

CHAPTER I

INTRODUCTION

This section discusses the background of the research, research questions and purposes, research significances, theoretical framework, hypothesis, and previous studies.

A. Background of the Research

Grammar is one of the essential skills in language learning. In grammar contexts, translating English can be a challenge for Indonesian students. Pasaribu, Herman, and Hutahaean (2019) discover that tense, sentence, phrase, clause, attribute, and indefinite article are the most difficult for students to translate from English into Indonesia. Based on the preliminary interviews, students in the seventh-semester were experiencing grammatical errors when translating from English into Indonesian. Even though they studied advanced English grammar in the third semester, they still have difficulties translating English into Indonesian. Therefore, this research is conducted to determine the correlation between students' English grammar mastery and their quality in translating English into Indonesian.

English grammar governs the structure of sentences in the English language. These rules govern the use of nouns, verbs, adjectives, adverbs, and other parts of speech, as well as the formation of phrases and clauses. It also includes punctuation, capitalization, and spelling. Rossiter (2021, p. 2) states that in the case of "Me Tarzan, you Jane," learners of any language must master the essential grammatical rules and principles. They would fail to form more complex ideas into words if they did not have any grammar. Thus, grammar is important for better communication, both oral and written communication.

Many students struggle with learning English grammar. As Ameliani (2019) says, students struggle to choose appropriate verbs and tenses, resulting in meaningless sentences. It is obvious that the way Indonesian sentences differ from English sentences. As a result, students have difficulty understanding and applying English grammar. Sometimes they use the Indonesian form of the sentence. In this

research, the researcher focuses on the tenses and the formation of phrases and clauses.

Grammar is extremely important in the process of translating between two languages. It provides the structural foundation for a translator to accurately and coherently communicate meaning from the source language (the language being translated from) to the target language (the language being translated into).

Foster (1958) defines translation as the act of transferring textual context from the source language to the target language. It means translation involves the translation of the meaning of a given linguistic discourse from one language to another. The ability to accurately convey the tone and message of the original texts, while taking into account regional and cultural factors of the target audience, is defined as translation quality. This translation quality must be investigated, considering that both teachers and the general public need to know how good the translation of students in Indonesia is.

Halim (2016) finds that most students lack knowledge about the meaning of words, leading to a type of literal translation that is unnatural and unclear in the context of phrases, clauses and sentences. Moreover, the translation quality was poor, with 140 errors in 25 translated explanation texts, which were divided into five difficulties: translating long and complex sentences, arranging the text in target language, grammar, determining equivalent and appropriate words, and applying TL writing rules (Sharifudin, 2019). Based on the data presented above, it is possible to conclude that students in Indonesia continue to have poor translation quality.

Previous research by Oktari, Mukhtar, and Arasuli (2019) shows that there is a correlation between students' grammar mastery and their translation ability (the correlation coefficient is 0.797). Overall, the students' grammar mastery contributed significantly to their translation ability, as shown by Oktari et al. (2019). Another research which discusses errors in translation shows that many Thai English major students struggle with their copious grammatical mistakes when translating texts (Wongranu, 2017). This implies that students have more problems with grammar than vocabulary. Furthermore, students' translation quality is correlated to their

English grammar mastery to determine the degree of grammar in their translation quality. The grammar focuses on tenses as well as the formation of phrases and clauses.

The difference between this current study and previous studies is the variable of the research. In the previous studies, the researchers examined the students' translation ability. Meanwhile, this research examines the students' translation quality. The subjects of this study are the students from the English Education Department, Sunan Gunung Djati Bandung State Islamic University. However, this research uses the same methodology as the previous studies. This research uses a correlational study to determine the result. The translation quality results are correlated with their English grammar mastery.

B. Research Questions

According to the research background, there are three main research questions. The questions are as follows:

1. What is the students' English grammar mastery?
2. What is the students' quality in translating English into Indonesian?
3. Is there any correlation between students' English grammar mastery and their quality in translating English into Indonesian?

C. Research Purposes

Based on the research questions, this study serves several purposes. The purposes are as follows:

1. To determine the students' English grammar mastery.
2. To determine the students' quality in translating English into Indonesian.
3. To analyze the correlation between students' English grammar mastery and their quality in translating English into Indonesian.

D. Research Significances

This research has significances for theoretical and practical purposes. In theory, this research can be used by lecturers as a reference and source of information to determine how English grammar mastery affects translation quality. Furthermore, this research is presented as a research reference for future researchers.

Meanwhile, practically, this research can encourage lecturers to help students improve their English grammar mastery and translation quality. Furthermore, as a student, they should be more involved in learning English grammar. This is one of the initiatives aimed at improving grammatical proficiency in order to improve translation quality.

E. Theoretical Framework

This study investigates the correlation between students' English grammar mastery and translation quality. The results of these two variables must be correlated in this study. The theoretical framework is described by the researcher in the following scheme:

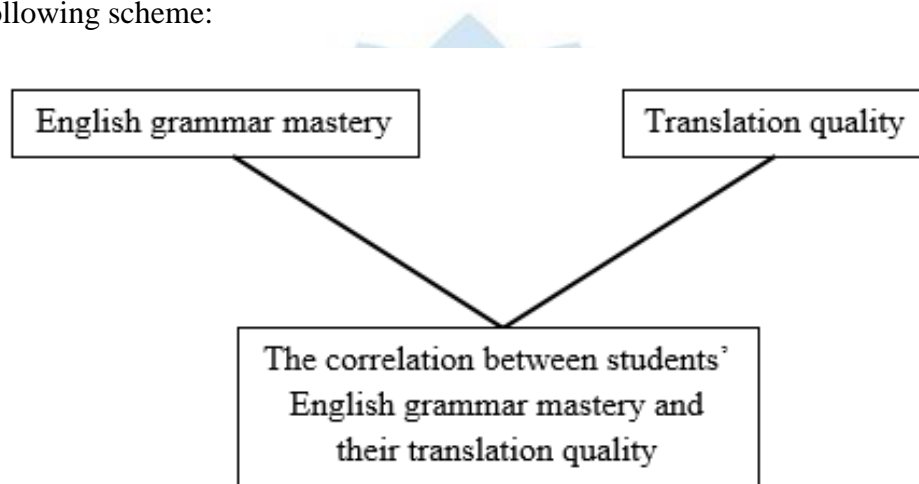


Figure 1.1 Research Scheme

Betti (2022) defines English grammar as the process by which meanings in the English language are encoded into wordings. This includes word, phrase, clause, sentence, and entire text structure. Furthermore, according to Eunson (2015: 6), grammar is a set of rules (and exceptions to those rules) that reveal and structure meaning in language. It is composed of two parts: syntax and morphology. Syntax is concerned with the pattern or sequence of words in sentences, whereas morphology is concerned with the shape or nature of words, as the name implies. It can be concluded that grammar is a set of rules that reveal and structure meaning in language.

Translation, according to Foster (1958), is the process of transferring textual context from the source language into the target language. It refers to the process of translating the meaning of a particular linguistic discourse from one language to another. Translation quality is defined as the ability to accurately convey the tone and message of the original texts, while taking into consideration regional and cultural factors of the intended audience.

According to Rossiter (2021, p. 2), learners of every language must know the fundamental grammatical rules and principles. They would not have the ability to express more complex ideas in words if they lacked grammar. Grammar is an important part of translation because it allows the translator to express the meaning of the source language accurately into the target language. Correct grammar ensures that the translated language is comprehensible, clear, and communicates the desired message. A translated text that lacks basic grammar might be confusing, deceptive, or even meaningless.

F. Hypothesis

The current research includes two variables, including variables x and y , where x is English grammar mastery and y is translation quality. The purpose of this research is to determine the correlation between those two variables. As a result, the hypotheses for this research are as follows:

- Null hypothesis (H_0): There is no correlation between students' English grammar mastery and their translation quality.
- Alternative hypothesis (H_a): There is a correlation between students' English grammar mastery and their translation quality.

The null hypothesis implies that students' English grammar mastery has no impact on the quality of their translation. The students' comprehension of English grammar will have no influence on the quality of their translation. Meanwhile, the alternative hypothesis suggests that students' English grammar mastery has an impact on the quality of their translation. For example, if their English grammar mastery is strong, the quality of their translation will be strong as well. If their English grammar mastery is inadequate, the quality of their translation will be poor as well.

In quantitative research, a hypothesis is a statement in which researchers make predictions or speculate on the outcome of relationships between attributes or characteristics (Creswell, 2012). Furthermore, according to Sugiyono (2019:99), the hypothesis is a temporary solution to the research problem formulation and is based on empirical facts gathered through data gathering. Thus, the hypothesis determines if there is a correlation between the two variables in this study.

G. Previous Studies

Some previous studies are described below. First, Wongranu (2017) conducted a study on translation errors made by Thai English major students. This research included 26 third-year English major students from Kasetsart University. The data were gathered from the students' exercises and exams. The data were examined using frequency and percentage calculations, as well as content analysis. According to the findings, the most common translation mistakes were syntactic errors (65%), followed by semantic errors (26.5%) and miscellaneous errors (8.5%).

Second, Husna (2021) conducted a study on the connection between grammar mastery, vocabulary size, and translation ability in report text. This study employed a quantitative approach with a correlational methodology. The study instruments were three tests: grammar mastery, vocabulary size, and a translation test, which were administered to 32 students in the translation class during the academic year 2017/2018. Pearson Product Moment analysis of the numerical data revealed that grammar proficiency and vocabulary size contributed 36.5%. Furthermore, the value range was 0.604, indicating a powerful category. As a result, it is concluded that students' grammar mastery and vocabulary size are related to the quality of their translation ability in report texts in the seventh semester of the school year 2017/2018.

Finally, Rahnemoon, Ahangar, and Nourmohammadi (2017) used both descriptive and quantitative approaches to explore and analyze the thematic structure of English news and its Persian translated version. Similarly, 1000 English clauses and 1095 Persian clauses were gathered from the University of Tehran Persian-English Comparable Corpus. (UTPECC). The extracted data were then examined using Halliday and Matthiessen's (2014) thematic structure classification.

Except for topical, multiple, elided, and interpersonal-topical themes, the Chi-square test results revealed a significant difference between different theme types in both corpora. The translation of English news text into Persian revealed that the canonical form of Persian structure was favored over maintaining the English thematic structure. This was due to the general trend of changing themes into rhemes or vice versa, and a significant difference in theme types in both corpora.

Several aspects of the previous research discussed above have been implemented in this research. This research, like the study conducted by Oktari et al. (2019), used 40 students as a research sample. To fulfill research goals, this sample is selected from four different classes. In addition, the data acquired is analyzed using SPSS to determine the study's results. Furthermore, based on Wongranu (2017), data is collected from students' exam results. The data collection technique employed in this study is document analysis. Finally, based on Husna's (2021) and Rahnemoon's (2017) research, this study employs a quantitative technique using a correlation design to assess whether there is a correlation between students' grammar mastery and translation quality.

In conclusion, there are some differences between this research and the prior studies discussed above. Whereas the previous studies looked at translation errors and translation abilities, this research looks at students' translation quality, which is then correlated with their English grammar mastery. Furthermore, this research is carried out at the Sunan Gunung Djati State Islamic University in Bandung, with a sample size of 40 students. Sixth semester students provided the sample. A quantitative method with a correlation design is used in this research.