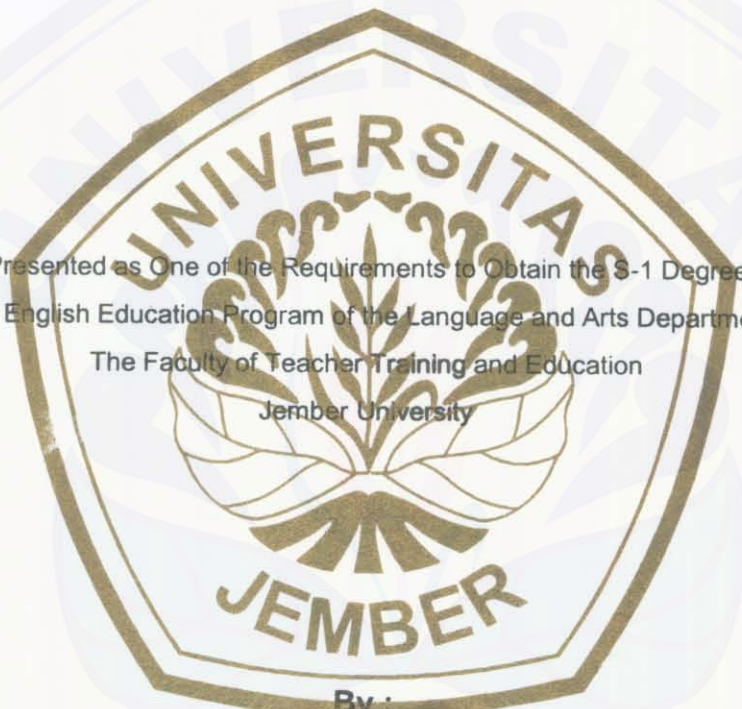


**THE CORRELATION BETWEEN STRUCTURE AND
TRANSLATION ACHIEVEMENT OF THE 1999 LEVEL
STUDENTS OF ABA BHAKTI PERTIWI JEMBER**

THESIS



Presented as One of the Requirements to Obtain the S-1 Degree
At the English Education Program of the Language and Arts Department of
The Faculty of Teacher Training and Education
Jember University

By :

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**FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
JUNE 2002**

MOTTO

Problem is something to realize...not to deny

(Proverb)



DEDICATION

This thesis is honourably devoted to:

- ❑ My beloved parents. Thanks for teaching me not to give up on anything and also for your love and pray for me.
- ❑ My sweet sisters and brothers. I love you all.
- ❑ All of my lecturers. Thank you for broadening my knowledge
- ❑ The big family of Ponpes Al Jauhar. I never forget these sweet memories.
- ❑ "My Brothers" Sofan, Yoyok, Nugie, Miftah and The Green Team. Thanks for your support and this friendship.
- ❑ Neka Comp's crew.
- ❑ The big family of LBB Technos.
- ❑ The big family of 1995 level. I don't want to say goodbye to you for a life time memories.
- ❑ My almamater

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ACHIEVEMENT OF THE 1999 STUDENTS OF ABA BHAKTI PERTIWI
JEMBER.**

THESIS

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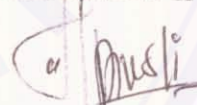
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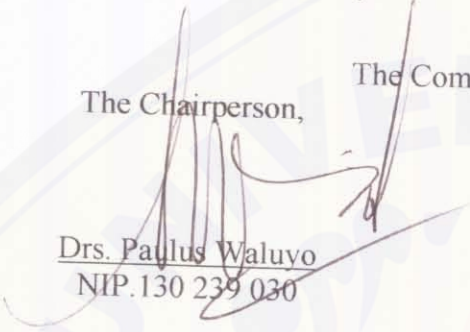
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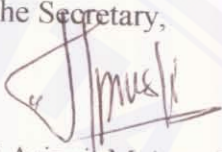
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4. The consultants who helped the writer guide the research report
5. The Director of ABA Bhakti Pertiwi Jember
6. The administration staff of ABA Bhakti Pertiwi for their assistance of the data needed

Finally, I realise that this thesis is far from being perfect, but I expect it will be useful not only for me but also for the readers. I would appreciate some constructive suggestions and criticism to make this thesis better.

Jember, June 2002

The Writer

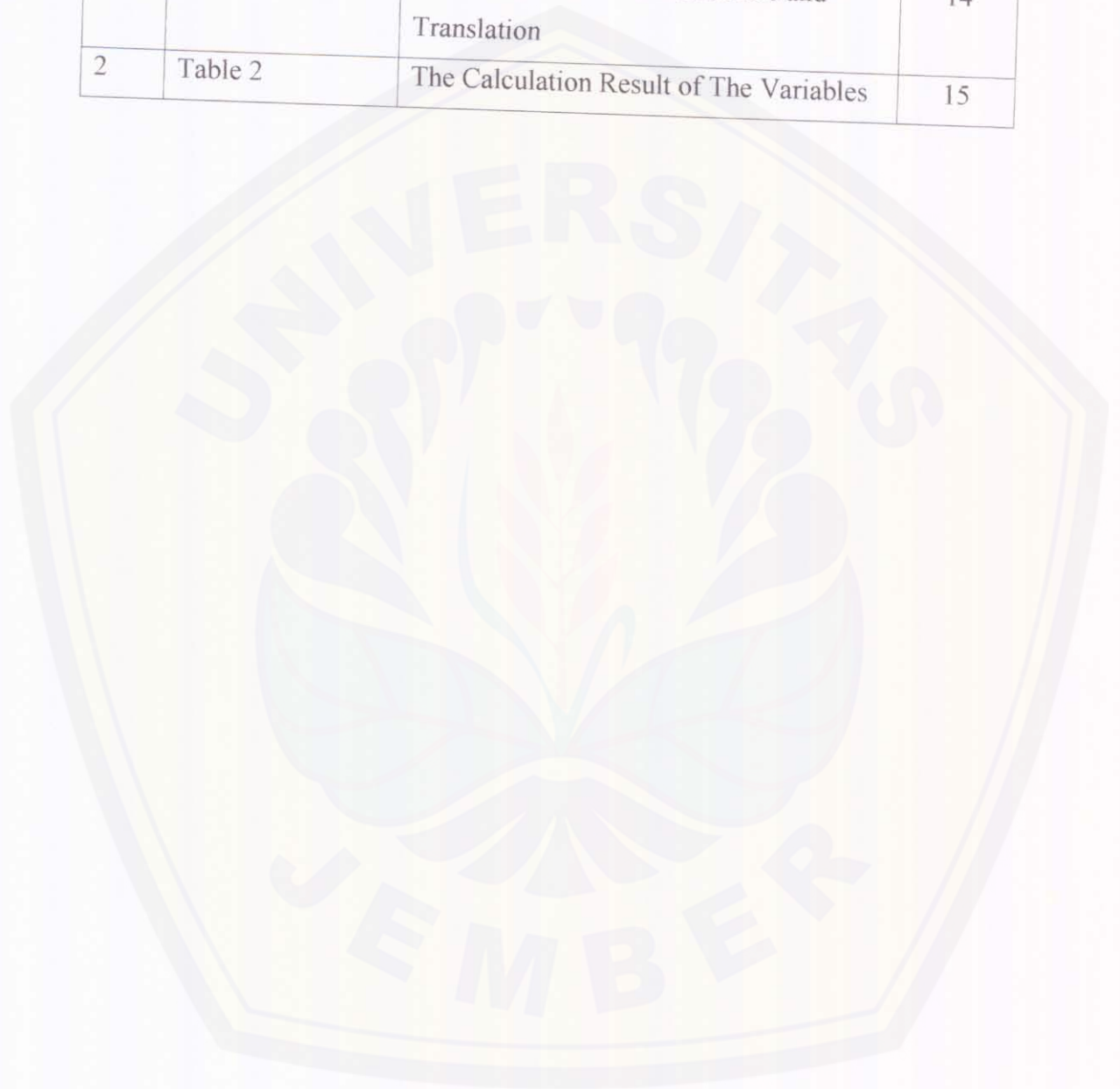
TABLE OF CONTENT

TITLE.....	i
MOTTO	ii
DEDICATION.....	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLES	ix
ABSTRACT	x
I. INTRODUCTION	
1.1 Background of the Study	1
1.2 Problem Formulation	2
1.3 The Objective of the Study.....	3
1.4 The Significance of the Study	3
1.5 Operational Definition of Variables.....	3
II. REVIEW OF RELATED LITERATURE	
2.1 Structure Theory.....	4
2.2 What is Translation	4
2.3 Types of Translation	5
2.2.1 The Purpose of Translation	5
2.2.2 The Results of Translation.....	6
2.2.3 The Way of Translating	7
2.4 Achievement.....	7
2.5 The Role of Structure in Translation	7
2.6 Structure and Translation Materials Given at ABA Bhakti Pertiwi Jember.....	8
2.7 Review of Some Related Studies.....	9
2.8 Hypothesis.....	9
III. RESEARCH METHOD	
3.1 Research Design.....	10
3.2 Area Determination Method.....	10
3.3 Respondent Determination Method	11
3.4 Technique of Collecting Data.....	11
3.5 Data Analysis Method.....	12
IV. RESULT AND DISCUSSION	
4.1 Supporting Data.....	13
4.1.1 The Result of Documentation	13

4.2 Primary Data.....	14
4.3 Data Analysis.....	14
4.4 Hypothesis verification.....	15
4.4 Discussion.....	16
V. CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	18
5.2 Suggestion.....	18
5.2.1 For the Lecturer.....	18
5.2.2 For the Students.....	18
5.2.3 For the other Researcher.....	18
BIBLIOGRAPHY	
APPENDICES	
1. Research Matrix	
2. Name of Respondents	
3. The Students Score on Structure and Translation	
4. The Calculation Result of the Variables	
5. Surat Keterangan Telah Melakukan Penelitian	

LIST OF TABLES

NO	TABLE	NAMES OF TABLES	PAGE
1	Table 1	The Students Score on Structure and Translation	14
2	Table 2	The Calculation Result of The Variables	15



ABSTRACT

Muhamad Efendi, 2002, **The Correlation Between Structure and Translation Achievement of the 1999 level Students of ABA Bhakti Pertiwi Jember.**

Thesis, English Education Program, Language and Art Department, Faculty of Teacher Training and Education Jember University

Consultants : (1) Dra. Hj. Zakiyah Tasnim, M.A
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This research was conducted to investigate whether there is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember. The population of this research was all the 1999 level students of ABA Bhakti Pertiwi Jember. As the number of the subjects in the population was small (15 students), all of them were taken as respondents. The data for this research was the students' scores on Structure I, II and Translation I. The scores were collected by documentation. The collected data were analyzed by using Spearman's rank order formula. Considering the effectiveness of the time, the data analysis was done by operating computer with SPSS 10.0 for windows program. The hypothesis of this research was that there is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember. From the data analysis and interpretation, it was found that r-statistic is higher than r-table ($0,799 > 0,514$) which means there is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember. From this finding it is suggested that the lecturer of ABA Bhakti Pertiwi Jember should develop the teaching of Structure and Translation. The students should study hard to master Structure because it will help them do Translation well. For the other researchers, the finding can be used as an input to conduct the other research dealing with Structure and Translation in different design, such as experimental or descriptive research.

Keywords: Structure achievement, Translation achievement



I. INTRODUCTION

1.1 Background of the Study

Most of the science and technology developments in the world are reported in English. Naisbitt in Hadi (1997) states that English has become an International language that is widely used in all over the world. English also becomes the second language used in many countries after their mother tongue. In addition, McCrum, Cran, and Mac Neil in Ross (1997) state that in the late of 20th centuries, more of the people will use English rather than any languages exist in the world. In other word, English will become the language of this planet. From the two opinions above, ideally, Indonesian people should understand English when we consider the importance of the reports. Translation might be one of the ways.

Considering the importance of translation and the necessity of a translator, ABA Bhakti Pertiwi Jember has translation subject for their students. The objective of the subject is to make their graduates be able to do translation. Therefore, they will be good and educated translators who can help the scientists to transfer knowledge, science, and technology for a better future life.

As a means of communication, language, including English, consists of some language elements. One of them is structure that deals with rules to construct words, phrases, and sentences correctly. Nida and Taber (1989:91) state that if people want to understand any message in doing translation, mastery of grammatical aspect is required. It is clear that structure is very important in forming meaningful language expression. In addition, structure is the foundation of the four language skills, reading, listening, speaking, and writing.

Soejatmiko (1990:63) find that structure, reading comprehension, vocabulary and writing are really required as pre-requisite subjects for translation. Furthermore, Soejatmiko (1990) found that the correlation

coefficient between translation test and structure, reading comprehension, vocabulary and writing are very small. Only Structure significantly correlates with Translation test. It means that by the rules of Structure, we can gain considerable insight by analyzing some utterance.

According to the 1999 syllabus of ABA Bhakti Pertiwi Jember, Structure I and II has 4 credits, with two credits for each. Structure I is given in the first semester and Structure II in the second semester. Translation I has 2 credits and it is given in the third semester.

Concerning with the assessment procedure, the lecturers of those subjects (Translation and Structure) use the same scoring scale as follows:

No	Category	Scale	Score
1	A	80 - 100	4
2	B	68 - 79,99	3
3	C	56 - 67,99	2
4	D	45 - 55,99	1
5	E	0 - 44,99	0

Source: Lembaran Penghitungan IPK ABA Bhakti Pertiwi Jember

Since the group of students who have done Structure (I and II) and Translation I completely is from 1999 level, therefore, it is reasonable if the writer wants to investigate the correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember.

1.2 Problem Formulation

Based on the research background, the research problem is formulated as follows: Is there any significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember?

1.3 The Objectives of the Study

Based on the research background and research problem, the research objective is to know whether there is a significant correlation or not between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember.

1.4 The Significances of the Study

The research results are expected to be useful for the following people:

1. For the lecturers, the results are expected as an input and consideration to develop the structure and translation teaching-learning process, for example motivating the students to increase the mastery of Structure to help them do Translation.
2. For other researchers, the results are expected as an input to conduct other research in the same topic, for example An Error Analysis on the use of Structure in Translation.

1.5 Operational definition of variables

There are two operational definitions of variables in this research:

- 1.5.1 Structure achievement is the scores of Structure I and II done by the 1999 level students of ABA Bhakti Pertiwi Jember in the 1999/2001 Academic Year and they are documented in the academic office .
- 1.5.2 Translation achievement is the scores of Translation I test by the 1999 level students of ABA Bhakti Pertiwi Jember 1999/2001 Academic Year and they are documented in the academic office.

II. REVIEW OF RELATED LITERATURE

2.1 Structure Theory

Cross (1992:16) states that structure is an arrangement of words that construct an utterance. Besides, Guth (1969:19) defines structure as a system that is used to combine the words and as the media for transferring idea or information. Therefore, it can be said that structure is a basic component in language teaching that plays an important role in language mastery.

Furthermore, structure, basically, learns about kinds and functions of words, for example conjunction and auxiliary verb as a basic in forming a language. Frank (1972:13) states that structures are a description of structure words (noun, adjective, conjunction, adverb, etc.).

2.2 What is Translation?

Students of foreign language might very often hear the term translation. But to define what translation is might create hesitation in giving answer promptly as this involves, for example, the question on the intention of a text, the intention of the translator, the reader and the setting of the text and also on the quality of the writing and the authority of the text.

Translation basically is a change of form. When we speak of the form of a language, we are referring to the words, phrases, clauses, sentences, paragraphs, etc, which are spoken or written. In translation, the form of the source language is replaced by the form of the receptor language. But basically, translation is rendering the meaning of a text into another language in a way that the author intends the text to have.

Translation is something translated either originally or in the new version, to put (a word, text or language) into another language retaining the sense (The Webster Dictionary, 1990). According to Larrison (1984:3),

translation consists of transferring meaning of the source language into receptor language. This is done by going from the form of the first language to the form of the second one by way of semantic structure. It is meaning, which is being transferred and must be held constantly. Only the form changes. Furthermore, Newmark (1981:7) states that translation is a craft consisting of an attempt to replace a written message and/or statement in one language with the same message and/or statement in another language.

From the definition above, it can be concluded that translation emphasizes the matter of 'transfer' or 'replacement' ideas, thoughts, message, and meaning equivalently from the source language to the target one.

2.3 Types of Translation

According to Suryawinata (1989:3), translation can be categorized into three types based on: (1) the purpose of translation, (2) the result of translation, (3) and the way of translating. Those categories are explained as follows.

2.3.1 The Purpose of Translation

Types of translation based on the purpose of translation is based on what Brislin (1976:5) suggested:

1. Pragmatic Translation. This translation stresses on the accuracy of information given in source language, for example in translating document
2. Aesthetic-Poetic Translation. This type works mainly on transferring the emotional effect and feeling, like in translating poems or other literary work
3. Ethnographic Translation. This translation aims at the explication of mainly cultural context of the source language into the cultural context of the target language

4. Linguistic Translation. This type of translation concerns with the meaning equivalent of the constituent morpheme and grammatical of both source language and target language

2.3.2 The Results of Translation

Suryawinata (1989:10-12) defines the result of translation as the degree of faithfulness of translation from its source text. In addition, Suryawinata (1989) classifies the result of translation as follows.

1. Word-for-word translation. This type of translation is tightly bound to its source language. So, every word is replaced by its equivalent in the target language.
2. Free translation. Translation of this type tries to find the equivalent in paragraph level; it is the content not the words.
3. Literal translation. Literal translation lies between word-for-word and free translation. Words or phrases of both source and target language are equivalent but there is a grammatical adjustment to fit the source language.
4. Communicative translation. Communicative translation focuses on rendering the contextual meaning of the source language in such a way that the reader of the target language can easily understand the content as well as the language.
5. Semantic translation. As the opposite of communicative translation, this type of translation maintains the original culture of source language text (like the beautiful and natural sound) and takes aesthetic value into account.
6. Dynamic translation. This translation does not look for words (word-for-word or sentence-for-sentence) equivalent, but the stress is on the natural expression of the target language. The closest equivalent is sought through the whole text.

2.3.3 The Way of Translating

Suryawinata (1989:16-17) states that translation can be in oral or written forms. Oral translation is called interpretation, while written translation is called translation. One important distinction is that the product of the translator is meant to be read, whereas that of the interpreter is meant to be listened to.

2.4 Achievement.

Achievement is defined as performances done by the students in a course; quality and quantity of a student's work during a given period (standardized test to measure achievement) (Webster, 1981:16). It can be said that achievement is the result (score) achieved by the students on the subject given in a period of time assigned.

In this study, the matter of Structure and Translation achievement will be the focus.

2.5 The Role of Structure in Translation.

Nida and Taber (1980:82) say that in order to understand the message in the text we want to translate, we should involve grammar. Poetically, Newmark (1987:50) says, "Grammar is the skeleton of a text." Wills (1982:49) also says that good quality of translation is guaranteed by syntax (grammar), semantics (vocabulary), and the experience of the translator.

Furthermore, Team (1988:2.12) says that translation is not merely the transfer of words in the source language into receptor language. In translating a language, one must pay attention to the linguistics components, such as structure, clause order, elliptical construction and restructuring of complex position or statements into Kernels and all other related similar elements. In addition, Ramiaji (1990:63) says that structure, reading comprehension, vocabulary, and writing are really required as pre-requisite subjects for translation.

Therefore, structure is one of the components that plays an important role in translation.

2.6 Structure and Translation Materials given at ABA Bhakti Pertiwi Jember

According to 1999 English Syllabus of ABA Bhakti Pertiwi, Structure has 8 credits, divided into Structure I, II, III and IV with two credits for each. Translation has 6 credits, divided into Translation I, II, and III with two credits for each. However, In this research, the writer only focuses on the correlation between Structure I, II and Translation I.

The course's material of those subjects are described as follows:

Courses	Materials	Time allocation
Structure I	<ol style="list-style-type: none"> 1. Simple presents, Present continuous, simple future and future continuous tense. 2. Agreement between subject and predicate (grammatical concord, notional concord, proximity concord). 3. Modal auxiliary verb. 4. Elliptical sentences. 5. Preposition (phrase verb) and conjunction. 6. Comparative and superlative degree of comparison. 7. Wh-question and relative clauses. 	First semester
Structure II	<ol style="list-style-type: none"> 1. Perfect tenses and perfect continuous tenses (present, 	Second semester

	past and future) 2. Reported speech. 3. Gerund. 4. Conditional and wish. 5. Conjunctions. 6. Passive voice. 7. So-that, such that, must have, might have, etc.	
Translation I	1. Basic principle of translating. 2. Basic differences between English and Indonesian. 3. Translating simple texts into Indonesian.	Fourth semester

2.7 Review of Some Related Studies

Catford (1995:1) found that there was a correlation among translation, structure, and vocabulary. On the other hand, Soemarno (1988:76) found that there was a significant correlation between students' English skill and their translation ability. English skill is defined here as the proficiency measured from their scores on TOEFL-like test. It consists of: (1) listening comprehension test, (2) structure and written expression test, and (3) vocabulary and reading comprehension test.

2.8 Hypothesis

Based on the literature review, the research hypothesis is formulated as follows: there is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember.



III. RESEARCH METHOD

Research method is a set of procedures or methods used to conduct research. This chapter focuses on discussing research design, area determination, respondent determination, data collection and data analysis method.

3.1 Research Design

Before conducting a research, a writer should make a research design. Research design is the strategy used to find the data. Arikunto (1993:41) says that research design is the design made by a researcher, as an estimate activity that will be done. So in this case, research design is as the guide in conducting a research.

Talking about research design, this research deals with the correlation research. Webster (1981:288) states that correlation means mutual relationship of two or more things or parts. In this research, the writer intends to know the correlation between the two variables, Structure and Translation. Then, using statistical method that is spearman's rank order to know whether there is a significant correlation correlates them or not. And the calculation is computerized by using SPSS 10.0 for windows program.

3.2 Area Determination Method

According to Suryadi (1978: 26), research area is a place or location where the research is conducted. Based on the statement above, it can be concluded that area determination method is discussing about the method, which is used in determining the place, or location where the research is conducted. In this research, the writer uses purposive sampling. Purposive method is used to determine the research to achieve a certain goal (Hadi, 1997:82).

The writer conducts the research at ABA Bhakti Pertiwi Jember.

This academy was chosen because the writer had recognized it well, so it is easier to conduct the research.

3.3 Respondent Determination Method

Arikunto (1992:103) defines respondent as the person who gives responses or answers to the question given by the researcher either orally or written. It is quite clear that respondents are a group of individuals from whom the data of the research is acquired. The respondents of this research are the 1999 level students of ABA Bhakti Pertiwi Jember.

As we know, there are two kinds of methods in determining the respondent namely the sampling research and the population research. Sampling research is used when the researcher carries out an investigation on sample of a certain population, while population research is used when the researcher carries out an investigation on the population. Arikunto (1992: 107-115) says that there are many kinds of sampling technique, such as random sampling, proportion sampling, and double sampling. In addition Arikunto (1992) suggests that the population research can be carried out if the number of subjects is less than 100 persons, While if the number of the subjects is more than 100 persons, a researcher can take 10 % up to 15% or more of the subjects to be the respondent of the research. From the consideration above, the writer chooses population because the numbers of the subjects are 15 persons.

3.4 Technique of Collecting Data

The technique of collecting data used in this research is documentation. Arikunto (1996:234) states that documentation method is a method in investigating the data about variables in the form of notes, books, transcripts, newspapers, magazines, daily notes, etc.

Here, the writer choose documentation because the data is taken from the transcript of translation and structure score which is documented in the academic office of ABA Bhakti Pertiwi Jember.

3.5 Data Analysis Method

This research is correlation, so the data must be analyzed using statistical computation. Statistical analysis is useful to collect, to analyze, and to get the right conclusion from the analyzed data.

Hadi (1987:121) says that statistical method is a scientific way prepared to collect, to arrange, to present, and to analyze the qualitative data.

In this research, the writer wants to measure the correlation between Structure and Translation achievement of the 1999 students of ABA Bhakti Pertiwi Jember. So, The statistical formulation used to analyze the data obtained in this research is Spearman's Rank Order Formula.

In line with this, there is a requirement that should be taken into consideration, that is the research applies less than 30 respondents (this research applies 15 respondents). In addition, the aim of this research is to investigate whether there is a correlation between the research variables.

The formula is:

$$r_s = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

r_s : the coefficient correlation spearman's rank

$\sum D^2$: the number of rank-difference at each squared pair

N : number of subject

(Bambang Soepeno, 1997:65)

The writer uses SPSS 10.0 for windows program to computerize the process of calculating the data obtained.



IV. RESULTS AND DISCUSSIONS

4.1 Supporting Data

4.1.1 The Result of Documentation.

Following the documentation it was found the data about ABA Bhakti Pertiwi Jember in general, in addition the data about Structure and Translation also were gathered.

ABA Bhakti Pertiwi Jember is a private foreign language higher education in Jember. It is located at jalan Imam Bonjol 129 Jember. This institution was founded on 22 August 1986, with registered status number of 0562/0/1986. Based on the syllabus, the ultimate goal of founding this institution is to help graduates to have language skills in many fields, such as in tourism, business, restaurant, and so on. All the lecturers and administration staff supports the process of teaching and learning in this institution. The total number of the lecturers employed in this institution is six. Four of them graduated from overseas postgraduate education and two others got their undergraduate education from local university. Furthermore, the number of personnel employed in this institution is three persons. One of them graduated from undergraduate education of local university and the two others graduated from senior high school education. The detail information is reported on appendix 1.

Structure given to the students of ABA Bhakti Pertiwi Jember is divided into four levels, Structure I, II, III, and IV. Those subjects are given from the first semester up to the fourth respectively. However, in this research, the writer only focuses on Structure I and II, because the requirement to join Translation I is that the students should have enrolled and get pass score of Structure I and II. Furthermore, Translation is divided into three levels. They are Translation I, which is given in the third semester, Translation II, which is given in the fourth semester, and Translation III, which is given in the fifth semester. The writer was focused

on Translation I, because Translation I is as the basis to join Translation II and III. Besides, when the writer conducts this research, they were still joining Translation III.

4.2 Primary Data

The major data obtained in this research were based on the results of Structure and Translation tests documented in the academic office of ABA Bhakti Pertiwi Jember, The data were the average scores of Structure I and II tests as the X variable, and the score of Translation I test as the Y variable. The detail scores are reported as follows.

Table 1: The Students' Score on Structure and Translation.

No. Of Respondents	Structure I (X1)	Structure II (X2)	Mean of X1 + X2	Translation I (Y)
1	62,00	60,00	61,00	75,00
2	63,00	70,00	66,50	72,00
3	65,00	60,00	62,50	75,00
4	74,00	65,00	69,50	80,00
5	71,00	70,00	70,50	85,00
6	60,00	64,00	62,00	77,00
7	71,00	75,00	73,00	85,00
8	72,00	70,00	71,00	79,00
9	62,00	60,00	61,00	65,00
10	61,00	61,00	61,00	65,00
11	60,00	67,00	63,50	74,00
12	67,00	72,00	69,50	80,00
13	69,00	73,00	71,00	81,00
14	70,00	64,00	67,00	72,00
15	74,00	70,00	72,00	80,00

Source: Lembaran Data Nilai Struktur dan Translation

4.3 Data Analysis

The data analyzed in this study was the main data taken from the document of the students' test scores who became the respondents of this research. In analyzing the data, it is necessary to change the hypothesis, from alternative hypothesis saying that: "There is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember" becomes null hypothesis stating that "there

is no significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember”.

After changing the hypothesis, the writer would test the hypothesis through the computation based on the data collected. To know whether or not there is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember, the null hypothesis must be tested by statistical computation. For this reason, Spearman's Rank Order formula is used because it can be applied to find the correlation between two variables and the respondents of this research is less than 30 respondents. Finally, the scores will be calculated by using SPSS 10.0 for Windows program. The following table will show the calculation result.

Table 2. The Calculation Result of the Variables

Kinds of Correlation	r-empiric	r-table	Correlation
$r_{s/d}$	0,799	0,514	Significant

Notes: r_s : Correlation coefficient between Structure and Translation

After conducting the calculation to find out the correlation coefficient of Product Moment (r) by operating computer using SPSS program, it was known that the correlation coefficient between Structure and Translation was 0.799. It means that there is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi.

4.4 Hypothesis Verification

Hypothesis verification is needed in order to prove whether the hypothesis is accepted. If the r -statistic is higher or the same with r -table, the null hypothesis is rejected and the working one is accepted, whereas,

if the r -statistic is lower than the r -table, the null hypothesis is accepted and the working one is rejected (Arikunto, 1996:258).

Based on the results of the data analysis reported in the previous part (point 4.3), then, the hypothesis verification will be as follows.

The hypothesis that will be verified says that there is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember. Since the correlation coefficient between Structure and Translation test results was 0,799 and after consulting to r -table with $N=15$ at the significant level of 5% it showed that the result was higher than r -table ($0,799 > 0,514$). It means that the null hypothesis was rejected and the working hypothesis was accepted. In other words, there is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember.

4.4 Discussion

The research result showed that there is a correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember. It means that, if the students master on Structure, they will also have good achievement on Translation.

Nida and Taber (1979:33) state that the importance of understanding the text that will be translated by describing the process of translating as follows: understanding, transferring, restructuring. Understanding means understanding the meaning or message of the passage that will be translated by analyzing its words, phrases, and sentence structure that build the passage. Transferring means bringing the comprehension into his mind, and restructuring means restructuring the comprehension of the passage into the target language.

Referring to the idea, it can be said that if the translator's ability in analyzing the *words, phrases, and sentence structure* is good, his

translation work might be good too. Therefore, the research finding is relevant to the theory.

Furthermore, as stated on chapter two, Suryawinata (1989: 10-12) classifies the results of translation into word-for-word translation, free translation, literal translation, communicative translation, semantic translation, and dynamic translation. Those all categories were covered in the syllabus given at ABA Bhakti Pertiwi Jember. Based on the syllabus, translation material given was divided into basic principles of translating, basic differences between English and Indonesian, and translating simple Indonesian text into English. For example, basic principles of translating cover about free translation and literal translation. Basic differences between English and Indonesian covers about communicative translation, semantic translation and dynamic translation. Translating simple texts into Indonesian covers about word-for-word translating.

As there is a significant correlation between Structure and Translation of the 1999 level students of ABA Bhakti Pertiwi Jember, it can be said that this research finding supports the research finding done by Catford (1995: 1) who found that there was a correlation among Translation, Structure, and Vocabulary. In addition, it supports Guth's idea (1992: 16) that structure is a system used to combine the words and as the media for transferring idea or information. Thus, the research results support the theory suggested by Guth (1992).

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis, hypothesis verification and discussion of the research results, it can be concluded that there is a significant correlation between Structure and Translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember.

5.2 Suggestion

Having been proved that there is a significant correlation between Structure and Translation achievement, suggestion will be addressed to the lecturer, the students, and the other researcher.

5.2.1 For the Lecture

The results can be used as the information to develop the teaching of Structure and Translation at ABA Bhakti Pertiwi Jember.

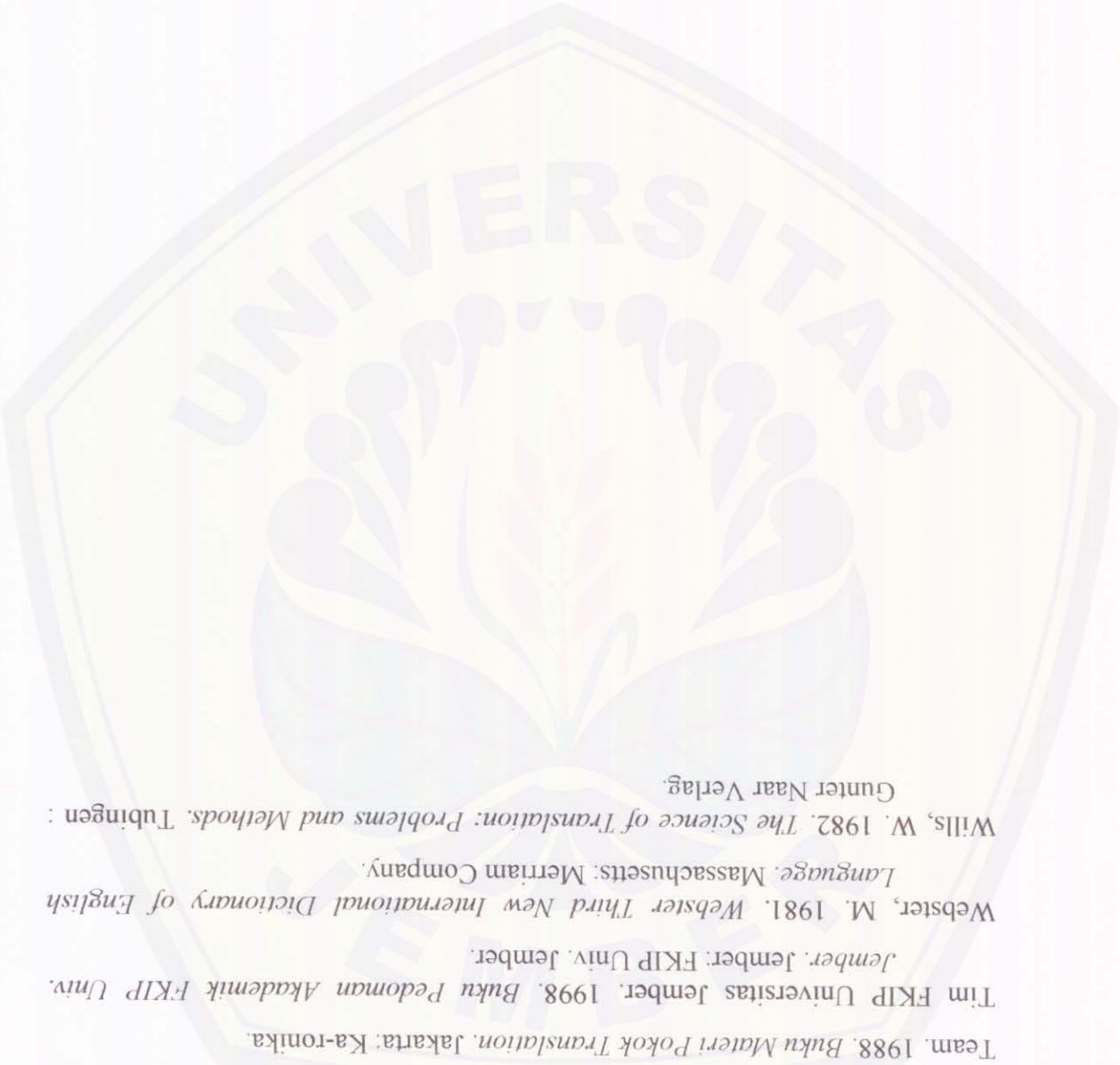
5.2.2 For the other Researcher

They are suggested to use the information in this research as an input to conduct the other research dealing with Structure and Translation in different design. For example the research is designed in experimental or descriptive research.



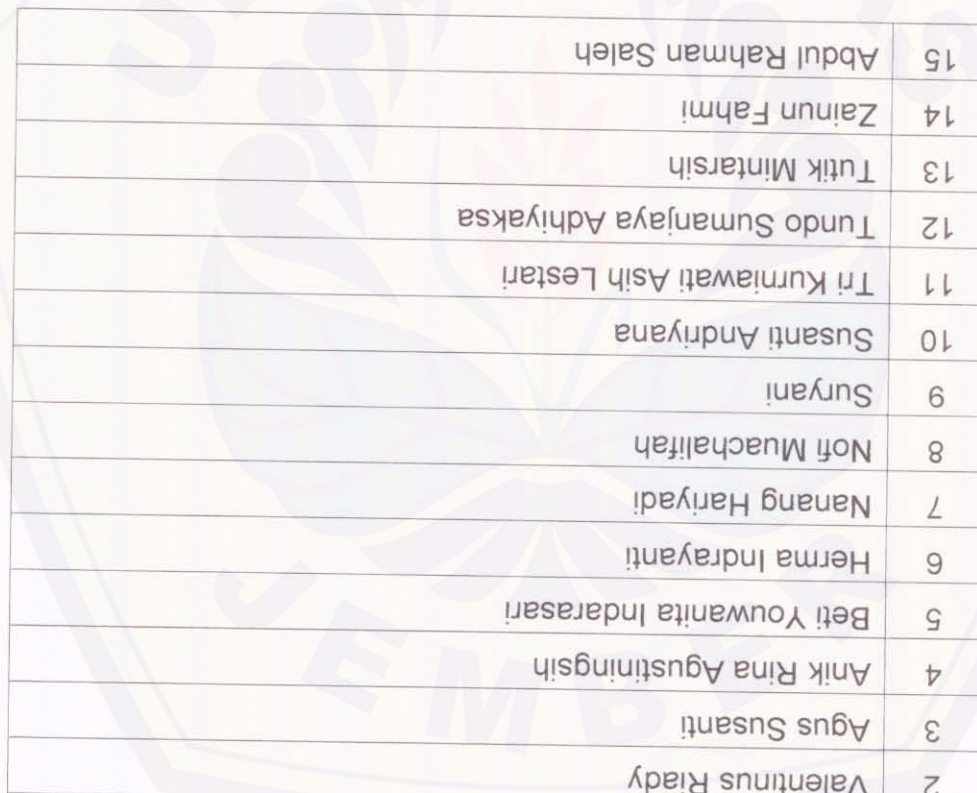
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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	DATA COLLECTION METHOD	HYPOTHESIS
The Correlation between Structure and Translation Achievement of the 1999 level Students of ABA Bhakti Pertiwi Jember.	Is there any significant correlation between Structure and Translation Achievement of the 1999 level Students of ABA Bhakti Pertiwi Jember?	1. Structure Achievement 2. Translation Achievement	1. Structure I and II Test Scores 2. Translation I Test Scores	<p>Respondents : The 1999 level Students of ABA Bhakti Pertiwi Jember</p> <p>Informants : 1. The 1999 level Students of ABA Bhakti Pertiwi Jember 2. Administration staff</p>	<p>Research Design : Correlational Research</p> <p>Area Determination : Purposive sampling area</p> <p>Respondent Determination : Population</p> <p>Data Collection : Documentation</p> <p>Data Analysis Method: Spearman's Rank Order Formula</p> $r_s = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$ <p>the coefficient correlation spearman's rank</p> <p>$\sum D^2$ the number of rank-difference at each squared pair</p> <p>N number of subject</p>	There is a significant correlation between structure and translation achievement of the 1999 level students of ABA Bhakti Pertiwi Jember.



NO	NAME
1	Ardi Maharani
2	Valentinus Riady
3	Agus Susanti
4	Anik Rina Agustiniingsih
5	Beti Youwanita Indarasari
6	Herma Indrayanti
7	Nanang Hariyadi
8	Nofi Muachalifah
9	Suryani
10	Susanti Andriyana
11	Tri Kurniawati Asih Lestari
12	Tundo Sumanjaya Adhiyaksa
13	Tutik Mintarsih
14	Zainun Fahmi
15	Abdul Rahman Saleh

THE NAMES OF THE RESPONDENTS

CATATAN 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

NO	Hari/Tanggal	Materi Konsultasi	Tt. Pembimbing
1	Senin, 9 - 9 - 2000	juanda	
2	Rabu, 18 - 9 - 2000	Kerisa Juanda	
3	Rabu, 11 - 7 - 2001	Bab. I, II, III	
4	Senin, 16 - 7 - 2001	Kerisa Bab. I, II, III	
5	Kabu, 25 - 7 - 2001	Persiapan Seminar	
6	Jumat, 7 - 5 - 2002	Bab. IV dan V	
7	Rabu, 12 - 6 - 2002	Kerisa Bab. IV dan V	
8	Kamis, 20 - 6 - 2002	Persiapan Ujian	
9			
10			
11			
12			
13			
14			
15			

KEGIATAN KONSULTASI:

Pembimbing II : Dra. Mushi Ariani, M. App. Ling

Pembimbing I : Dra. Hj. Zakiyah Tasnim, M.A

Jember.

Achievement of the 1999 Level Students of ABA Bhakti Pertiwi

Judul Skripsi : The Correlation Between Structure and Translation

NIM/Jurusan/Angkt.: BIG1 95 291/PBS/1995

Nama : MUHAMAD EFFENDI

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI



Direktur ABA Bhakti Pertiwi
Jember, 26 Februari 2002

UNIVERSITAS JEMBER
Jember, 26 Februari 2002



seperlunya.

Demikian surat keterangan ini untuk dapat dipergunakan

ABA Bhakti Pertiwi Jember.

Translation Achievement of the 1999 Level Students of

Judul: The Correlation Between Structure and

tanggal 20 Nopember 2001 s.d. 25 Nopember 2001 dengan

Telah mengadakan penelitian pada lembaga kami mulai

Durusan/Program : PBS/Pendidikan Bahasa Inggris

Fakultas : KIP - Universitas Jember

NIM : BIG195291

Nama : Muhamad Efendi

Pertiwi Jember, menerangkan bahwa:

Yang bertanda tangan di bawah ini Direktur ABA Bhakti

SURAT KETERANGAN

Spearman's rho		STRUCT	TRANSL.1
Correlation Coefficient	1,000		
Sig. (2-tailed)	,799		
N	15		
TRANSL.1		STRUCT	TRANSL.1
Correlation Coefficient	,799		
Sig. (2-tailed)	,000		
N	15		

Correlations

Spearman's rho		STRUCT.2	TRANSL.1
Correlation Coefficient	1,000		
Sig. (2-tailed)	,717		
N	15		
TRANSL.1		STRUCT.2	TRANSL.1
Correlation Coefficient	,717		
Sig. (2-tailed)	,003		
N	15		

Correlations

Spearman's rho		STRUCT.1	TRANSL.1
Correlation Coefficient	1,000		
Sig. (2-tailed)	,635		
N	15		
TRANSL.1		STRUCT.1	TRANSL.1
Correlation Coefficient	,635		
Sig. (2-tailed)	,011		
N	15		

Correlations

CATATAN 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

NO	Hari/Tanggal	Materi Konsultasi	Tl. Pembimbing
1	Jumat, 7-10-2000	Matrx	
2	Kamis, 23-10-2000	Bab I, II, III	
3	Jelasa, 11-5-2001	Revisi Bab. I, II	
4	Rabu, 18-7-2001	Revisi Bab. III	
5	Senin, 22-7-2001	Persiapan seminar	
6	Kamis, 5-6-2002	Bab IV, V	
7	Jelasa, 10-6-2002	Revisi Bab. IV, V	
8	Sabtu, 15-6-2002	Bab. II, V, Lampiran	
9			
10			
11			
12			
13			
14			
15			

KEGIATAN KONSULTASI:
 Pembimbing I : Dra. Hj. Zakiyah Tasnim, M.A
 Pembimbing II : Dra. Musli Ariani, M. App. Ling
 Nama : MUHAMAD EFENDI
 NIM/Jurusan/Angkt.: B1G1 95 291/PBS/1995
 Judul Skripsi : The Correlation Between Structure and Translation
 Achievement of the 1999 Level Students of ABA Bhakti Pertiwi
 Jember.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI