

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings of the research. It presented some discussions dealing with the collected data of students' score in Grammar test and score in Translation test. This chapter covered the description of data, Parametric Test of Significant, Hypothesis Testing and Discussion.

A. The Description of Data

1. Students' Grammar Score

The data of grammar mastery are the total score of students in grammar mastery test (**appendix 7**). The following scores were obtained from 40 students which had been decided to take a part as the samples and to represent the population. The researcher analyzed and processed the data with SPSS 16 to find out the descriptive statistic.

Table 4.1 Descriptive Statistic of Students' Grammar Score

Statistics		
N	Valid	40
	Missing	0
Mean		70.44
Median		72.50
Mode		78
Std. Deviation		8.163
Range		32
Minimum		50
Maximum		82
Sum		2818

The descriptive statistics of students' grammar mastery test appeared that the total score from 40 students who followed grammar test was 2818. The average score was 70.44. The median score was 72.50. The mode or the score that appear the most was 78. The minimum score was 50 and the maximum score was 82. Then, the standard deviation was 8.163.

Furthermore, the data of students' grammar mastery score also computed to find out the percentage. The percentage of students' grammar mastery score can be seen in table below.

Table 4.2 The Percentage of Students' Grammar Mastery Score

Categories	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	12	30%
Fairly Good	66-75	17	42.50%
Fair	56-65	9	22.50%
Poor	36-55	2	5%
Very Poor	0-35	-	-
Total		40	100%

Based on the table above, it showed that the highest score of students' grammar mastery test in the range 76-85 in which good categorization were 12 students. Then, in the next categorization was fairly good, there was the biggest percentage (42.50%) with the number of frequency 17 students. Means that most of students got score in the range 66-75 which is categorized as fairly good in mastering grammar.

Besides, there were 9 students in the range 56-65 in which 22.50% which belonged in fair categorization. Meanwhile, in the range 36-55 there were 2 students and they lies in poor categorization. In this calculation, no one got excellent (96-100), very good (86-95) and very poor (0-35).

2. Students' Translation Score

As like in grammar mastery score, the data of students' translation ability gotten from students' translation test. The data of students' translation ability are the total score of students in translating English text into Indonesian (**appendix 8**). In scoring the translation test, the researcher used scoring rubric which covered 4 aspects. There were source text meaning, style and cohesion, situational appropriateness, grammar and mechanics. The maximum score of each aspect was 4. The researcher analyzed and processed the data with SPSS 16. The data description can be seen in the following table.

Table 4.3 Descriptive Statistic of Students' Translation Score

Statistics		
N	Valid	40
	Missing	0
Mean		73.75
Median		75.00
Mode		78
Std. Deviation		7.243
Range		28
Minimum		56
Maximum		84
Sum		2950

The descriptive statistics of students' translation ability test appeared that the total score from 40 students who followed translation test was 2950. The average score was 73.75. The median score was 75. The mode or the score that appear the most was 78. The minimum score was 56 and the maximum score was 84. Then, the standard deviation was 7.243.

In addition, the data of students' translation ability score also calculated to find out the percentage. The result can be seen in the table below.

Table 4.4 The Percentage of Students' Translation Ability Score

Categories	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	17	42.5%
Fairly Good	66-75	19	47.5%
Fair	56-65	4	10%
Poor	36-55	-	-
Very Poor	0-35	-	-
Total		40	100%

From the table above, it can be seen that there was no student who got excellent, very good, poor and very poor categorization. All the students got the scores less than 86. There were 17 students in good categorization (76-85) with the percentage 42.5%. Then, in the range 66-75 there were 19 students with percentage 47.50% and 10% in the range 56-65 there were 4 students. In this calculation, the average score lies in the range 66-75 or in fairly good categorization.

B. Parametric Test of Significant

1. Normality Testing

Normality testing is used to test whether each instrument have normal distribution or not. To test the normality of the data can use the *One Sample Kolmogorov-Smirnov* test with the provision that if Asymp Sig >0.05, the data were normality distributed. If the value is higher than 0.05 indicated that the data are normal. If the value is smaller than 0.05 indicated that the data are not normal. This could be done by using SPSS 16.0 program. Normality test was done towards the grammar score and translation score obtained from the students.

Table 4.5 One-Sample Kolmogorov-Smirnov Test

		GRAMMAR	TRANSLATION
N		40	40
Normal Parameters ^a	Mean	70.44	73.75
	Std. Deviation	8.163	7.243
Most Extreme Differences	Absolute	.137	.146
	Positive	.096	.073
	Negative	-.137	-.146
Kolmogorov-Smirnov Z		.866	.926
Asymp. Sig. (2-tailed)		.442	.357

a. Test distribution is Normal.

Based on the normality result on the table 4.3 above, output *One Sample Kolmogorov-Smirnov* show that the value of Asymp.Sig. (2 tailed) was 0.442 in grammar and was 0.357 in translation which were higher than 0.05. It can be concluded that the data were normally distributed.

2. Homogeneity Testing

Homogeneity testing is used to test whether the data has homogeneous variance or not. As like in normality testing, if the value is higher than 0.05 indicated that the data are homogeneous. If the value is smaller than 0.05 indicated that the data are not homogeneous. This could be done by using SPSS 16.0 program. Homogeneity test was done towards the grammar score and translation score obtained from the students.

Table 4.6 Homogeneity Testing

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
2.702	9	27	.022

Based on the homogeneity result on the table 4.4 above, output Test of Homogeneity of Variance show that the value of Asymp.Sig. was 0.022 which were lower than 0.05. It can be concluded that the data were not homogeneous.

3. Linearity Testing

Linearity testing is used to test whether the data linear or not. As like in normality and homogeneity testing, if the value is higher than 0.05 indicated that the data are linear. If the value is smaller than 0.05 indicated that the data are not linear. This could be done by using SPSS

16.0 program. Linearity test was done towards the grammar score and translation score obtained from the students.

Table 4.7 Linearity Testing

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
TRANSLATION	Between Groups	(Combined)	1244.776	12	103.731	3.496	.003
* GRAMMAR	Groups	Linearity	1014.680	1	1014.680	34.202	.000
		Deviation from Linearity	230.095	11	20.918	.705	.723
	Within Groups		801.021	27	29.667		
	Total		2045.796	39			

Based on the linearity result on the table 4.5 above, output show that the value of Asymp.Sig. was 0.723 which were higher than 0.05. It can be concluded that the data were linear.

After knowing the result of tables above, it was clear that this research belonged to non-parametric test because, one of the requirements cannot fulfill which is the data was not homogeneous. Further, this research used SPSS 16.0 to find out the correlation between sixth semester students' grammar mastery and translation ability of English department at IAIN Tulungagung. Thus, Spearman Correlation Coefficient technique used to find out the correlation coefficient between two variables.

C. Hypothesis Testing

After all scores were classified, then the next step is accounting of the correlation coefficient. To count the hypothesis, the researcher used Spearman correlation technique. The result of correlation of the students' grammar mastery and translation ability can be seen on the table below.

Table 4.8 Correlational Testing

			Correlations	
			grammar	translation
Spearman's rho	Grammar	Correlation Coefficient	1.000	.665**
		Sig. (2-tailed)	.	.000
		N	40	40
	Translation	Correlation Coefficient	.665**	1.000
		Sig. (2-tailed)	.000	.
		N	40	40

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

To know whether the correlation coefficient was significant or not, it was necessary to find out its significance. The rejection or acceptance of the null hypothesis (H_0) is based on the level of significance. According to the sig (2-tailed) value 0.000 was lower than the level of significant 0.05. Thus, the alternative hypothesis (H_a) which said **“There is Correlation Between Sixth Semester Students’ Grammar Mastery and Translation Ability of English Department at IAIN Tulungagung in Academic Year 2016/2017”** is accepted and automatically the null hypothesis (H_0) is rejected.

Based on the table above, the correlation coefficient of the two variables was 0.665. The correlation itself belonged to the positive correlation or directional correlation as the Spearman correlation value was in the positive number and was not in the negative one.

The correlation coefficient of grammar mastery and translation ability was 0.665, whereas the values of the Spearman rank correlation coefficient in the level 5% (0.313) and 0.405 in the level 1% for the total number of students 40 (**appendix 8**).

It means that the correlation coefficient both variables was significant $\rho_{\text{count}} > \rho_{\text{table}}$ (0.665 > 0.313) or in other words the alternative hypothesis (H_a) which said **“There is Correlation Between Sixth Semester Students’ Grammar Mastery and Translation Ability of English Department at IAIN Tulungagung in Academic Year 2016/2017”** was accepted, while the null hypothesis (H_0) was automatically rejected.

D. Discussion

In this case, the researcher would fully review the result of this research dealing with the findings up to the hypothesis testing. Based on the statement in previous chapter, the objective of this research is to find out the correlation between sixth semester students’ grammar mastery and translation ability of English department at IAIN Tulungagung. The researcher began to collect the data by administering the test that was grammar test. In grammar test, the students have 40 minutes to answer the question. If each item correctly answered, the students will obtain a score of 100.

Then, the second test was translation test that done by the similar students or samples involved in the grammar test. Here, the result of translation test will be judge based on scoring rubric. There were 4 aspects, the maximum score which got by students was 100 and the minimum score was 25. After all the data calculated, the researcher found the highest score and lowest score. In grammar test, the highest score was 82.5 and the lowest score was 50. Meanwhile, in translation test, the highest score was 84 and the lowest score was 56. Furthermore, the data computed and analyzed used SPSS 16.0 to find out the correlation.

Dealing with the correlation value between grammar and translation, this research found that there was a positive correlation. The result of computation was 0.665. This value is categorized into strong/high correlation based on Sugiyono (2014:257). According to the sig (2-tailed) value 0.000 was lower than the level of significant 0.05. Thus, the alternative hypothesis (H_a) is accepted and automatically the null hypothesis (H_o) is rejected.

In other ways, the ρ_{count} also influenced the hypothesis decision making. To know which hypothesis was accepted, the ρ_{count} was compare with the ρ_{table} . It found that ρ_{count} was higher than ρ_{table} at the level 1% $0.665 > 0.405$ and at the level 5% $0.665 > 0.313$ with the degree 40 students. Automatically, H_a was accepted (There is correlation between sixth semester students' grammar mastery and translation ability of English department at IAIN Tulungagung in academic year 2016/2017) and H_o must be rejected (There is no correlation between sixth semester students' grammar mastery

and translation ability of English department at IAIN Tulungagung in academic year 2016/2017).

The computation result showed that the correlation value was 0.665 which automatically considered as a high correlation. Thus, it affected to the hypothesis testing which accepted the alternative hypothesis (H_a). It means that the students' grammar mastery give useful contribution to the students' ability in translating English text into Indonesian.

Dealing the finding of this research, Aunana (2014) also conducted a research about the correlation between students' mastery on adjective order toward their translating skill. In her research, the researcher explained that alternative hypothesis (H_a) also was accepted. The result of correlation between both variable was 0.399. So, it can be concluded that there was correlation between students' mastery on adjective order toward their translating skill, even it is weak.

Besides, this research also supported by Safitri (2014), in her research, the data analysis obtained that alternative hypothesis (H_a) accepted or stated there was correlation between students' past tense mastery and their ability in translating narrative text. Based on Pearson Product Moment correlation was 0.772. The coefficient value indicated a high significant correlation.

Based on the findings of two previous studies above, the researcher conclude that in translation work the mastery of grammar is needed. The findings of Aunana (2014) stated that in translating text from Indonesian into English, the good ability in grammar will help them to make acceptability of

English sentences In this case, the translator must have grammatical ability of both languages because he/she cannot accurately translate a text without understanding grammar of both languages. Otherwise, when people translating text from English into Indonesian, the mastery of grammar will help to analyze the meanings of text in English.

Regarding the value of correlation between grammar mastery toward translation ability, it was indicate that in translation work the students have to consider the grammar. By understanding the grammar of source language text it can be helpful in gaining the meaning of the source language text. Before the students doing translation work, they have to understanding and mastering the grammar of both source and target language text. Mastering grammar is required when the translator doing the first phase in translation work. Nida and Taber (1982:33) stated that system of translation consist of a more elaborate procedure comprising three stages, they are analysis, transfer and reconstructing. In analysis, the translator have to analyze in which the surface structure in terms of grammatical relationship.

From the theory above, that is the basis why the translator should understand about grammar, because translation is not only translate word by word or sentence by sentence, but also it must translate the entire contents of the source language text into the target language text. The good mastery in grammar, the good translation will be and when the grammar mastery is not good, it can be predicted that the ability in translating is not good either. It was prove with the result of this research. The correlation value between

students grammar mastery and translation ability was 0.665 in which categorized as strong or high correlation. It means that there was significant correlation between sixth semester students' grammar mastery and translation ability of English department at IAIN Tulungagung in academic year 2016/2017.