

**THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND
THEIR TRANSLATING INDONESIAN INTO ENGLISH ABILITY AT
SEVENTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY
PROGRAM, BALE BANDUNG UNIVERSITY**

Yayu Sri Rahayu, Eka Purwati

ABSTRACT

This paper entitled **The Correlation between Students' Grammar Mastery and Their Translating Indonesian into English Ability**. This research is generally aimed to find out the correlation between students' grammar mastery and their translating Indonesian into English ability done at the seventh semester of English study program of Bale Bandung University in the academic year of 2021. Twenty-eight students were taken as the sample of this research through random sampling technique. This research used grammar test and translation test to know the students' skill in grammar and translating Indonesian into English as a research instrument. The result was analysed by using Pearson Product Moment Correlation and showed that the r value is 0.296. Thus, the r value is between 0.200-0.400 and included into the low category. It means that the degree of correlation is low and positive. The value of t observed is 1.436, the critical value t -table is 2.056 at 26 degrees of freedom and 0.05 level significance of two tails, as the value of the t observed is smaller than the value of t -table $1.436 < 2.056$. Based on the data above, the research concludes that the correlation between students' grammar mastery and their translating Indonesian into English ability done in the seventh semester of English education study program of Bale Bandung University in academic year 2021 is low, positive and not significant. After giving and analysing the result of the instruments, this research finds out that when the students have a minimum level in grammar mastery, it does not mean that they get poor ability in translating Indonesian into English. However, students need to improve their grammar skills because when they translate a text based on its grammar, they will get better results.

Key Words: Correlation, Grammar Mastery, Translating Ability.

INTRODUCTION

Learning a language means learning how to use a language to communicate both in oral form and written form. There are so many kinds of languages in this world that can be mastered by people, one of them is English. English is an international language, in many countries people are taught and encouraged to learn English as a second language.

As some people learn English, they get involved in the learning process of the four skills they have to master namely listening, speaking, reading and writing. Beside those skills, there are several elements in English that students should know such as

grammar, vocabulary, and pronunciation. Grammar is one of the language components that are very important to learn. We know that language and grammar cannot be separated. It means that if people can speak a language, he or she must understand the language grammar. Huddleston & Pullum (2002:4) stated that “grammar of language describes the principles or rules governing the form and meaning of words, phrases, clauses, and sentences.” Grammar deals with the form of sentences and smaller units such as words, phrases, and clauses. Without knowing grammar students will be confused in delivering and receiving the message, and also without knowing grammar students will find some difficulties to comprehend the meaning of English text.

In learning language, students cannot separate it from translation activity. Having ability in translation becomes a primary necessity for students who learn languages, especially English. According to Samad (2015), in learning English, besides four language skills (listening, speaking, reading, writing), translation also becomes one of the important things that should not be neglected because it needs to understand what people say and express. Mastering grammatical structures well is important because it can help students translate text easily and effectively. As Weigle (2002) in Sari (2017) stated “For the present we will simply note that one cannot write in a second language without knowing at least something about language and vocabulary of that language. An additional factor is relative similarity or difference between the two languages: writing in language that is closely to one’s native language in terms of grammar, vocabulary and writing system is clearly easier than writing in language that is vastly different”. Therefore, it is important for students to learn grammar of the source language and the target language to be able to transfer the text from the source language into the target language, especially Indonesian into English.

Translating the text word by word is done by some students so they are not able to comprehend the context of the text. It occurs due to the students not understanding the grammar form that is used in the context. One of the forms is past tense which is used in narrative text. This form states the activities and describes the past action that happened in the text. For that reason, translation is not an easy thing to do, because it is changing the process of translating the text of source language into the target language. Knowing the language feature that is used in the text is something that students should understand when they translate the text. Translating narrative text means translating the story of a fairy tale or legend in a text that happened in the past.

Based on statements above, the researcher wants to know whether there is a correlation between students’ grammar mastery and translation Indonesian into English ability in the seventh semester students of the English Education Study Program, who have been studying translation I-E and grammar. Furthermore, the researcher wants to know how strong the correlation between them is. So, this research has the title “The Correlation Between Students’ Grammar Mastery and Their Translating Indonesian into English Ability”.

LITERARY REVIEW

To avoid the misunderstanding in interpreting the problems that the researcher gets, it is important to clarify the terms used in this paper. Below is the clarification of terms used in this research:

Grammar Mastery

According to Greenbaum & Nelson (2002: 278) grammar is the set of rules for combining words into larger units. Mastery is defined as learning or understanding something completely. In this research, grammar mastery refers to the students' competence in using the past tense and the correct rules of English by changing the words to be a sentence.

Words

Word is a unit of language, consisting of one or greater spoken sounds or their written representation, that features as a primary provider of meaning. According to Booij (2005: 154) "a word is a complex piece of information". It links a specific sequence of sounds to a particular meaning, and additionally has formal properties such as a syntactic category label.

Sentences

Sentence is a team of phrases that contain nouns and verbs, it is used by using the people to express a thinking in the structure of a statement, question, preparation or exclamation. According to Samad (2015) sentence patterns are the basis to form a sentence, which can form a simple sentence, compound sentence, complex sentence, or compound complex sentence.

Past Tense

As people understand from the name, past tense is used to indicate an action, event or condition that has happened in the past. There are four types of past tense that students must know, those are simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Translation ability

According to Hatim & Munday (2004: 124) translation is a reported speech; the translator recodes and transmits a message received from source language to target language which in this research is translating Indonesian into English. In this research, translation ability refers to the students' ability in transferring the Indonesian narrative text into English.

Narrative Text

Narrative text is a kind of text which tells a fictional story that happened in the past. The aim of this text is to entertain the reader. The story of narrative text can be fable, legend, and folktale. In this text, it must have a conflict or problem followed with the solving.

RESEARCH METHODOLOGY

Research Method

According to Wigmore (2020) correlation is a statistical measure that indicates the extent to which two or more variables fluctuate in relation to each other. In addition, according to Gay, Mills, & Airasian (2011:203) correlation research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables.

Data Collecting Instrument

To collect the data, it is necessary to have an instrument. To get data, the research constructs grammar test and translation test.

1. Grammar test

In grammar test, the researcher gave the multiple choices test because the technique was easy and practical. The researcher gave twenty items of multiple choices test and gave thirty minutes for students to do the test.

2. Translation test

In translation test, the students were given the narrative text and asked them to translate the narrative text Indonesian into English. They were given sixty minutes to do the test.

Data Analysis

The research uses the Product Moment Correlation Coefficient (Pearson r) as data analysis. The data will be processed by a statistical formula. The formula for correlation is as follows:

$$r = \frac{N\sum_{xy} - (\sum_x)(\sum_y)}{\sqrt{[N\sum_x^2 - (\sum_x)^2][N\sum_y^2 - (\sum_y)^2]}}$$

Burns (1994:186)

Note:

\sum_{xy} = sum of the products of each x multiplied by each y

\sum_x = sum of the row x scores

\sum_y = sum of the row y scores

\sum_x^2 = sum of the squares of each x-score

\sum_y^2 = sum of the squares of each y-score

$(\sum_x)^2$ = the squares of total sum of x-score

$(\sum_y)^2$ = the squares of total sum of y-score

N = the number of paired scores

Then to know the significance of the correlation, the research uses formula as follows:

$$t = \frac{r}{\sqrt{\frac{1-r^2}{N-2}}}$$

Note:

N = the number of pairs of scores

r = degree of correlation

By using that pattern the researcher can know the correlation between two variables, in this research the correlation between students' grammar mastery and their translating Indonesian into English ability.

RESEARCH FINDINGS AND DISCUSSION

The Research Findings

The aims of this research are to find out whether there is correlation between students' grammar mastery and their translating Indonesian into English ability. Therefore, to find out the correlation the researcher used the instruments. There were grammar test and translation test. The research used clustering random sample, A and B class are chosen as sample and it consists of 28 students. The method of the research is correlation design. According to Gay, Mills, & Airasian (2011:203) correlation research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The discussion of the data will be done in the following section.

a. The Data of Students' Grammar Test

The researcher knew the students' grammar mastery by looking at the scores. The research had given the test to the 28 students of the seventh semester of English Education Study Program of Bale Bandung University as the sample of this research. The result of the students' test is as follows:

Table 4.1
The students' grammar test score

No.	Students	Grammar test score (X)
1.	AF	70
2.	AGP	25
3.	AM	90
4.	ARB	70
5.	DR	90
6.	DA	75
7.	DN	75
8.	DZP	80
9.	FN	65
10.	IK	90
11.	IW	25
12.	NA	80
13.	NW	85
14.	NF	85
15.	PAH	35
16.	RFK	70
17.	R	60
18.	RA	70
19.	RGD	75
20.	RDA	100
21.	RW	75
22.	SW	65
23.	SR	60

24.	S	70
25.	SN	65
26.	SMA	45
27.	TA	75
28.	WY	45
	N=28	$\bar{x} = 68.39$

Based on the data presented above, the high score of the grammar test is 100 and it is achieved by 1 student. The lowest score is 25 and it is achieved by 2 students. The mean of the data is 68.39

b. The Data of Students' Translation Test

The researcher knew the students' translating Indonesian into English ability by looking at the scores. The researcher had given the narrative text to the 28 students of seventh semester of English Education Study Program of Bale Bandung University as the sample of this research to translate the text. The result of the students' test is presented in the following table:

Table 4.2
The students' translation test score

No.	Students	Translation test score (Y)
1.	AF	75
2.	AGP	75
3.	AM	75
4.	ARB	75
5.	DR	75
6.	DA	85
7.	DN	75
8.	DZP	75
9.	FN	75
10.	IK	75
11.	IW	80
12.	NA	80
13.	NW	75
14.	NF	75
15.	PAH	69
16.	RFK	75
17.	R	75
18.	RA	75
19.	RGD	80
20.	RDA	87
21.	RW	75
22.	SW	75
23.	SR	75
24.	S	75

25.	SN	75
26.	SMA	75
27.	TA	75
28.	WY	75
	N=28	$\bar{x} = 76.10$

Based on the data presented above, the highest score of translation test is 87 and it is achieved by 1 student. While, the lowest score of the test is 69 and it is achieved by 1 student. The mean of the data is 76.10.

c. The Data Analysis

After getting the data from the grammar test and translation test, this research analysed the data to find out the correlation by using the Product Moment Correlation Coefficient (Pearson r) formula. The data is shown in the following table:

Table 4.3
The data of correlation analysis

No.	Students	Grammar test score (X)	Translation tests score (Y)	X^2	Y^2	XY
1.	AF	70	75	4900	5625	5250
2.	AGP	25	75	625	5625	1875
3.	AM	90	75	8100	5625	6750
4.	ARB	70	75	4900	5625	5250
5.	DR	90	75	8100	5625	6750
6.	DA	75	85	5625	7225	6375
7.	DN	75	75	5625	5625	5625
8.	DZP	80	75	6400	5625	6000
9.	FN	65	75	4225	5625	4875
10.	IK	90	75	8100	5625	6750
11.	IW	25	80	625	6400	2000
12.	NA	80	80	6400	6400	6400
13.	NW	85	75	7225	5625	6375
14.	NF	85	75	7225	5625	6375
15.	PAH	35	69	1225	4761	2415
16.	RFK	70	75	4900	5625	5250
17.	R	60	75	3600	5625	4500
18.	RA	70	75	4900	5625	5250
19.	RGD	75	80	5625	6400	6000
20.	RDA	100	87	10000	7569	8700
21.	RW	75	75	5625	5625	5625

22.	SW	65	75	4225	5625	4875
23.	SR	60	75	3600	5625	4500
24.	S	70	75	4900	5625	5250
25.	SN	65	75	4225	5625	4875
26.	SMA	45	75	2025	5625	3375
27.	TA	75	75	5625	5625	5625
28.	WY	45	75	2025	5625	3375
	N=28	ΣX=1915	ΣY=2131	ΣX²= 140575	ΣY² = 162505	ΣXY= 146265

Note:

Σ_{xy} = sum of the products of each x multiplied by each y

Σ_x = sum of the row x scores

Σ_y = sum of the row y scores

Σ_x^2 = sum of the squares of each x-score

Σ_y^2 = sum of the squares of each y-score

$(\Sigma_x)^2$ = the squares of total sum of x-score

(Σ_y) = the squares of total sum of x-score

N = the number of paired scores

From the table above, the researcher got:

$$\Sigma_{xy} = 146265$$

$$\Sigma_x = 1915$$

$$\Sigma_y = 2131$$

$$\Sigma_x^2 = 140575$$

$$\Sigma_y^2 = 162505$$

$$(\Sigma_x)^2 = 3667225$$

$$(\Sigma_y) = 4541161$$

$$N = 28$$

Analysing the data above, the research using Pearson Product Moment Correlation (r). The researcher provides several steps in computing the data in order to find out the correlation.

Step 1: calculating the correlation

$$r = \frac{N\Sigma_{xy} - (\Sigma_x)(\Sigma_y)}{\sqrt{[N\Sigma_x^2 - (\Sigma_x)^2][N\Sigma_y^2 - (\Sigma_y)^2]}}$$

$$r = \frac{(28)(146265) - (1915)(2131)}{\sqrt{[(28)(140575) - (1915)^2][(28)(162505) - (2131)^2]}}$$

$$r = \frac{4095420 - 4080865}{\sqrt{[3936100 - 3667225][4550140 - 4541161]}}$$

$$r = \frac{14555}{\sqrt{[268875][8979]}}$$

$$r = \frac{14555}{\sqrt{2414228625}}$$

$$r = \frac{14555}{49134,8005}$$

$$r = 0,296$$

Based on the data above, the value of the product moment correlation coefficient (r) is 0,296. The table of r product moment shows that the correlation value is low, in which between 0.20-0.40. The table of r product moment is such as follow:

Table 4.4 Table of r

Range of Value	Category
0.90-1.0	Very high
0.70-0.90	High
0.40-0.70	Moderate
0.20-0.40	Low
0.00-0.20	Very low

Ardinda & Nurizal (2018)

Step 2: calculating the significance of correlation coefficient

For calculating the significance of correlation coefficient between students' grammar mastery and their translating Indonesian into English ability, the research used the formula as follows:

$$t = \frac{r}{\frac{\sqrt{1-r^2}}{N-2}}$$

$$t = \frac{0.296}{\frac{\sqrt{1 - (0.296)^2}}{28 - 2}}$$

$$t = \frac{0.296}{\frac{\sqrt{1 - 0.08761}}{26}}$$

$$t = \frac{0.296}{\frac{\sqrt{0.91238}}{26}}$$

$$t = \frac{0.296}{\sqrt{0.0350}}$$

$$t = \frac{0.296}{0.1873}$$

$$t = 1.436$$

Based on calculation above, it showed that the value of significance of the correlation coefficient (t-observe) is 1.436

The Discussion

From the result of the correlation, the value of the correlation is 0.296. It means that the correlation between students' grammar mastery and their translating Indonesian into English ability is low. From the result of the research, with $df = 28 - 2 = 26$, at $p = 0.05$ of two-tailed, the critical value of t (t-table) is 2.056. As the value of t observe is smaller than the value of t -table ($1.436 < 2.056$), the Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected. It means that the correlation between students' grammar mastery and their translating Indonesian into English ability is positive but low and not significant.

The low correlation of the data above indicates that when the students have a minimum level in grammar mastery, it does not mean that the students get poor ability in translating Indonesian into English. There were some students who got low scores in grammar but they got high scores in translating and vice versa. It can be inferred that the students who did not have good grammar mastery might be good in other aspects, especially in translating ability.

CONCLUSION

According to the data that has been collected and analysed by using the Product Moment Correlation Coefficient (Pearson r) to find out the correlation between students' grammar mastery and their translating Indonesian into English, the result of the research showed that the r value is 0.296. Thus, the r value is between 0.200-0.400 and included into the low category. While the value of t -observe is 1.436, the critical value t -table is 2.056 at 26 degree of freedom and 0.05 level significance of two-tailed, as the value of t -observe is smaller than the critical value of t -table ($1.436 < 2.056$).

Based on the data above, the research concludes that the correlation between students' grammar mastery and their translating Indonesian into English ability done in the seventh semester of English education study program of Bale Bandung University in academic year 2021 is low, positive and not significant. The result of this research showed that when the students have a minimum level in grammar mastery, it does not mean that the students get poor ability in translating Indonesian into English. There were some students who got low score in grammar but they got high score in translating and vice versa. It can be inferred that the students who did not have good grammar mastery might be good in other aspects, especially in translating ability.

BIBLIOGRAPHY

- Ananda, R., & Fadhli, M. (2018). *Statistik Pendidikan*. (S. Saleh, Ed.) Medan: CV. Widya Puspita.
- Ardinda, A. D., & Nurizal, M. (2018, April). The Correlation Between Students' Reading Habit of Novel and Their Ability in Writing Recount Text. *English Language Education Journal, III*, 38.
- Baker, M. (1992). *In Other Words*. Canada: Routledge.
- Booij, G. (2005). *the Grammar of Words An Introduction to Linguistic Morphology*. New York: Oxford University Press.
- Gay, L. R., Mills, G. E., & Airasian, P. (2011). *Educational Research : Competencies for Analysis*. United State: Pearson.
- Greenbaum, S., & Nelson, G. (2002). *An Introduction to English Grammar* (2nd ed.). Great Britain: Pearson Education.
- Hartono, D. R. (2017). *Pengantar Ilmu Menerjemah* (Vol. I). Semarang, East Java, Indonesia: Cipta Prima Nusantara.
- Hatim, B., & Munday, J. (2004). *Translation : An advance resource book*. New York: Routledge.
- Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. United Kingdom: Cambridge University Press.
- Masriani. (2018). the correlation between students' simple past tense mastery and their ability in translating narrative text.
- Newmark, P. (1988). *A Textbook of Translation*. Republic of China: Sanghai Foreign Language Education Press.
- Samad, F. (2015, June). the Correlation between Grammar Mastery and Translation Ability at Seventh Semester of English Education Study Program, Khairun University of Ternate. *EDUKASI - Jurnal Pendidikan, 13*, 565.
- Sari, H. M. (2017). A Grammatical Interference from Indonesian into English Translation. *Teacher Training and Education Faculty English Program Untan*, 04.
- Septiani, R. (2014). the correlation between grammar mastery and writing ability.
- Wigmore, I. (2020, August 31). *TechTarget*. (M. Rouse, K. Herbert, & S. Lewis, Editors) Retrieved from WhatIs.com: <https://whatis.techtarget.com/definition/correlation?amp=1>