CHAPTER I

INTRODUCTION

This paper presents an overview of the research that consists of research background, statements research, purposes and significances of research, rationale, hypothesis, research methodology, and analysis of data.

A. Background

Language is one of cultural products that issued to communicate in certain community or country, so is English. Since it becomes a course in the school or university in Indonesia, knowing the meaning of its words is an essential part in learning English as foreign language both in spoken and written. It means that the students have to be able in translating words, phrases or sentences from the Source Language (SL) - the original written language-to Target Language (TL) - the language of the translation appropriately. So, the students need a process to make it understandable in their own language. This process is often called by translation. Simply, translation can be defined as a process of replacing the source language (SL) into a target language (TL).

According to Ford in Martono and Ngadiso (1995: 2), translation is replacement from the source language to the target language by equivalent material to make the content close to the original meaning. As a process, translation focuses on the role of changing language, from SL to TL include the content, sense, and build an equivalent form in the target language. Therefore, the aim of translation is how to build equivalent both in SL and TL.

The replacement means that in translating SL to TL, the students must pay attention not only in finding the meaning of each words but also in the structure of the language itself (grammatical structure), the situation when the communication happen, and the cultural context. In the addition, the students must realize that English is a unique language. It has its own rule both in grammatical structure and meaning.

However, as a problem, students are difficult to comprehend the sentence that cannot be translated word by word caused by the different level of English phrasal verbs. It deals with the form or structure of the words. So, it is important to establish what a word is, whether or not it is the main unit of meaning in language, what meaning can convey, and how languages differ from the way they choose to express certain meanings but not others. For example, when the students translate a single word or it can stand alone, they can look for dictionary and get the meaning. But, when translating sentences that consist of more than one word, they need levels of equivalence. According to Baker (1985 in Basil Hatim And Jeremy Munday, 2004: 22) those levels are level of the word, collocation, idiom, information structure, cohesion and pragmatics include phrasal verb.

Phrasal verb is a combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition. It often has a meaning which is different from the original verb. For example, "I do not like to get up

early". From that sentence, It can find that the verb of that sentence consist of two words, get and up. The word get up is called phrasal verb. It is made of verb get and preposition up which is not separated. From the combination between verb and preposition above create a new meaning from the original. As a result, the students cannot translate each word to get equivalent meaning in Indonesia. Therefore, the meaning of the word get up is "bangun tidur". In Indonesia, the word "bangun tidur" named verb phrase.

Based on the explanations above, this research is given a title THE CORRELATION BETWEEN STUDENTS MASTERY ON ENGLISH PHRASAL VERBS AND STUDENTS TRANSLATION ABILITY (A Correlational Study of The Sixth Semester of English Education Department of UIN Sunan Gunung Djati Bandung).

B. Research Questions

Based on background above, here are the following specific problems:

- How is the students' mastery on English phrasal verbs in the sixth semester students of English Education Department in State Islamic University of Sunan Gunung Djati Bandung?
- 2. How is the students' translation ability in the sixth semester students of English Education Department in State Islamic University of Sunan Gunung Djati Bandung?
- 3. How is the correlation between students' mastery on English phrasal verbs and students' translation ability in the sixth semester students of English

Education Department in State Islamic University of Sunan Gunung Djati Bandung?

C. Purposes of the Research

Based on the specific problems formulated above, the purpose of the study are as follows:

- To find the level of the students' mastery on English phrasal verbs in the sixth semester students of English Education Department in State Islamic University of Sunan Gunung Djati Bandung.
- 2. To find the level of the student' translation ability in the sixth semester students of English Education Department in State Islamic University of Sunan Gunung Djati Bandung.
- 3. To find the level of whether there is the correlation between students' mastery on English phrasal verbs and students' translation ability in the sixth semester students of English Education Department in State Islamic University of Sunan Gunung Djati Bandung.

D. The Significances of Research GUNUNG DJATI

The results of this research are expected to provide some valuable I advantages for the teacher, students, and the researcher.

1. For the teacher

The result of the study might be useful for additional information in teaching translation concerning phrasal verbs. The researcher also hopes the teachers not only give information about language learning, especially in phrasal verbs course, but also know the importance of mastery phrasal verbs in translating English sources. The teachers can improve their capability through many ways to develop the new method of language learning to enhance the knowledge about phrasal verbs and translation.

2. For the students

The result of this research can be useful as additional information in learning translation especially in phrasal verbs.

Students are motivated to mastery English phrasal verbs so they can improve their translation ability.

3. For the researcher

Arranging this research, the writer can get many experiences that useful in the future as an English teacher. Also, the result of the study can be a reference in translating works dealing with phrasal verbs.

E. Rationale

Translation is replacement from the source language to the target language by equivalent material to make the content close to the original meaning. As a process, translation focuses on the role of changing language, from SL to TL include the content, sense, and build an equivalent form in the target language. Therefore, the aim of translation is how to build equivalent both in SL and TL. Catford (in Martono and Ngadiso, 1995: 2) Translation should consolidate between theory and practice because to become a good translator should be understand and know both of them.

Translation relates to two senses, first is translation as a process, and the second is to the product (Shuttleworth and Cowie, 1997:181 in Basil Hatim and J. Munday, 2004: 3-4). This immediately means that the term translation encompasses very distinct perspectives. The first sense focuses on, the role of the translator in taking the original or source text (ST) and turning it into a target text (TT) in another language. The second concretes on translation product produced by the translator.

Mastery is possession of consummate skill or the status of master or rules (The American Heritage Dictionary of the English Language, 2000: 1078).Mastery on English phrasal verbs very needed the students to develop their ability in translation. A phrasal verb is an expression consisting of a verb and either an adverb or a preposition that together have a unity meaning that cannot be deduced from the sum total of the meanings of its constituent parts (The American Heritage Dictionary of the English Language, 2000: xxxv). In the same line of the statement above, Thomson and Martinet (1986(315) say that it is common when attaching prepositions ora Verbs after certain verbs, in order to obtain a variety of meaning which is called phrasal verb. The students not only try to recognize the combination is verb and preposition or verb and adverb, but also consider the expression as a whole to get the appropriate meaning.

For this study, the researcher focused on the correlation study between students mastery on English phrasal verbs and students translation ability. Related mastery on English phrasal verbs with translation ability, mastery on English phrasal verbs very connected with translation ability. This research used two kinds of variable, the first is students' mastery on English phrasal verbs as the "X" variable, and the second is students' translation ability as the "Y" variable.

Furthermore, here is the scheme that covers the research problem:



F. Hypothesis

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Hypothesis is a predicted answer of research problems, where the research problems have stated in question form (Sugiyono, 2012: 64). This research uses associational hypothesis. Associational hypothesis is a predicated answer of associational research problems, that ask correlation two or more than two variables (Sugiyono, 2012: 69).

In relations to hypothesis of this research is proposed as follow:

In this research correlation between students' mastery on English phrasal verbs will improved and students 'translation ability compared with students who are not mastered on English phrasal verbs". The formulated hypothesis is described as below:

- **Ha:** there is a significant correlation between students' mastery on English phrasal verbs and students' translation ability.
- **Ho:** there is no significant correlation students' mastery on English phrasal verbs and students' translation ability.

G. Methodology of Research

1. Determining Method of Research

The method used in this research applies a quantitative method. Quantitative method is research method that based on positivism, used to research the specific population or sample, sampling technique is done randomly, data collection uses research instrument, data analysis is statistic in order to test the hypothesis which have stated (Sugiyono, 2013: 14). UNIVERSITAS ISLAM NEGERI SUNAN GUNUNG DJATI

2. Determining Type of This Research

This is a correlation research. A correlation research is a detection of a correlation between one variable and the others based on the available correlation coefficient (Suryabrata, 1992: 24).

The researcher chooses correlation research in this research because the researcher wants to know whether there is the correlation between students' mastery on English phrasal verbs and students' translation ability in the sixth semester students of English Education Department in State Islamic-University of Sunan Gunung Djati Bandung.

3. Determining Population and Sample

a. Population

Population is all members of the research subject (Arikunto, 2010: 173). Population is all individuals from whom the data are collected. Population of this research is the students of the sixth semester of English Education Department of State Islamic University of Sunan Gunung Djati Bandung in the academic years 2016/2017.

The researcher chooses the students of the sixth semester of English Education Department because they have studied about phrasal verbs in Translation I subject, so the researcher expects that they have the background knowledge about phrasal verbs and they can implement it in their translation ability.

b. Sample UNIVERSITAS ISLAM NEGERI SUNAN GUNUNG DJATI BANDUNG

Sample is a part of the population which is investigated (Arikunto, 2010: 174). If the population is more than 100, it can be sampling, 15-20% or 20-25%, or 30-35% from the population (Arikunto, 2010:112). In this research, 15-20% from 129 students will be taken and means 40 students will be chosen for the research

In this research, the researcher takes 30% of the population. The population are 129 students. So, the sample is about 40 students. The researcher uses the random access sampling to get the sample because the students have the same quality and homogeny, there are no classification.

4. Data Collection

The techniques used in this research of collecting data are through:

a. Observation

Psychologically, observation mentioned as an observation which focusing on an object using all human senses (Arikunto, 2010: 197). Observation in this research is a technique of additional data collection.

The researcher should observation before give the question or test to 'object in here the sixth semester of English Education Department of UIN Sunan Gunung Djati Bandung. The purpose researcher observation to know and make sure that they were learned English phrasal verbs.

b. Test UNIVERSITAS ISLAM NEGERI

This research is quantitative research, where the data collection use measure instrument. Therefore, the technique of data collection in this research is a test. Test is collection of questions or exercises and other tools that used to measure skills, intelligent knowledge, ability or talent that is possessed by individual or group (Arikunto, 2010: 93).

Furthermore, in this research, the writer uses an essay. There are two kinds of test constructed in this research based on the variables of the study stated on the objectives of the research. Firstly, the phrasal verbs mastery test consists of 40 items. Secondly the student's have to translate the phrasal verb test. These tests are arranged to show their mastering in phrasal verb and in their ability in translation.

H. Data Analysis

Data is analyzed by statistical analysis, they are partial analysis and correlational analysis.

a. Partial Analysis

Partial analysis is used to deepen both variables; they are variable X and variable Y. To deepen both variables, see the following steps:

- 1) Normality test of the variables by chi quadrate. The steps are as follow:
 - a) Determining distance (R) by formulas:

 $\mathbf{R} = \mathbf{X}\mathbf{t} - \mathbf{X}\mathbf{r} + \mathbf{1}$

Explanation:

- R = distance
- = highest score Xt funung Diati = lowest score BANDUNG
- Xr
- 1 = Constanta number
- b) Determining interval length (p) by consider using an odd number.
- c) Determining sum of interval classes by formulas:

 $K = \frac{R}{P}$

Explanation:

Κ = sum of interval classes

- R = distance
- P = interval length
- d) Prepare table of frequency distribution.
- e) Make the limits of interval classes.
- f) Put the data in the table.
- g) Count the data.
- h) Giving table identity.
- 2) Count central tendency by following steps:
 - a) Count mean score by formulas:

$$\vec{X} \frac{\sum fx}{N}$$

Explanation:

$$\vec{X}$$
 = Mean score

- N = Sum of data
- b) Count deviation standard by formulas:

$$SD = \sqrt{\frac{N\sum fx^2 - (\sum f)^2}{N(N-1)}}$$

- c) Make the table of observation and expectation frequency.
- d) Count chi quadrate score by formulas:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Explanation:

- X = Chi kuadrat
- Oi = Observation frequency score
- Ei = Expectation frequency score
- e) Determining degree of freedom by formulas:

db = K - 3

Explanation:

db = degree of freedom

- K = sum of interval classes
- 3 = constanta number
- f) Determining chi quadrate score from the table by standard of signification 5%.
- 3) Determining normality by the following criteria's:
 - a) If N^2 count $< x^2$ table, so the research data is NORMAL.
 - b) If N^2 count > N^2 table, so the research data is not NORMAL.
- b. Correlation Analysis

Correlational analysis in research is used to know the correlation inter- variable (Sya'ban, 2005). The technique of correlational analysis is defined as a statistical analysis which is used to know or test the hypothesis whether there is or there is no correlation between the variables which is researching.

Correlational analysis that usually used in research is product moment correlation and parsial correlation (Sya'ban, 2005). In this research, the writer uses product moment correlation to find out correlational coefficient. According to Hayati (2013), correlational coefficient is number that shows high or low correlation between two or more variables. The score of correlational coefficient is about -1,00 until + 1,00. The steps are as follows:

- 1) Find out correlational coefficient product moment by formulas:
 - a) Deviation

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Explanation:

- rxy = correlational coefficient
- x = score of variable X mean of variable X
- y = score of variable Y mean of variable Y
- b) Crude Rate

$$r_{xy} = \frac{\sum XY - (\sum X)(\sum Y)}{\sqrt{(\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)}}$$

Explanation:

$$r_{xy}$$
 = correlational coefficient G DIATI

- X = score of variable X UNG
- Y = score of variable Y
- N = sum of respondens
- 2) Interpret correlational coefficient:
 - a) Interpretation to the high or low of correlation coefficient number

by the following scales:

Scales	Interpretation
0,00-0,20	Very Low
0,21-0,40	Low
0,41-0,70	Enough
0,71-0,90	High
0,91-1,00	Very High

Table 1Correlation Coefficient Scale

(Pearson, 1948)

- b) Test the correlational signification by "t test" and beforehand:
 - (1) Formulate the hypothesis:
 - $H_o =$ There is no a significant correlation between variable X

and variable Y.

Ha = There is a significant correlation between variable X and

variable Y. UNIVERSITAS ISLAM NEGERI (2) Determining "t count" by formulas: JATI $t = \frac{\sqrt[r]{N-2}}{1-r^2}$

(3) Determining "t table" on standard of signification 5% by beforehand determining degree of freedom by formulas:

$$db = N - 2$$

(4) Interpret or test the signification of correlational coefficient by the following criteria's:

If "t count" > "t table", so Ho is rejected and Ha is accepted. In other word, there is a significant correlation between variable X and variable Y.

If "t count" < "t table", so Ho is accepted and Ha is rejected. In other word, there is no a significant correlation between variable X and variable Y.

(5) Determining Coefficient of Determination (KD)

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The proportion for determining the percentage of together variation between variable X and variable Y if it is multiplied by 100% or:

 $KD = r^2 x 100\%$.

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