_{xy} is bigger than $r_t (0.59 > 0.374)$. The calculation means that there is significant correlation between grammar mastery and translation ability. The value 0.59 indicates moderate corelation between grammar mastery and translation ability. The grammar mastery has a significant contribution to the translation ability. Seventh semester students of English Education Study Program will get high score in translation course if they have high score in grammar. Otherwise, students who have lower score in grammar, they will get the lower score in their translation course.

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