

**THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY  
TOWARDS STUDENTS ABILITY INTRANSLATION OF INDONESIA  
INTO ENGLISH AT THE SIXTH SEMESTER OF ENGLISH  
EDUCATION DEPARTMENT OF STATE ISLAMIC  
UNIVERSITY OF RADEN INTAN LAMPUNG  
IN THE ACADEMIC YEAR OF 2020/2021**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S-1 Degree**

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## ABSTRACT

This research was motivated by the fact that in translating something requires good skills, especially in grammar, because a good ability in translating something was supported by a person's good grammar. This was also in line with the findings obtained by the writer from the preliminary research conducted which showed that students got difficulty in translating because they lacked grammar mastery. So, on this basis, the writer tried to find out how the correlation exists between grammar mastery and students ability in translation of Indonesian into English.

Grammar mastery was very important in translation. The more grammar one knows, the better she/he understands a text. Grammar structure helps translator to understand the message of the source language and then re-express the whole message to the target language. The richness of grammar has very conspicuous effects on the translator's. A translator must be able to choose appropriate grammar that represent the meaning of the source language in the target language. So, the message thought or ideas that he/she translated will be understood by the readers.

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 90 students of English Education Department at the sixth semester of State Islamic University of Raden Intan Lampung in the academic year of 2020/2021. The samples were 30 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 21.

The results of this research showed: The *Statistical Program for Social Science* (SPSS) version 21 shows the result obtained that the value of significant generated *Sig* (P Value) = 0,498. It can be revealed from the hypothesis testing. Based on this research, it was concluded that a good ability in translating text, students should have mastery of grammar.

**Keywords: Correlation, Grammar Mastery, Translation Ability**

## DECLARATION

Hereby, I state this thesis entitled “The Correlation Between Students’ Grammar Mastery Towards Students Ability In Translation Indonesia Into English at The Sixth Semester English Education Department State Islamic University Of Raden Intan Lampung in The Academic Year of 2020/2021”. Certify that this thesis is definitely my own work. I am fully responsible for the contents of this thesis, and other researchers opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, June 2022

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## MOTTO

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتِ إِذَا

فِي ذَلِكَ لآيَاتٍ لِلْعَلَمِينَ ﴿٢٢﴾

*“And among His sign is the creation of the heaving and the eart, and the variations in year languages and year colors; verely in that are sign for those who know”(Q.S Ar Rum : 22)*



## DEDICATION

This thesis is dedicated to :

1. Allah SWT who always blessing and giving me for guidance and fluency in finishing this thesis.
2. The greatest inspirations in my life, my beloved parents, Mr. Tugino and Mrs. Supiyah who never stop praying and supporting me time to time.
3. My beloved brother, Mr. Dwi, Mr. Leman, Mr. Andi, Mr. Budi who have already prayed, supported for my success and cheered me up until the completion of this thesis.
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## CURRICULUM VITAE

Anis Nurhasanah was born on June, 4<sup>th</sup> 1998 in Bangun Rejo, East Lampung. Anis is the last girl of five children from the couple Mr. Tugino and Mrs. Supiyah, she has four brother. She accomplished her formal education at Elementary School of SDN 1 Bungkuk, Marga Sekampung and finished in 2010. She continued at Junior High School of SMPN 1 Marga Sekampung, East Lampung and finished in 2013. After that she continued her school at Senior High School of SMAN 1 Waway Karya and graduated in 2016. After finishing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.





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This thesis is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The thesis would never come into completion without help from others. It has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give his sincerest gratitude and appreciation to :

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Finally with fully aware, that there is still weaknesses in this thesis. Therefore, the criticisms, comments, corrections and suggestions from the readers are expected to make a better quality of this thesis.

Bandar Lampung, June 2022  
The Researcher

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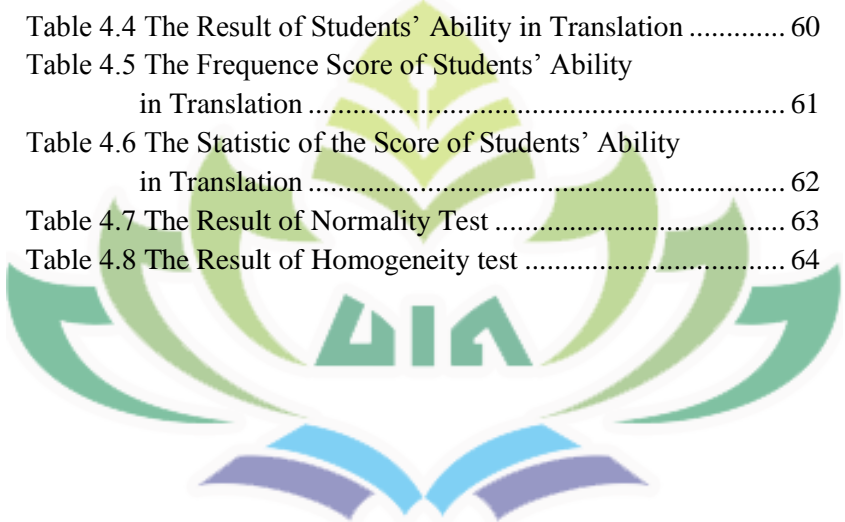
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Now English plays an important role in the world. As an international language, it is used to disseminate the information and news around the world. For our country, English helps Indonesian to be cognizant of the development and their knowledge. English also becomes very important for people to exchange meaning and represent their feeling and idea. Learning a foreign language is different from learning one's mother tongue. The students will meet a lot of difficulties in learning a foreign language (the target language/TL) because each language has its own grammar items and unfamiliar ways of arranging the word into sentences.

Based on this problem, translation is considered as very important thing to connect the two different languages by contributing source language (SL) into target language. Catford defined that translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).<sup>1</sup> In short, translation is an activity of rewriting a text from its source language into the target language without modifying or changing its meaning in order to make the information in the source language become acceptable and understandable for students.

In teaching learning English as foreign language, the students have to be able to understand words. If they do not understand and do not know the meaning of English vocabulary, they will get difficulties in learning foreign language especially English. In this case, translation is needed to understand what people express and say in their languages, write in their letters, and communicate with their friends.

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<sup>1</sup>JC. Catford A, *Linguistic Theory of Translation* (New York: Oxford University Press, 1965). p.20



However, translation is not easy job that can be done by anyone. One of the problem in translation is every language has grammar structure system. It means that when the English students translate the language to another language, they have to understand the grammatical system of the language. It is because the differences of grammatical system between source language and target language may result in translation changes. Moentaha stated that the difficulty in translation is the difference in grammatical system of both language, English and Bahasa Indonesia.<sup>2</sup>

Something influential about translation is the grammar mastery. Grammar plays an important role in learning English. Like other languages, in learning English, learners have to be able to understand grammar. In fact, it happens that students want to express something in English but they do not know how to express the sentence appropriately because of the lack of grammar mastery. Grammar structure is the vital part of language that students used in communication. Without grammar structure it is impossible for them to learn language. By mastering grammar, they will be easy to communicate to each other.

In Addition, Nida explained that the most important factor that determines the success of translation work is a broad knowledge of the translator.<sup>3</sup> Therefore, the translators have to know many things related to ecology, material culture or technology, social organization and linguistic structure of both the country and society where the translation work will be read.

Regarding to the explanation in the preceding paragraph, the writer summarizes that in general, grammar mastery can be classified into some part covering all sentence in language. After knowing some points of grammar, it is clear that the students should have a great skill on grammar structure. Not only mastery

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<sup>2</sup>Salihen Moentaha, *Bahasa dan Terjemahan (Language and Translation, the New Millenium Publication)* (Jakarta: Kesaint Blanc. 2006). p. 11

<sup>3</sup>Nida, *ikhwal menerjemahkan(translator)* (Adjat Sakri Bandung: ITB,1985), vol.2

in a rich grammar but also understand about using of grammaradequately.

In the preliminary research held at the State Islamic University of Raden Intan Lampung, the writer asked Ms. Fini Widya Fransiska, M.Pd as the English lecture, especially about the subject translation of BahasaIndonesia into English. She said that students got difficulty in translating because they lack of grammar mastery.<sup>4</sup> In doing preliminary research, the writer got the data of grammar mastery at the sixth semester of English Department State Islamic University of Raden Intan Lampung. It can be seen from table of the students' score given by the lecture below:

**Table 1.1**  
**The Students' Grammar Score at the Sixth Semester of English Education Department of State Islamic University of Raden Intan Lampung in the Academic Year of 2020/2021**

Categories	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	66-75	3	10%
Fairly Good	56-65	8	26,66%
Fair	36-55	19	65%
Poor	0-35	-	-
<b>Total</b>		30	100%

According to the table above, it can be seen that there is no student who get excellent score (96-100), very good (86-95) and poor (0-35). All the students get scores less than 76. The highest

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<sup>4</sup>Fini Widya, interview, State Islamic University of Raden Intan Lampung, 08 April 2020 at 09:30.

score of students' grammar mastery test in the range 66-75 in which good category. There are only 3 students who get the score in this category. Next, there are 8 students in the range 56-65 which belong to fairly good category. Meanwhile the biggest percentage 65% with the number of frequency 19 students, belong to fair category. It means that most of students get score in the range 36-55 which is categorized as fair of grammar.

The writer also did preliminary research to get students' translation ability score. Students' translation ability scores are as follows:

**Table 1.2**

**The Students' Translation Score at the Sixth Semester of English Education Department of State Islamic University of Raden Intan Lampung in the Academic Year of 2020/2021**

Categories	Score	Frequencies	Percentages
Very Good Translation	89-90	1	3.33%
Good Translation	76-85	4	13.33%
Adequate Translation	61-75	25	83.33%
Less Translation	46-60	-	-
Bad Translation	20-45	-	-
<b>Total</b>		30	100%

As shown in the table above, there is only one student who gets the highest score of translation test in the range 89-90 which is very good translation. Then, 4 students are regarded to have

good translation with the score in the range 76-85. While 25 students or the rest them are in the level of adequate translation with the score 61-75. In this calculation, no one gets less translation (46-60) and bad translation (20-45).

Berdasarkan beberapa tabel yang telah dijelaskan diatas, ini dapat dikatakan bahwa kemampuan mahasiswa dalam menerjemahkan dalam keadaan cukup atau dalam kemampuan rata-rata. Hasil tersebut terjadi bisa disebabkan karena beberapa hal, yang mungkin salah satunya adalah kurangnya kemampuan siswa dalam menguasai grammar.

Dealing with discussion above, it is predicted that the students who are good in grammar mastery will be able to translate well. This research is done for the intention of exploring how significant the grammar mastery and translation correlates each other. Therefore the writer conducted a research entitled: "The Correlation Between Students' Grammar Mastery Towards Students Ability in Translation of Indonesia into English at The Sixth Semester English Education Department State Islamic University of Raden Intan Lampung in the Academic Year 2020/2021."

## **B. Identification of the Problem**

Based on the background of the problem above the writer found the several problems as follows:

1. The students get difficulty in translating
2. The students lack of grammar mastery

## **C. Limitation of the Problem**

In this research, the writer focused on correlation between students' grammar mastery especially in phrase (noun phrase) and their translation ability. In getting a good command of the English clauses, they need to know the phrases as the basic



knowledge and skills because each function was a clause construction and must be filled by a definite phrase category.

#### **D. Formulation of the Problems**

Referring to the problem above, the writer formulated the main problem as follows: is there any correlation of students' grammar mastery and their translation ability.

#### **E. Objective of the Research**

The objective of the research is to know whether there is correlation between students' grammar mastery and their translation ability.

#### **F. Use of the Research**

By conducting the research about the correlation between students' mastery of grammar and their translation ability, the writer hoped that the result of the research will be useful to give some contributions:

##### **1. Theoretically**

This research hopefully gave information about grammar mastery and translation ability. This research also enriched the previous studies about the correlation between grammar mastery and translation ability.

##### **2. Practically**

The practical as significance that the writer expected from this research are as follows:

- a. For students: the finding of the research will motivate them to practice more than they did before and encourage them to learn English by improving their grammar mastery through some fun ways. In addition, by improving their grammar mastery, they will be able to increase their translation ability.

- b. For lecture: the result of the research will be useful as a reflection in order to increase and develop their method in teaching students about grammar relating to its importance in their ability in translation.
- c. For other writers: the finding of the research hopefully can be useful as the source of their reference and is it also useful to inform the readers about the correlation between students' mastery of grammar and their translation ability of English Education Department at the sixth semester State Islamic University of Raden Intan Lampung.

### **G. Relevance Study of the Research**

One the important thing in the research was relevance study. This point can give support to make the research more valid. There were some previous research that relevance with this thesis:

1. The Correlation Between Students' Grammar Mastery And Their Translation Ability, this research was done by Faridah Oktari, Mukhrizal, and Arasuli. The result of this research showed that: 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.<sup>5</sup>

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<sup>5</sup>Faridah Oktari, Mukhrizal, and Arasuli, *The Correlation Between Students' Grammar Mastery And Their Translation Ability*, Journal of Applied Linguistics Literacy Vol. 3 No.2 September 2019, p 144.

2. The correlation between students' grammar mastery and their performance in writing descriptive text at the tenth class of SMK Muhammadiyah 1 metro academic year 2012/2013, this research was conducted by Een Fariyanti and Eva Faliyanti. The objectives of the research are to find out the students' simple grammar mastery and their performance in writing descriptive and also to find out whether or not there is a correlation between the students' grammar mastery and their performance in writing descriptive. The result of this research showed that the students' simple present tense mastery was middle. It can be seen from the average of simple present tense test is 70.6. The students' performance in writing descriptive was middle. It can be seen from the average of writing descriptive test is 74.9. The conclusion above was from result of data analysis, it was found that writing descriptive affected by simple present tense mastery.<sup>6</sup>
3. A study correlation between students' grammar mastery, their writing and listening comprehension achievement. This research was done by Sanday Jamaludin and Dede Nurdiawati. The writer found some great result that they have improved their abilities. It is connecting each other. It means that the three variables is strong enough. The conclusion that can be drawn based on the findings of this research is there is positive correlation between students' grammar mastery and their writing achievement. In other words, the better students' grammar mastery, the better their writing and listening comprehension achievement will be.<sup>7</sup>

According to some previous researches, the similarity of the variable was used was to find correlation about students' grammar mastery and their ability or performance of writing. The

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<sup>6</sup>Een Fariyanti and Eva Faliyanti, *The correlation between students' grammar mastery and their performance in writing descriptive text at the tenth class of SMK Muhammadiyah 1 Metro academic year 2012/2013*, (Metro: Muhammadiyah University, 2013), p 10

<sup>7</sup>Sanday Jamaludin and Dede Nurdiawati, *A study correlation between students' grammar mastery, their writing and listening comprehension achievement*, Indonesian EFL Journal (IEFLJ) Volume 7, Issue 1, January 2021, p 97.

difference in this research was more focus on to find correlation between grammar mastery and students' writing ability in translation of Indonesia into English, and the sample of this research was the students of state Islamic university.





## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### A. Teaching English as a Foreign Language

Language is a set of rules by human as a tool of communication.<sup>8</sup> That statement is supported by Brown, he states that there are eight definitions about language, one of them is language is used for communication.<sup>9</sup> It means that language can be used to communicate or express feeling, knowledge and thoughts, or idea to another people. English is the first foreign language considered to be taught starting from the elementary school to university.

English is an international language. A lot of country in the world using English to communicate among them and it is one of the lessons that have to be learned. Brown describes that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>10</sup> It can be inferred that language teaching is the process of helping students to learn how to acquire the language that they want to learn.

In Indonesia, English is learnt as the foreign language. Setiyadi stated that in Indonesia, English is learned at schools and people do not speak the language in the society.<sup>11</sup> It means even English is taught from elementary school until university, a lot of people still do not master English yet because they do not use it in their daily life and it does not play an essential role in their social life. So people who learn English as the foreign language have little opportunities to use their English in real life situation.

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<sup>8</sup>Sanggman Saihaan, *the English Paragraph* (Yogyakarta: Graha Ilmu, 2008),p.1.

<sup>9</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* (5<sup>th</sup> ed) (London: Longman, 2006),p.8.

<sup>10</sup>ibid

<sup>11</sup>Ag. Bambang Setiyadi, *Teaching English As a Foreign Language* (Yogyakarta: Graha Ilmu, 2006),p.22.



In teaching English as the foreign language, the teacher should have known what the teacher should do. Ur said that teaching is presenting and explaining new material, providing practice, and testing.<sup>12</sup> Teaching is guiding facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>13</sup> It means teaching is giving instruction, guiding in study of something, providing with knowledge about the information or the material that is taught. In teaching and learning process, the teacher gives the material to the student.

English is as a foreign language in Indonesia. Teaching English as a foreign language is also a process of helping someone to learn English which they use in their daily life for communication that influenced by ideas of the nature of English and learning condition. In teaching English, the teacher should prepare the material instruction, strategy and media to support teaching and learning process.

## **B. The Concept of Grammar**

Grammar is a set of rules of a language. Each language has its own grammatical system. Huddleston and Pullum asserted that grammar deals with sentences' form and smaller units, such as clauses, phrases and words.<sup>14</sup> It means, by mastering grammar it will ease the understanding a new word, phrase, clause, or even a sentence due to the form of sentence and the smaller units are based on the grammar rules. By mastering grammar of target language especially English, it will be helpful in supporting the language student process in which in spoken or written language.

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<sup>12</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009),p.10.

<sup>13</sup>H. Douglas Brown, Op. Cit, p.8.

<sup>14</sup>Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (UK: Cambridge University Press, 2005), p. 1.

Every language has its own rules and it is needed to make it understandable by understanding the rules in the target language, it can ease the student in language learning process. In learning a language, it cannot be denied that knowledge about grammar has important part in successful of language learning due to it is a basic knowledge that the student should master, beside the vocabulary of the target language. Fromkin and Rodman in Darmono explain that in order to understand the nature of language, it is a must for student to understand the nature of this internalized (unconscious set of rules) which is part of every grammar of every language.<sup>15</sup> The statement shows that in learning a foreign language, a person must master grammar due to its essential function in a language. By understanding the foreign language grammar, the student can use the foreign language in the right structure or grammatical correct. Without grammar knowledge, the student will get difficult in using the language correctly.

In addition, Peat et all said that grammar is on the subject of knowing the reason why something reads improperly and know how to fix it.<sup>16</sup> It can be summed up that if the sentences are in ungrammatical pattern, it can make the reader difficult to get the ideas of the sentences. While Kolln and Funk defined grammar into three definitions:<sup>17</sup>

- a. Grammar is the system of rules in our heads. Additionally, your language competence is that subconscious system and those internalized rules differ from one language community to another.
- b. Grammar is formal description of the rules. It refers to the branch of linguistic science which concerned with the formal

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<sup>15</sup>Darmono, *A Correlation between Grammar Achievement and Reading Comprehension Achievement, JP3*, Vol. 1, 2013, pp. 25-26.

<sup>16</sup>Jennifer Peat, et al., *Scientific Writing: Easy When You Know How*, (London: BMJ Books, 2002), p. 214.

<sup>17</sup>Martha J. Kolln and Robert W. Funk, *Understanding English Grammar*, (USA: Pearson Education, 2012), 9<sup>th</sup> Ed., p. 5.

description of language identify the form and the structure of sentence.

- c. Grammar is the social implication of usage or linguistic etiquette do's and don't's of usage, rather than grammar. For instance, there are some certain words which are thought of as bad manner in a particular context and this description also applies the terms like "poor grammar" and "good grammar".

### 1. The Importance of Grammar

Yule defined grammar as the method of how to explain the structure of phrases and sentences in such a way that we account for all grammatical sequences in a language and rule out all the ungrammatical sequences.<sup>18</sup> For instance: the phrase "the lucky boys" is a well-formed phrase in English, but the following two phrases are not at all well-formed.

"boys the lucky" lucky boys the.

(The asterisk used indication that the form is ungrammatical or unacceptable) the example above showed that English has strict rules for combining words into phrases. The article (the) must go before the adjective (lucky) and the adjective should have to go before noun (boys). It can be concluded that to be grammatically correct, those type of phrase must have the sequence article + adjective + noun.

From the explanation above, it seems that the rules of the sentences pattern is important to know in order to use the language in correct grammatically. Well-formed language usage is important in order to get the clear understanding of foreign language usage between the student and other student, either in their reading, speaking, listening, and writing activities. It is supported by Knapp and Watkins who stated in their book that

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<sup>18</sup>George Yule, *the Study of Language Fourth Edition*, (UK: Cambridge University Press, 2010), p. 81.

the grammar knowledge is needed in the process of becoming literate; furthermore language use from the implicit and unconscious manipulation of language and choice of appropriate text was shifted by the grammar knowledge through speaker or writer.<sup>19</sup> It shows that knowledge of grammar is important to be mastered due to its function not only to make the correct sentences but also it refers to its meaning.

## 2. Types of Grammar

Kolln and Funk divided grammar into two types, namely: structural and transformational grammar. Each type will be in detail explained below:<sup>20</sup>

### a. Structural Grammar

The structuralism identifies the importance of describing language on its own term. By paying particular attention to how the change of words in sound and spelling (their forms) and how the use of them in sentences (their functions) and examine the sentences objectively. In addition, new grammar, which is an important feature of structuralism, is its emphasis on the systematic nature of English.

### b. Transformational Grammar

In contrast with structuralism, which has goal to analyze sentence, transformationalists speak and give details their systematic nature. The goal was to unlock the secrets of language which was to build a model that would produce all of the grammatical sentences. It might be helpful to imagine of our built in language system as a computer program.

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<sup>19</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching Assessing Writing*, (Sydney: UNSW Press Book, 2005), p. 32.

<sup>20</sup>Kolln and Funk, *op. cit.*, pp. 6-7

### 3. Assessment of Grammar

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 form deals with the structure of sentences and the structure of words.

#### a. Words

Word is the smallest free form found in language. “Free” means it can stand on its own.<sup>21</sup> The sentence may be further divided according to the function each word has in subject-verb relationship. Each of these functions 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 part of speech known as noun (or pronouns) and adverb, the words that modify the central core words are the part of speech called adjectives and adverbs, the word that show a particular kind of connecting relationship between these four parts of speech are called preposition and conjunction.<sup>22</sup>

In addition, Frank 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:

#### b. Sentences

A sentence is a sequence of selected syntactic items combined into a unit in accordance with certain patters of arrangement, modification, and intonation in any given language.<sup>23</sup>

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<sup>21</sup>DeCapua, A. *Grammar for Teachers*. (New York: Springer, 2008) , p.20

<sup>22</sup>Frank, Marcella. *Modern English (A Practical Reference Guide)* (New Jersey: Prentice Hall Inc, 1972). P.22

<sup>23</sup>Srijono, Djoko. *An Introductory Course of Linguistics*.(Surakarta:Muhammadiyah University Press.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 patters of English sentence should be applied to those who want to learn English. All sentence in the English language fall into ten patterns determined by the presence and function of nouns, verbs, adjectives, and adverbs.

## 2) Sentence Type

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

### a) Simple sentence

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

Examples of simple sentences: (*The dog barked*)  
(*Tom reads newspapers*)

### b) Compound sentence

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

- A comma followed by a coordinating conjunction (and, but, or, nor, for, yet, so) : The dog barked, and the at yowled.
- A semicolon : The dog barked; the cat yowled.
- 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*.

### c) 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).

d) Compound complex sentence

A compound complex sentence consists of 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)

**c. 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 participle phrase can include adjectives, nouns, prepositions and adverbs: as a single unit, however, it functions as one big adjective modifying a noun (or noun phrase).<sup>24</sup>

According to Elson and Pickett, a phrase is a unit composed of two or more words potentially, which does not have the characteristic of a clause. Besides, Cook defined a phrase as a unit of grammar, a construction in which the constituent is a potential sentence base, and in which the constituents are the subject, predicate, object, and adjunct that combine to form the base; and a sentence.<sup>25</sup> In addition, Cook states that a phrase is a grammatical unit, a construction in which constitute is any utterance with final intonation contour, and the constituents are the clauses, connecting particles, and intonation patterns.

A noun is a word used for naming a thing (table, book, radio), a person (John, Diana, La Mappa), a place (Makassar, Bali, London), and an idea (happiness, freedom, beauty). Nouns have classes, such as common and proper nouns,

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<sup>24</sup> LearningNerd.<http://learningnerd.wordpress.com>. accessed on June 3, 2013

<sup>25</sup> J Cook and Suter, *The Scope of Grammar* (Newyork: McGraw-Hill, 1969).p.65

concrete and abstract nouns, and countable and uncountable nouns.<sup>26</sup>

### 1) Noun Phrase

A noun phrase is a word group with noun as its head. A noun phrase may consist of determiner which has functions as the modifiers and a noun which is the head groups, e.g., a man, the students, his book, their father, one book, many students, that book. A noun phrase may also consist of determiner, an adjective, or a noun as modifier, and a noun as a head, e.g., a clever student, the young man, the good character, the table's leg, many diligent workers, the good island, the pretty woman, some intelligent person.

Ba'dulu stated that noun phrase is a word group with noun as its head. A noun phrase may consist of determiner slot filled by an article, a possessive pronoun, a numeral, or a demonstrative, and a head slot filled by a noun.<sup>27</sup>

According to Jackson, the English noun phrase (NP) is potentially constructed by a pre-modifier, a head, and a post-modifier.<sup>28</sup> The clause "Many people will build a school building in my country" contains two NPs that function as a subject (Many people) and an object (a school building). A syntactic analysis of the phrase "Many people" and "a school building in my country" covers "Many people" (NP); Many (quantifier) + people (H), and then „a school building in my country“ (NP); a

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<sup>26</sup>D.M. Basri, *Morphosyntactic Properties of the English Verbin Essay Production A Cross-sectional Study at the English Department PTS Kompertis Makassar Wilayah IX sulawesi* (Makassar: Unpublished Thesis, Hasanuddin University, 2008)

<sup>27</sup>M. Ba'dulu, *English Syntax* (Makassar:Badan Penerbit UNM. 2008). p.41

<sup>28</sup>H. Jackson, *Word and Their Meanings*, Longman, London and New York (New York 1985). p.21

(id) school (noun-M) building (H) in my country (Prep P); in (prep) my country (NP); my (id) country (H).

## 2) The Structure of Noun Phrase

### a. Pre-modifiers in noun phrase

Pre-modifiers in noun phrase consist of a number of classes or sub-classes in a specific order. A modifier can be an identifier, numeral/quantifier, adjective, or a noun modifier.<sup>29</sup>

#### 1) Identifiers as pre-modifiers

The class of identifier includes articles (i.e., a, an, and the), demonstrative (i.e., this, that), and possessive (i.e., my, your, their, his, her, our, and its). Examples of identifiers in noun phrases are as follows:

Articles	Demonstratives	Possessives
<i>a chair</i>	<i>This house</i>	<i>My house</i>
<i>the table</i>	<i>That car</i>	<i>Your father</i>
		<i>Their hands</i>
		<i>Our money</i>
		<i>His shoes</i>

#### 2) Numerals/quantifiers as pre-modifiers

Numerals/quantifiers are classified into definite and indefinite quantifiers. Definite quantifiers include cardinal numbers, i.e., one, two, three, four, five, and so on; and ordinal numbers, i.e., first, second, third, fourth, fifth, and so on.

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<sup>29</sup> Ibid. p.67

Indefinite quantifiers include such words as few, many, several, etc. Examples of quantifiers in noun phrases as follows:

➤ Definite quantifiers

Cardinal numbers	Ordinal numbers
<i>One</i> chair	<i>First</i> chair
<i>Two</i> houses	<i>Second</i> house
<i>Three</i> table	<i>Third</i> table
<i>Four</i> cars	<i>Fourth</i> table
<i>Five</i> cars	

➤ Indefinite quantifiers

Indefinite quantifiers
<i>Few</i> house
<i>Many</i> tables
<i>Some</i> cars
<i>Several</i> cars

In English noun phrases, more than quantifiers may once occur although there is a restricted number of a combination. The combinations could be one ordinal and one cardinal or one ordinal and one indefinite quantifier.

Combination of quantifiers	Noun phrase
One ordinal and one cardinal	<i>First five</i> chair
One ordinal and one indefinite	<i>First few</i> cars

quantifier	
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If such combination above occurs in English, the sequences must be ordinal + cardinal or + indefinite/quantifier. So, first five chairs cannot be five first chairs, and first few cars cannot be few first cars.

- 3) Adjective as pre-modifiers an adjective is a word or a term used to modify a noun headword in a noun phrase. Examples of adjectives in noun phrases are as follows:

Adjectives	Noun phrase
Big	<i>Big house</i>
Small	<i>Small room</i>
Good	<i>Good table</i>
Bad	<i>Bad chair</i>
Sweet	<i>Sweet melon</i>

- 4) Noun as modifiers between adjectives and headword usually comes as a noun modifier. Thus, a noun may function not only as the head of a noun phrase, but also as a modifier in the phrase. For example: bamboo bridge, rubber boat, iron chair, city policeman. In English, nouns are found as pre-modifiers. It is unusual, however, for more than one noun modifier to occur in a phrase. A noun phrase may consist of one headword preceded by two or more modifiers of the same or of different word classes. Several adjectives or none at all, may

occur in a noun phrase. When a number of adjectives do occur, there appear to be some principles of ordering at work. For examples:

Grammatical	<i>Small brown table</i>
Deviant	<i>Brown small table</i>

Native speakers of English regard the noun phrase of small brown table as grammatical, but brown small table as a deviant. This means that, if more than one adjective occurs in noun phrase, the one that refers to size (e.g., small) precedes the other one that refers to color (e.g., brown). So, the sequence like small white car cannot be white small car.

Two or more modifiers of different word classes may come before a noun headword. When this happen in English, the sequence of modifier must follow the following rule:

“Limiting adjective/determiner, descriptive adjective, size, shape, age, color, origin (nationality), substance, present/past participle, noun denominal + noun headword.” (Quirk, 1988: 77)

The order above means that when an adjective size (e.g., small) and an adjective of shape (e.g., triangular) occur at a once to modify a noun, the order must be size + shape + noun headword. So, such a group as small triangular table cannot be triangular small table. Other examples are as follows:



Size	Shape	Age	Color	Noun	Noun phrase
Small	Triangular	Old	White	Table	Small triangular old white table
Big	Triangular		White	Table	Big triangular table Big old table
Big		Old	White	Table	Triangular white table
	Triangular			Table	Small white table
Small			White	Table	Big white table
Big				Table	

### b. Head in Noun Phrase

Jackson states that the most usual kind of head of a noun phrase is a noun, such as car. Alternatively, the head may be a pronoun of some kind, very commonly a personal pronoun.<sup>30</sup> For example: He is there. Other kinds of pronoun functioning as head of a noun phrase include: indefinite pronoun, example: someone called. Possessive pronoun, example: mine are green. Demonstrative pronoun, example: this beasts everything. When a pronoun functions as head

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<sup>30</sup>Ibid. p.67

of a noun phrase, it usually occurs without any kind of modification; pre-modification is virtually impossible for pronouns, though post-modification may occasionally be found.

### c. Post-Modifiers in Noun Phrase

Post-modifiers in noun phrase can be found in single word, word group or phrase, or clause. Thus, in noun phrases, we can have single word post-modifier, word group/phrasal post-modifiers, and clause post-modifiers. Single word post modifiers can be adverbs or adjectives; phrasal post-modifiers consist of prepositional phrases, and clause post modifiers consist of relative clauses and non-finite clauses.<sup>31</sup>

#### 1) Single word post-modifiers

As the same suggest, single word post-modifiers consist of only one word. They can be adjectives or adverbs. Examples:

- a) Adverb as post-modifiers an adverb as post-modifiers can be a reduction of a prepositional phrase, such as: the room above us, the man before this one, etc. In fact, English uses single-word adverbs as post-modifiers.
- b) Adjective as post-modifiers an adjective in post modification is found usually with indefinite pronouns as head; these cannot be pre-modifiers by adjectives. For example: somebody brave, something strange. Based on these examples, we may say that both English uses adjectives as post-modifiers.

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<sup>31</sup>H.Jackson. Op. Cit.p.69

## 2) Prepositional phrases as post-modifiers

A prepositional phrase is a phrase, which is in some way preceded by a preposition, such as in the room, on the table, at the office, next door, etc. A prepositional phrase is formed with a preposition plus a noun phrase, a prepositional phrase gives information about places or describes the headword. For example: (a) the pen *on the table*, (b) the building *in front of my house*, and (c) the man *with glasses*. The italic parts in (a) and (b) are prepositional phrases. They are parts of the noun phrase, that is, post-modifiers that tell about place. Meanwhile in part (C), it is also a proportional phrase which does not tell about place, but describes the headword.

## 3) Clauses as post-modifiers

As the same suggest, a clauses post-modifiers is a post-modifier in a clause form. It can be a relative clause or a non-finite clause.

### a) Relative clauses (finite clauses) as post-modifiers

In their uses, relative clauses are restricted by either person: first, second, third person; number: singular or plural; or the tenses of speaking past, present, etc. Since they are restricted, relative clauses are also called finite clauses. For example:

- The teacher *who teaches me English.*
- The clothes *which are in the library.*
- The man that *gave you an invitation yesterday.*

### b) Non-finite clauses as post-modifiers Non-finite clauses are clauses which in their use are not

restricted neither by person: first, second, and the third person; number: singular and plural; nor by the tenses of speaking: past tense, present, etc. In English, non-finite clauses can be preceded by infinitive and called infinitive clauses, present participle and called present participle clauses, and the past participle called past participle clauses. For examples:

- Infinitive clause: The students *to be watched during the examination.*
- Present participle clause: The man *standing over there.*
- Past participle clause: The invitation *given to me.*

### C. The Concept of Translation

Translation is phenomenon that has a huge effect on everyday life. It is an activity that is growing phenomenally in today's world globalization. Many linguistic experts have defined the world 'translation'. Newmark likewise defined that translation is rendering the meaning of a text into another language in the way that the author intended the text".<sup>32</sup> In addition, he describes translation as one ought to be able to say something as well in any language as in another. Basically, translation is a change of form one language into another one. In translating languages, we come to the form the Source Language, which is replaced by the form of receptor or Target Language. The act of translating from the original into the target ones is not simply matter. By looking up from each word in the dictionary then combining the meaning together into some language are the absolutely in the aim of translating.

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<sup>32</sup>Peter Newmark, *A Textbook of Translation* (UK: Prentice Hall International, 1998), p.5.

Catford mentioned that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).<sup>33</sup> It means that the translated language should follow the context from the original version in the natural way of the receptor language itself. In this case, Jumpelt mentions a collection about the concept of translation equivalence, as follows:

1. A translation must reproduce the words of original text
2. A translation must reproduce the ideas (meaning) of the original text
3. A translation should read like an original.
4. A translation should read like a translation.
5. A translation should retain the style of the original text.
6. A translation should mirror the style of the translator.
7. A translation should retain the historical stylistic dimension of the original text.
8. A translation should read as a contemporary piece of literature.
9. In translation, a translator must never add or leave out something.
10. In a translation, a translator may, if need be, add or leave out something.<sup>34</sup>

From the concept above, it is clear that translation is always text-oriented, not sentence-oriented, or even word-oriented, and the term 'equivalent' is a key to increase translating ability. Pym says that a translational competence might be defined as follows:

1. The ability to generate a target-text series of more than one viable term for a source text.

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<sup>33</sup>J.C. Catford. *A Linguistic Theory of Translation* (London: Oxford University Press), p.20.

<sup>34</sup>Wolfram Wills (1982), op.cit,p.1.

2. The ability to select only one target text from this series, quickly and with justified confidence, and to propose this target text as a replacement of source text for a specified purpose and reader.<sup>35</sup>

Concerning this view, translating skill can be achieved if the translator is able to generate a target-text and can adapt to the tastes reader. As stated by Soge, the criteria and judging translations depends so much on individual taste".<sup>36</sup> Therefore, a good translator is always giving more attention to the reader in target language. A translator must also be accountable for his or her translation works by considering compatibility between source text and target text. To create the ability to translate well, student must have knowledge about the process of translation, the method of translation, the procedure of translation, and the criteria of good translation.

### 1. The Process of Translation

The core of the process of translation is starting from the translator's reception of the original or source text and ending with the production of the text in target language. The translator can make improvement with their ideas without reducing the meaning of the original text. As mentioned by Catford, translation process is concluded by translator by comparing 'his' text (resulting from the setting of ad hoc and remainder-portion correspondences) with ST and making improvements which is necessary. The TT is the result of this.<sup>37</sup> He described the translation process in figure 1.

The hoc-portion and the reminder-portion can be differing in the translation process. The ST elements which facilitate a spontaneous and adequate translation are come from a

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<sup>35</sup>Anthony Pym, "*Translation Error Analysis and the Interface with Language Teaching*", *Teaching Translation and interpreting*, ed. Cay Dollerup adn Annee Loddegaard (Amsterdam: John Bejasmins Publishing Company, 1992), p. 281.

<sup>36</sup>Paulinus Soge (1989), op.cit,p.5.

<sup>37</sup>J.C. Catford, op.cit, p.35.



subjective point of view from the ad hoc-portion, while the ST elements which do not lead to an automatic and immediate translation from remainder-portion. These elements force the individual translator to look for an equivalent more intensely. The goal of respective text structures and to enable the translator's specific translating competence to provide an adequate translation.<sup>38</sup>

Besides Catford's theory, Newmark, et all their perspective to the process of translation in the simple form. Newmark stated that in translation process, there are four levels that need more attention. These levels are textual, referential, the cohesive, and the natural. The textual is the level of language, where we begin, and which continuously go back to the text of SL. The referential is the level of objects and events, real or imaginary, which we progressively have to visualize and build up and which is an essential part, fist of the comprehension, then of production process. The cohesive level which is more general, and grammatical traces the train of thought, the feeling tone (positive or negative), and the various presuppositions of the SL text. The last is the level of naturalness, of common language appropriate to the writer or speaker in a certain situation. This level is concerned only with the reproduction when the translationresult is read or listened naturally.<sup>39</sup>

On the other hand, Nida and Taber present the process of translation is like the following order: Analysis, Transfer, and Restructuring. The first thing that a translator has to do is analyze the massage of the source language into its simplest and structurally clearest forms, then transfer it into the target language and the last, restructure it in the receptor language which is most appropriate for the audience whom he intends to

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<sup>38</sup>Ibid. p. 34-36.

<sup>39</sup> Peter Newmark (1988), Op.cit, p.19.

reach.<sup>40</sup> Basically, all the theories have the same goal, it is to produce the natural translation. The writer thinks that the model of ad-portion and remainder-portion, which are presented Catford are too complex in analyzing the process of translation. So, in this study, the writer is interested to apply the theory of Nida and Taber in doing the translation process.

The third is faithful translation. In this method, the translator tries to translate the meaning of the source text attempting to convey the writer's intention yet, the translation keeps the grammar of the SL and the lexis that deviate the TL norms. Then the fourth is semantic translation. This method is almost the same as faithful translation. The differences are the semantic translation is more flexible (allowing the translator's intuitive works based on the original meaning), more accurate (not keeping the SL grammar and lexis that violate the TL norms), and has aesthetic value (the beautiful and natural sound) than faithful translation.

Besides SL emphasis method, there is TL emphasis methods which are adaption, free translation, idiomatic translation, and communicative translation method. The first is adaptation. The method is mostly used to the plays and poetry. In this method, the SL culture transferred into the TL culture and the text is re-written. The theme, characters, and plot are not changed. The second is free translation, the translator usually paraphrases the original text but the SL manner, content, and form are not used. In the free translation products, the text do not maintain the content of the original anymore and use the form that are easier to understand and usually shorter than original ones. The third is idiomatic translation, this translation attempts to deliver the message of the source text. However it can give the wrong message because the translator uses colloquialism and idioms in the TL that may have different meaning in the SL.

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<sup>40</sup>Nida and Taber, *penerjemahan Bahasa Indonesia ke adlam Bahasa Indonesia*.Translator, Frans Sayogie (jakarta: Lembaga UIN Jakarta, 2008), p.30.

## 2. Translation Methods

The translation method that would be cited in this study is taken from Newmark who categorizes it in two perspectives. The first perspective emphasizes on the source language (SL) and the other on the target language (TL). SL emphasis means that when the translator translates the next, he/she follows what is common or normal in the source language such as the structure, the lexis, and the culture of source language, whereas TL emphasis means the translator follows the target language structure, lexis, and culture to make readers comprehend the translation text more. Each perspective provides four methods of translation. The first perspective provides word-for-word translation, literal translation, faithful translation, and semantic translation whereas the second perspective provides adaptation, free translation, idiomatic translation and communicative translation methods.

The first method in SL emphasis is word-for-word translation, in which the source language (SL) word order is preserved and the words translated singly by their most common meanings, out of context. Some mechanical and cultural words are translated literally to make it easier for the translator to understand those words before translating the text. The second method is literal translation. The translator tries to change the SL structure into TL structure but the words are translated literally. It is also a pre-translation process in which only the words are translated literally, not the structure like in the previous method.

The last is communicative translation. It attempts to deliver the exact meaning of the source text considering the TL readers (their level of education, class, age, and sex) so the translation procedure product can convey the meaning of the source text communicatively.<sup>41</sup> From the method mentioned above, only semantic and communicative translation gain more attention.

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<sup>41</sup>Peter Newmark (1998), op.cit, p. 45-47.

Semantic and communicative considered more appropriate to reader (interpret the source text). Newmark said that only semantic and communicative translation fulfill the two main aims of translation, which are first, accuracy, and second economy.”<sup>42</sup> In this case, semantic translation is more economical than communicative because the text is poorly written. The semantic translation has oriented to the author’s linguistic level, while a communicative has oriented to readership.

### 3. Translation Procedures

The theory of translation embraces broad foundation that has been numerous stated and discussed by linguistics over the year. According to Nida, because translation is an activity involving language, there is a sense in which any and all theories of translations are linguistics.<sup>43</sup> Some linguistics have different views on translation procedures. As stated by Newmark, translation procedures are used for sentences and the smaller units of language while translation relates to whole texts.<sup>44</sup> In translation procedures, Kade presented a theoretical model of modes of behavior. He distinguishes three basic translating operations as follows:

- a. Substitution (Translation on the basis of sign-sign relationship)
- b. Interpretation (Translation on the basis of significant meaning)
- c. Paraphrase (Translation on the basis of denotative/referential meaning)<sup>45</sup>

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<sup>42</sup>Ibid. p. 47.

<sup>43</sup>Nida, *ikhwal menerjemahkan*. Translator, Adjat Sakri (Bandung: ITB, 1985), vol. 2, p. 90.

<sup>44</sup>Peter Newmark (1998), *op.cit*, p.81.

<sup>45</sup>Wolfarm Wills, *The Science of Translation* (Germany: GNV Tübingen,1982), p. 105.

On the other hand, Newmark described the translation procedures as literal translation, transference, naturalization, cultural equivalent, functional equivalent, descriptive equivalent, synonym, shifts or transpositions, modulation, adaption, and many more.<sup>46</sup> Base on this study, the writer only focuses on transpositions, modulation, and adaption because these methods are suitable to use in this study. As stated by Sayogie, “Ketiga prosedur penerjemah (Transposisi, modulasi, dan adaptasi) sangat relevan dengan kaidah dan kondisi budaya bahasa sasaran, yaitu bahasa Indonesia.”<sup>47</sup> The three translation procedures (transposition, modulation, and adaption) are very relevant with the culture of the target language, Bahasa Indonesia.

#### **a. Transposition**

A ‘shift’ (catford’s term) or ‘transposition’ (Vinay and Darblener) is a translation procedure involving a change on the grammar from SL to TL, for example the change from the singular to plural is the first type of transposition. In English, the phrase ‘a pair od shorts’ which is in the plural form translates to “sebuah celana pendek” in Bahasa Indonesia which is in the plural and singular form. The second type is required when SL grammatical structure does not exist in the TL. For example the object must not put in the front of sentence structure in English grammatical whereas in Bahasa Indonesia the object can put in front of at the end of the sentence’s structure. The sentence ‘Lantai ini harus mereka bersihkan’ translates to ‘They must clean this floor’.

The third type is the one that literal translation is grammatically possible but may not accord with natural usage in the TL. For example the nominal phrase plus adjective which formed by intransitive verb in SL become nominal clause in TL. In English ‘blooming flowers’ translate to ‘bunga-bunga’ yang

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<sup>46</sup>Peter Newmark (1988), op.cit, p. 81-91

<sup>47</sup>Frans Sayogie (2008), op.cit. p. 63.

bermekaran' in Bahasa Indonesia. Finally, the last type is the replacement of a virtual lexical gap by grammatical structure. For example, the sentence 'She is very diligent, but her young brother is lazy.' translate to 'Dia sangat rajin, tapi adik laki-lakinya sangat malas.'

#### **b. Modulation**

Vinay and Darbelnet defined the term modulation as a variation through change of view point, of perspective and very often of category of thought. It means that modulation is a translation procedure that necessitates a change of semantic viewpoint or sphere of meaning contain in the text to be translated. Modulation can be categorized into a compulsory and a free type is applied when an adequate translation has not been obtained after the translator applies the principles of transposition.

#### **c. Adaption**

Adaption is use of recognized equivalent between two situations. This is a matter of cultural equivalence. Such as 'Dear sir' translated as 'Dengan hormat' in Bahasa Indonesia.<sup>48</sup>

### **4. The Quality of A Good Translation**

Some scholars like Nida, et al, gave their thoughts about the quality of a good translation. Nida argued that the answer of the best translation should be looked for in the answer to another question. 'Best for whom?' The relative adequacy of different translations of the same text can only be determined in terms of the extent to which each translation successfully fulfills the purpose which it was intended. The relative validity of each translation is seen in the degree to which the receptors are able to respond its message in comparison with (1) what an original author evidently intended would be response of the original

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<sup>48</sup>Peter Newmark (1988), loc. cit

audience and (2) how that audience did the audience in fact respond. The responses can, of course, never be identical for interlingua communication always implies some differences in cultural setting, with accompanying diversities in value system, conceptual presuppositions, and historical antecedents.<sup>49</sup> Based on Nida's theory, the writer sums up that the best translation are depending on the subject as the purpose of translation work and responses of translation result.

Another scholar, Newmark, proposes a good translation from one perspective that is the intention of the text. A good translation should always be able to express what the original text intended to say. His theory of good translation is as the following:

“A good translation fulfill its intention, an informative text, it conveys the facts acceptably, in a vocative text, it success is measurable, at least in theory, and therefore the effectiveness of an advertising agency translator can be shown by result, in an authoritative or expensive text, form is almost as important as content, there is often a tension between the expressive and the aesthetic functions of language therefore a merely ‘adequate’ translation may be useful to explain what the text is about.”<sup>50</sup>

Lado developed the goodness in a translation into five dimensions. These are (1) the latter and patterns of the original, (2) the meaning of the original at the sentence level, (3) the connotations of the original for its readers applied now to the readers of the translation, (4) the original as the readers understood it plus the flavor of the original language and culture for the readers of the translation, who knows they are reading translation, (5) the original in artistic effect rather than in detail, but keeping at the same time the form to adjust to music as in

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<sup>49</sup>Nida, op. cit, p. 88.

<sup>50</sup>Peter Newmark (1988), op.cit, p. 262.

the translation of operasod to meter and rhyme a in the case of poetry.<sup>51</sup>

These five dimensions can be used in specific translation activity, for example, the first dimension can apply for the teacher in teaching the grammar of a foreign language to gain the students literally a word-for-word translation of a pattern sentence into their mother tongue and then reader it in the pattern that functionally would reproduce it. From the theories mentioned before, the writer assumes that the good translation must readability. It is depending on naturalness of language use. The degree of readability will be in direct proportion to the degree of naturalness, and naturalness will be depend on a translator's control of grammatical structures which give intelligibility, significance, and appropriateness to total text.

## 5. Assessment In Translation

Assessment in translation therefore goes beyond the evaluation of particular translation and must take into account other instruments. According Machali, assessment in translation can be done through three stages.<sup>52</sup> The first stages: functional assessment, the general impression to see whether general purpose of deviant writing. Otherwise, the assessment may to the next stage. The second steps: detail assessment base on the term and criteria in the following table:

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<sup>51</sup>Robert Lado (1961), op.cit, p. 262

<sup>52</sup>Rochayah Machall, *Pedoman Bagi Penerjemah*, (Bandung: Kaifa, 2009), p.153



**Table 2.1**  
**Aspects of Translation Assessment**

<b>Aspect</b>	<b>Criteria</b>
<p>A. Accuracy of reproduction of meaning</p> <p>1. Linguistic aspects</p> <p style="padding-left: 20px;">a. Transposition</p> <p style="padding-left: 20px;">b. Modulation</p> <p style="padding-left: 20px;">c. Lexicon (vocabulary)</p> <p style="padding-left: 20px;">d. Idiom</p> <p>2. Semantic aspects</p> <p style="padding-left: 20px;">a. Referential meaning</p> <p style="padding-left: 20px;">b. Interpersonal meaning</p> <p style="padding-left: 40px;">1) Language style</p> <p style="padding-left: 40px;">2) Other interpersonal aspects, for example, the denotative-connotative.</p> <p>3. Pragmatic aspects</p> <p style="padding-left: 20px;">a. Matching text types (including author intent/purpose)</p> <p style="padding-left: 20px;">b. The demands of meaning at the level of sentence with the level of text.</p>	<p>True, clear, reasonable deviate? (local/total)</p> <p>Changed? (local/total)</p> <p>Deviate?(local/total)</p> <p>Not coherent? (local/total)</p>

B. Fairness of expression (in standard art)	Fair and/or literal
C. Terminology	True, default, clear
D. Correct Spelling	True, default

The third stages: detailed assessment of the second phrase is classified in a scale or continuum and can be converted into values. To facilitate the placement of classes or categories, detailed criteria at the second stage is manifested in the general indicator in the following table.<sup>53</sup>

**Table 3.1**  
**Scoring system by Rochayah Machall**

Category	Score	Indicator
The translation is almost perfect	86-90 (A)	The translation is almost equal to original text. There are no mistake in grammar spelling and using vocabulary.
The translation is very good	76-85 (B)	There are no mistakes in using vocabulary. There are some grammar and spelling mistake 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	46-60 (D)	There are grammar and idiom mistakes but not more than

<sup>53</sup>*ibid*, p. 156

is enough		25% from all texts. There are some mistakes in uncommon vocabulary.
The translation is worse	20-45 (E)	There are grammar and idiom mistake more than 25% from all texts.

Base on the explanation above, it can be concluded that the classification of scoring criteria of such us, accuracy reproduction meaning refers to aspect of linguistics, semantics and pragmatics, fittingness expression and selection of words those are suitable with the meaning of text, and spelling refers to accuracy of letter. In other word, the classification of scoring criteria translating text use components of grammar.

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

Grammar mastery is very important in translation. The more grammar one knows, the better she/he understands a text. Grammar structure helps translator to understand the message of the source language and then re-express the whole message to the target language. The richness of grammar has very conspicuous effects on the translator's. A translator must be able to choose appropriate grammar that represent the meaning of the source language in the target language. So, the message thought or ideas that he/she translated will be understood by the readers. The translator who have a better knowledge of grammar structure or who know many grammar items and its appropriate usage tend the express their ideas more effectively than those who have a limited mastery of grammar. By knowing grammar items, a translator can also vary the use of words in his/her work to avoid repetition of words that can make the result of the his/her translation sound monotonous.

From explanation above, it is necessary for students to master grammar because it can be used to translate sentence, text or discourse well. Without knowing about grammar structure it is difficult for them to translate well because to make meaning surely the students must know the kinds of each grammar.

### **E. Frame of Thinking**

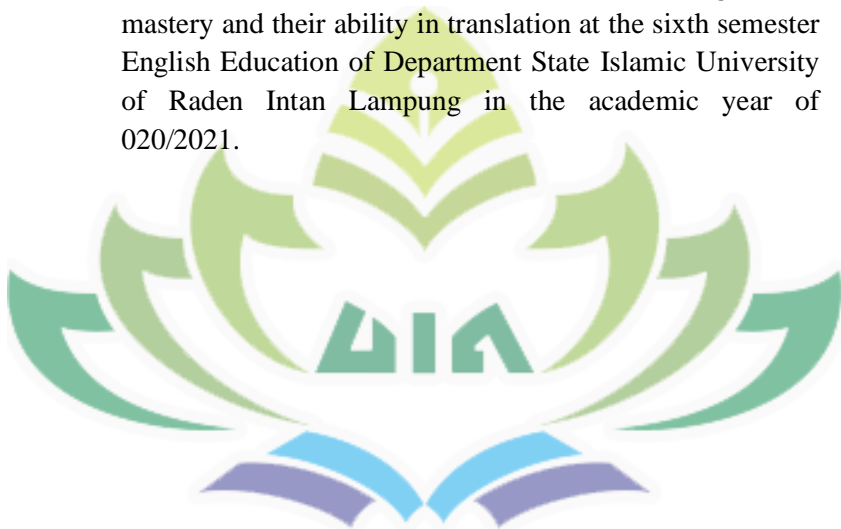
Based on the preliminary research, the writer concludes that the students' grammar mastery and their translation ability at the sixth semester of English Education Department of State Islamic University of Raden Intan Lampung are poor. It is found that the students still difficult to translate Indonesia into English text, all factors above relates with translation ability. From the explanation above that translation is an activity of translating word or text from one language to another language without changing the meaning of the text. When translating, the translator must keep the meaning. Because if the meaning of source language and the target language are different, it can make the readers confused. Grammar is one of important aspect in learning language. Without grammar it is impossible for someone to learn a language. By mastery grammar, someone will be easily to deliver what he/she has in mind. The communication will not be fluent if his/her does not mastering grammar.

Grammar is very important in part of language, because if we want to communicate to each other we do not getting miscommunication. By mastery grammar we can understand English easily. Based on the frame of thinking above, the writer assumes that grammar mastery affects the ability in translating. If the students' grammar mastery is good, it can be predicted that they will be good translation. Meanwhile, if the students' grammar mastery is not good, it can be predicted that their translation will not be good as well.

## F. The Hypothesis

Base on the previous explanation, the hypothesis of this research is formulated as follows:

1.  $H_a$  : There is a correlation between students' grammar mastery and their ability in translation at the sixth semester English Education of Department State Islamic University of Raden Intan Lampung in the academic year of 2020/2021.
2.  $H_o$  : There is no correlation between students' grammar mastery and their ability in translation at the sixth semester English Education of Department State Islamic University of Raden Intan Lampung in the academic year of 2020/2021.



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