THE CORRELATION BETWEEN STUDENTS' GRAMMATICAL KNOWLEDGE AND THE ABILITY IN TRANSLATING INDONESIAN-ENGLISH NARRATIVE TEXTS BY THE SECOND YEAR STUDENTS OF SMAN 1 SENTAJO RAYA

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Abstract: This research aims to find out the significant correlation between students' grammatical knowledge and the ability in translating Indonesian-English narrative texts by the second year students of SMAN 1 Sentajo Raya. The correlational research was used to find out the relationship between two variables or it called bivariate correlation. To collect the data in this research two tests were used. A simple random sampling technique is used to determine the sample of the research. There were 40 students participating in this research. Narrative text was used to know the students' translation ability and past tenses test was used to know students' grammatical knowledge. The result of the study shows that the correlation between two variables are significantly correlated. As a means there is a significant a significant correlation between students' grammatical knowledge and the ability in translating Indonesian-English narrative texts by the second year students of SMAN 1 Sentajo Raya. In other words, there is an influence of students' grammatical knowledge towards students' ability in translating Indonesian-English narrative texts. The finding could important distributions to both teaching translation and grammar, especially the relationship between the two variables.

Key Words: Correlation, Grammatical Knowledge, Translation

KORELASI ANTARA PENGETAHUAN GRAMMAR SISWA DENGAN KEMAMPUANNYA MENERJEMAHKAN TEKS NARASI DALAM BAHASA INDONESIA-BAHASA INGGRIS OLEH SISWA TAHUN KEDUA SMAN 1 SENTAJO RAYA

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Abstrak: Penelitian ini bertujuan untuk mengetahui korelasi yang signifikan antara pengetahuan grammar siswa dengan kemampuannya menerjemahkan teks narasi dalam Bahasa Indonesia-Bahasa Inggris oleh siswa tahun kedua SMAN 1 Sentajo Raya. Penelitian ini menggunakan penelitian korelasi yang mana bertujuan untuk mengetahui hubungan antara dua variabel atau lebih, jadi didalam penelitian ini menggunakan *bivariate* korelasi dan cara pengumpulan data adalah menggunakan test. Peneliti menggunakan teknik sampel acak sederhana untuk menentukan sampel penelitian. Sampel yang dipilih terdiri dari 40 siswa. Penelitian ini menggunakan teks narasi untuk mengetahui kemampuan siswa dalam menerjemahkan dan *past tenses* digunakan untuk mengetahui pengetahuan grammar siswa. Dapat disimpulkan bahwa, hipotesis yang diterima adalah alternatif hipotesis dan dapat dikatakan bahwa "ada korelasi yang signifikan antara pengetahuan grammar siswa dan kemampuan siswa dalam menerjemahkan teks narasi oleh siswa tahun kedua SMAN 1 Sentajo Raya." Dengan kata lain, ada pengaruh yang signifikan dari pengetahuan grammar siswa atau lebih khususnya *past tenses* dengan kemampuan siswa menerjemahkan teks narasi.

Kata Kunci: Korelasi, Pengetahuan Grammar,Terjemah.

INTRODUCTION

Translating is the process of changing something that is written or spoken from source language into target language (Crystal, 1991). So, the result of translation must be readable. In target language, readability is needed because it makes readers easier to catch the content of the translation. Conversely, when the transla-tion is not readable it will make readers difficult to understand the content of the text.

In order to translate grammatically, translator should be able to master English structures, for instance past tenses. The tense forms are made to the times that express an action. It can be divided into three: the present, the past, and the future. Those are used to tell the activities in specific times. The simple forms like continuous/progressive the form which is in the process. The form that has been in the process is the perfect tense, the perfect continuous tense is the form which has happened and the process happened and ended in the previous time is past tense (Salim, et al, 2008).

According to Pardiyono (2007: 67) narrative text is a kind of text has function to amuse, entertain and to deal with actual or vicarious experience in different ways. This text is the most common text that usually exists in process learning English from elementary school until senior high school.

Translation is commonly find in school in many ways. Many teachers now see the validity and value of translation as an activity in communicative classrooms. Translation can be a support for the writing process from the lowest levels untill the highest level (Duff, 1990). Teachers give translation tests for students start from words translation, sentences translation, letters translation and texts translation. The students should translate important written information into the most common languages, in this case Indonesian.

Considering the importance of structure in translating a text, it is better to conduct an investigation on the correlation between students' grammatical knowledge, in this case, the past tenses, and the ability in translating Indonesian-English narrative texts. Something influential in translating Indonesian-English narrative texts is past tenses ability.

METHODOLOGY

Participants of the Research

The participants of this research were the second year students of SMAN 1 Sentajo Raya. The sample was selected by using a simple random sampling technique. The number of the sample is 40 students.

The Data Collecting Technique

To collect the data, it is necessary to use grammar test and translation test. The result of the test is to find out whether there is a signifcant correlation between students' grammatical knowledge and the ability in translating indonesian-English narrative texts or not.

First test was past tenses test which used to know students' grammatical knowledge. The questions were about analyzing the past tenses. The writer was explained the material around 15 minutes. 10 questions were given for the students to answer.

Second test was translation test which use to know the students' translation ability. The test was about translating narrative texts from Indonesian into English. The students will be given 3 topics of narrative texts and the student can choose 1 of them to be translated.

The Data Analyzing Technique

This research used tests to collect data in order to find out the result of students' grammatical knowledge and the ability in translating Indonesian-English narrative texts. To calculate students' grammatical score, students' translation score, hypotetic and empirical score, the normality and reliability of the test and r-value or the correlation of two variables Microsoft Excel 2007 and SPSS 17.0 for windows was used.

Research Findings

The description of the two variables as well as the score of translation test can be seen in Table 1 as in the following:

Table 1. Hypothetic and Empiric Score

Variabel	Hypothetic Score				Empirical Score			
	X_{max}	X_{min}	Mean	SD	X_{max}	X_{min}	Mean	SD
Grammar test Test	355	145	250	35	71	29	21.68	9.815
Translation Test	220	110	165	18.33	44	22	32.60	6.725

Based on the calculation of empirical score using SPSS 17.00, the maximum score obtained of students' grammatical knowledge is 71 and the maximum score of students' translation ability is 44. Based on the calculation of hypothetic score, the mean score of students' past tenses is 250 and the mean score of students' translation ability is 165.

Table 2. The Interpretation of Data Analysis of Students' Past Tenses Score

Interval	Category	Frequency	Percentage
29-35	Very poor	4	10%
36-42	Poor	8	20%
43-49	Fair	12	30%
50-57	Good	8	20%
58-64	Very good	6	15%
65-71	Excellent	2	5%
Total		40	100%

The data in table 2 indicates the total mean score of students' grammatical knowledge, it is in range of 49. 575 or 50. Therefore, it can be concluded that the students' grammatical knowledge is overall in good level.

Table 3. The Interpretation of Data Analysis of Students' Translation Ability

Interval	Category	Frequency	Percentage
19-22	Very poor	1	2.5%
23-26	Poor	10	25%
27-30	Fair	9	22.5%
31-34	Good	7	17.5%
35-38	Very good	9	22.5%
43-46	Excellent	4	10%
Total		40	100%

The data in table 3 indicates the total mean score of students' translation ability that is 31.4 in range of 31-34, therefore, it can be concluded that the students' translation ability is overall in good level.

After getting the scores of the students' grammatical knowledge and the ability in translating narrative texts as presented in Table 4.3 and 4.5, the data was statistically computed to find out the correlation between the two variables. As stated in the previous chapter, the r-value was computed using Pearson Product moment formula. Table 4 presents the result of the computation of correlation coefficient.

Table 4. Correlations

		X	Y
X	Pearson Correlation	1	.781[**]
	Sig. (2-tailed)		.000
	N	40	40
Y	Pearson Correlation	.781[**]	1
	Sig. (2-tailed)	.000	
	N	40	40

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

From the data presented in Table 4.8, it is found out that the obtained correlation coefficient is 0.781. To know whether this correlation coefficient (0.781) is significant or not, it is necessary to find out its significance. For $\alpha = 5\%$ and $df = 40-2 = 38$, the critical value of r product moment is 2.021. Since r-value is higher than the critical value of r product moment, the correlation coefficient is significant. This means that the null hypothesis (H_0) is rejected and it can be stated that there is a significant correlation between students' grammatical knowledge and the ability in translating Indonesian-English narrative texts.

Discussions

Based on the findings and the presentations of the data, it is found that the level of students' past tenses in very poor level are 4 students (10%), 8 students (20%) are in poor level, 12 students (30%) are in fair level, 8 students (20%) are in good level, 6 students (15%) are very good level and 2 students (5%) are in excellent level. The data also that indicates the total mean score of students' grammatical knowledge is in range of 49. 575 or 50. Therefore, it can be concluded the students' grammatical is overall in good level.

Furthermore, the result of students' translation test shows that there is 1 student (2.5%) in very poor level, 10 students (25%) are in poor level, 9 students (22.5%) are in fair level, 7 students (17.5) are in good level, 9 students (22.5%) are in very good level and 4 students (10%) are in excellent level. The data also that indicates the total mean score of students' translation ability that is 31.4 in range of 31-34, therefore, it can be concluded that the students' translation ability is overall in good level.

From those data, it can be concluded that the students' grammatical knowledge and the ability in translating Indonesian-English narrative texts by the second year students of SMAN 1 Sentajo Raya is correlated. It can be seen from the r-value that the significance is 0.781 (78%). It can be concluded that the correlation between students' grammatical knowledge and the ability in translating Indonesian-English narrative texts by the second year students of SMAN 1 Sentajo Raya is strong correlation (Sudjiono, 2009).

CONCLUSIONS AND SUGGESTIONS

Conclusions

After finding out the correlation coefficient and stating the rejection of the null hypothesis, the correlation of the two variables was known to be significant. In other words, there is a significant correlation between students' past tenses and their ability in translating Indonesian-English narrative texts. Therefore, the higher the students' score on past tenses, the better scores the students get on translating narrative texts.

This correlation, however, is not based on cause and effect. It means that if students only have minimum level of past tenses, it does not mean that the students also get poor achievement in translating narrative texts. There are some students who got low scores in past tenses but they got high scores in translating narrative texts. On the

basis of the obtained regression equation, it can be inferred that students' past tenses influences their ability in translating narrative texts. In other words, there is an influence of students' past tenses towards their ability in translating narrative texts. However, the result of the index of determination also indicates that the students' past tenses is not the only factor that influences their ability in translating Indonesian-English narrative texts. There are other relevant factors such as the students' motivation, their interest in learning English, their health or frame of mind on the day they took the test, the frequency of practice, their writing habit, etc that affect their ability in translating Indonesian-English narrative texts. Those factors, however, are not involved in the regression model of this study research.

Suggestions

Based on r_{xy} coefficient shows that the students' past tenses and the ability in translating Indonesian-English narrative texts have a significant correlation. It means the students' past tenses related to their translation ability. Therefore, the researcher would like to recommend teachers to make the English lesson especially in structure (past tenses) more interesting because it can influence students' ability in translating past texts (narrative texts). The teacher could give more explanation about kind of text and should give example about text and the teacher could give more exercise to translate, especially in translating Indonesian-English texts.

The second year students of SMAN 1 Sentajo Raya should be more serious in English subject. So, students are suggested to practice more in translate. Students could bring dictionary when learning English or remembering some vocabularies in a day in order to improve their English.

This research will hopeful give contributions to other researchers related to the correlation between past tenses and students' ability translating Indonesian-English narrative texts. At this research relies on over source of data (students' score in past tenses) , it is suggested for the next researchers not only focus on one the aspect of assessment but also consider students' whole translation aspects (vocabulary, structure, diction, source language, target language, etc)

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