CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of research problem, objective of the research, significance of the research, scope and limitation of the research and definition of key terms.

A. Background of The Research

In learning language, students cannot separate it from translation activity. Having ability in translation becomes a primary necessity for students who learn language especially foreign language. Translation ability is very useful to help student in understanding the material such as journal, textbook, article since those materials are wrote in foreign language. Students cannot understand what they read completely if they do not understand the language used in those media. For example, a journal in English is difficult for students who do not understand English. Therefore, translation is necessity in solving the problem.

However, translation is not an essay job that can be done by anyone without knowing both languages. The difference between the source language and the target language make the process of translation a challenge. Nida (1982:12) stated that translation consist in reproducing in the target language closest natural equivalence of the source language message, first in terms of meaning, and secondly, in terms of style. It means that, the meaning of the target language must be equivalent with the meaning of source language. The

translator should re-express the meaning of source language as exactly possible into the target language that people can understand easily.

Producing an excellent translation is nearly impossible but to accomplish is possible. Larson (1984:3) stated that a good translation must fulfill the criteria of accuracy and acceptability. To make a good translation, a translator should know the meaning of the source language accurately before transferring it to the target language. Firstly, a translator has to researching the lexicon, grammatical structure, communication situation and cultural context of the source language, then analyzing it in order to determine the meaning. After that, a translator has to reconstructing the same meaning using lexicon and grammatical structures which are appropriate in the target language.

Based on explanation above, it is generally agreed that meaning is important in translation (Catford, 1965:35). Meaning deals with the message, idea, feeling or sense that is transferred from source language to the target language. Once, translation is replacement of message from a source language into the target language. A message of source language should be replaced by equivalent message in target language. Transferring the message in source language into equivalent message in target language is an activity that must be done by the translator. The term 'equivalent' is obviously a key term. Since, translation is more than translating source language words with similar meaning in target language words.

Another complicated difficulty in translation is the fact that every language has their own rule and system. Wilss (1982:75) stated that a translator need to know the combinative principles and the devices for signaling grouping in both source language and target language. It is clear that every language has different way in arranging word by word to be a phrases, sentences or even a paragraph.

The differences of grammar system between source language and target language may result in translation changes. Moentaha (2006:16) stated that the difference of grammatical system both languages is one of the difficulties in translation. For example, when rendering a text, translator requires the understanding about procedure of rendering namely analysis, transfer and restructuring. In those three procedures, there is a stage where a translator should analyze a text in terms of grammatical relationship. According to Nida (1982:33) explained:

> " ….. system of translation consist of more elaborate procedure that comprising three stages: (1) analysis, in which the surface structure (i.e., the message as given in source language) is analyzed in terms of the grammatical relationship and the meanings of the words and combinations of words, (2) transfer, in which the analyzed material is transferred in the mind of the translator form source language to receptor language, and (3) restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language".

Regarding the theory above, in the first phase, analysis of the source text, the purpose is to determine the meaning. This phase involves not only recognizing the words and the meaning and its relationship between them, but also grasping the meaning that underlies the words and understanding exactly

what is being referred. After the meaning of source text gained then it re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. In this phase, the grammatical mastery is needed.

Translation may involve two languages. The language translated is called source language and the language used to translate is target language. The translator must comprehend both the grammatical system of source language and target language well in order to producing a good translation with grammatical structure as well. Thus, by knowing and mastering grammar the result of translating will be as well as like the original text because, the use of appropriate grammar will influence the meaning of their translation and conversely. Therefore, mastering grammar is needed for students or translator in order to enable them to deliver the message correctly.

Related to the role of grammar toward translation activity, Aunana (2014) conducting a research in thirty students at second semester English department STAIN Salatiga and it showed that correlation coefficient of both variables was 0.399. In her research showed that there was correlation between students' mastery on adjective order toward translation ability, even it is weak. However, in that research the researcher use a limited amount of sample and only focused on students' adjective order toward ability in translating English into Indonesian. She used multiple choice test in assessing the students' ability in translation. In this case, the researcher used limited number of samples. So, it is important to do re research in the different

number of sample. Thus, this research is to find the correlation between students' grammar mastery toward their ability in translating English text into Indonesian.

This research is about the correlation between students' grammar mastery and translation ability. This research will be done for the intention of exploring how the students' grammar mastery contributes in translation ability. Accordingly, the research is entitled "THE CORRELATION BETWEEN SIXTH SEMESTER STUDENTS' GRAMMAR MASTERY AND TRANSLATION ABILITY OF ENGLISH DEPARTMENT AT IAIN TULUNGAGUNG IN ACADEMIC YEAR 2016/2017.

B. Research Problem

Based on the background of the research, the problem is formulated as "Is there any correlation between sixth semester students' grammar mastery and translation ability of English department at IAIN Tulungagung in academic year 2016/2017.

C. Research Objective

Regarding formulation of the research problem stated above, this research is intended to investigate the correlation between sixth semester students' grammar mastery and translation ability of English department at IAIN Tulungagung in academic year 2016/2017.

D. Research Hypothesis

Based on the research problem and the research objective, there are two hypotheses in this research as follows:

1. H_a (alternative hypothesis)

    There is correlation between sixth semester students' grammar mastery and translation ability of English department at IAIN Tulungagung in academic year 2016/2017.

2. H_o (null hypothesis)

    There is no correlation between sixth semester students' grammar mastery and translation ability of English department at IAIN Tulungagung in academic year 2016/2017.

E. Research Significances

The findings of this research will provide additional knowledge about translation as well as to give new insight to the English teacher, students, translator and the next researchers.

For the English teacher, it can be useful as a reference to enrich the materials in assesses the students' translation quality. It also can be guidance for the students and translator when they are translating text from English into Indonesian to be more critical and careful.

Furthermore, this research will provide information about the level of significant between students' grammar mastery and their ability in translating

English text into Indonesian. Hopefully, it can be useful as reference for the next researcher who will do the research in the same case.

F. Research Scope and Limitation

To avoid research becomes wider, the researcher limits and focus as on following:

1. Scope

    In this research, what is involved in the discussion is related to grammar and its relation with translation. The focus of this research is generally to find the correlation between students' grammar mastery and their ability in translating English text into Indonesian.

2. Limitation

    This research is conducted for the sixth semester students of English department at IAIN Tulungagung in academic year 2016/2017, who have studied about translation and grammar.

G. Definition of Key Terms

1. Correlation

    Literally, correlation is a connection between two or more things, often one in which one of them causes or influences the other. In this research, things or the objects being correlated are students' grammar mastery and their ability in translating English text into Indonesian, whether or not their mastery in grammar will give a significant

correlation to their translation ability is finding out after the data as well as the result are obtained. The correlation itself will be known using the SPSS 16 program.

2. Grammar Mastery

Grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language (Baker, 1992). Mastery defined as the complete control of knowledge (Cambridge Advance Dictionary). Mastery also defined as learning or understanding something completely and having no difficulty in using it (Collins Cobuild Dictionary). In this research grammar mastery refers to the students' competence and performance in using the correct rules of English by changing the form of words correctly and joining them into sentence.

3. Translation ability

Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language, (Catford, 1965:20). Ability defined as mental power or skill needed to do something (Cambridge Advance Dictionary). In this research, translation ability refers to the students' ability in transferring the meaning of an English text into Indonesian translation.