



The Correlation Between Sentence Patterns Mastery And Translating Ability

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Abstract

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The translation is an essential component of teaching. It assists students in understanding the relationship between languages and develops skills required for all language studies. The majority of non-English majors in college have many challenges to interpret English translation. The study is intended to investigate the students' sentence pattern mastery, their translation abilities, and the correlation between both variables. The study used a quantitative correlational approach. The population of the study consisted of 175 Ahmad Dahlan University English Education Study Program third-semester students. There were 122 students in the sample. The sentence pattern test and the translation test were used to collect data. Pearson's Product moment Formula was used to analyze the collected data. As shown in the findings of this study, students' sentence pattern mastery and translating ability were categorized as moderate. The correlation coefficient between students' sentence pattern mastery and translation ability was 0.464. As a result, it was concluded that the student's mastery of sentence patterns contributed significantly to their translation ability. The better one attains sentence patterns, the better one's ability to translate. It can be stated that those who want to improve their translation skills should learn sentence patterns.

Keywords: *Correlation, Sentence Pattern Mastery, Translation ability*

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INTRODUCTION

The translation is becoming extremely crucial to making science and technology more accessible to forming countries like Indonesia. Developing nations, particularly Indonesia, are required to read books, newspapers, magazines, or listen to the news on television, radio, or other audio-visual media to comprehend them. In short, translation education is especially important. According to (Wang, 2019) English translation is an important part of the English subject because it can integrate into the current development of global economic cooperation. If the students attend university, it is assumed that they will begin taking an English-level examination, and one of the assessment materials of the assessment test will consist of the English translation. If translation material is completely disregarded, this will have a great effect on student's English skills and future development (Wang, 2019).

In line with that, (Wulandari & van) proves that translation has played a great role in all walks of life just like politics, diplomacy, and government It can be stated that sentence patterns are an important aspect of language that should be mastered while the students want to translate or construct sentences. By learning

the meaning of even the elements of the language, students will become more fluent in the language.

According to Liu et al. (2004) via (He, 2016), translation exercises can help students distinguish between Chinese and English sentence patterns and then synthesize and use a foreign language. Furthermore, Atkinson (1987) identified translation work as a major element of second language acquisition and a learning strategy. Translation has been a crucial aspect of communication among diverse people, cultural identities, and ethnic groups throughout history. Many texts and their kinds of literature have benefited greatly from translation. According to Widyamartaya (1991), the national translation center in Indonesia will translate 15.000 books on science, development, society, and culture into Bahasa Indonesia to guide the translation process and translation efforts have been currently in progress.

(Wang, 2019) implies that English translation is an important part of English subject and the English translation can adapt to the development of contemporary global economic integration. Nowadays, the great demand for English translation talents, colleges and universities should solve the problems' existing in the teaching of the English translation in order to enhancing the student's knowledge in English translation class. The task does not only require rewriting the students' main ideas but also writing integral parts of them. There are many languages within words that have their pattern, rule, function, etc. As part of the translation process, students should be able to identify and classify the grammatical elements of the sentences. Structural explains that the construction of sentences follows certain regular patterns and the nature of these patterns can be considered the basis of grammar, (Betti, 2021). Waddell (1993:53) via (Pertiwi, 2016) added that sentence patterns are knowledge of how groups of words function to convey units of thought further enhancing the ability to communicate clearly. According to House and Herman in Ayuwati (2004) identifying sentences, and elements entails identifying the subject, verb, object, modifier, and independent expression of the sentences. It would be difficult to analyze the translation process without previously determining the function and meaning of the sentence. In short, the success of the translation process is determined by the function of each element in the sentence.

according to Brislin cited in Choliludin (2014: 18) Translation is defined as general term referring to the transfer of thoughts and ideas from one language (source) to another (target), despite of whether the languages are written or oral, whether the languages have established orthographies or do not have standardization, or whether one or both languages are based on signs, as with sign languages of the deaf. He provides extensive coverage in translation in his definition. In translation, he greatly enhance thoughts and ideas to deaf various languages or unusual languages.

Translation Procedure as stated by Larson (1984: 17) is as a study of the phrases, sentence structures, communication situation, and cultural aspects of the source language text, which is analyzed to determine its meaning (Sultan, 2018). The discovered meaning is then re-expressed or re-constructed using the receptor language's lexicon and grammatical structure, as well as its cultural context. The competence to translate is a bilingual skill that has been described as textual

mastery. Translation generally requires the use of two distinct languages, the Source Language and the Target Language. The definitions above include two translation keywords: meaning and equivalence, even though it is in a different form and structure. To generalize, translation is the process of changing a message from one language to another by defining equivalence in meaning and style without changing the text's meaning (Zatil Imandri et al., 2018). Besides that, Basnett finds three definitions of translation words. The translation is defined as the process of transferring a written text from the source text to the target text by the translator in a specific socio-cultural context. Translation can also be defined as the written product of a socio-cultural context process. The last, translation can be cognitive, linguistic, visual, cultural, and ideological phenomena that are integrated into parts 1 and part 2)

Numerous studies have been conducted previously to prove the research about the correlation between translation and sentence patterns. Roh et al. (2001) discovered that applying a sentence pattern could be directly affected a chunking result of analysis high performance and good quality of translation. According to the findings of (Faridah, 2019) students whose sentences and grammar are still getting errors and having many mistakes are influenced by lacking vocabulary, sentence patterns, and tenses. (Rrq et al., n.d.) state that sentence patterns are to be created by viewing a sentence as a translation unit. The research showed based on the progress of the translation rate that the more the number of sentence patterns is the higher the translation rate is.

Based on the previous study, the correlation between students' sentence patterns and translation ability could be positive or negative, significant or not. The present study intends to conduct a research study titled "The Correlation between Students' Sentence Pattern Mastery and Their Translation Ability (A Study on Third Semester Students of Ahmad Dahlan University's English Education Study Program)." The study is expected to prove the previous study, which aimed to find whether there is a positive correlation between students' sentence pattern mastery and translation ability in the third semester of Ahmad Dahlan University's English education study program. (Wulandari, 2019) argued that sentence patterns could indeed encourage comprehension of the basic pattern and even the most complex English.

METHODS

This qualitative research was conducted. The research was designed as a correlation study. According to Ary (2010) and vias (Faridah, 2019), quantitative research employs objective measurement to collect numerical data that is then used to answer questions or test hypotheses. It usually necessitates a well-controlled environment. Correlational research, according to Creswell (2012) in (Faridah, 2019), is a quantitative design in which the researcher uses a correlation statistical technique to describe and measure the degree of association between two or more variables or sets of scores. The study includes two types of variables: sentence pattern mastery and the student's ability to translate English sentences. The investigation was carried on third-semester English students at UAD University. The number of samples was 122 of the total population of 175. Samples were taken using the Krejcie and Morgan Theory. The Data were

collected using the test. The test was in the form of multiple choices. There are 45 items, and each item consists of five alternative answers.

To find out the students' sentence mastery, the researcher used an ideal mean and an ideal standard deviation which can be determined by multiplying the highest possible score by obtaining 60 % while the ideal standard deviation is one-fourth of the ideal mean. The frequency distribution of scores was classified into five category scales, namely very high, high, moderate, low and very low (Nurgiyantoro, 1998). As a result, the ideal mean = 60% x 45 =27. The frequency distribution of the students in translating English sentences is classified into five categories based on the ideal mean an ideal standard deviation. The ideal mean according to the maximum score (100) is 60. Furthermore, to analyze the correlational data, the researcher used Pearson Product Moment. The result got from calculating (r_{count}) compared to (r_{table}) with a level significance of 5%) to know whether the hypothesis is accepted or not. If the (r_{count}) > (r_{table}), the hypothesis was accepted, while if the (r_{count}) < (r_{table}) the hypothesis was rejected.

RESULTS & DISCUSSION

Results

Before the test was administrated to the research subject, it should be tried out. The aim of doing the test is to know the validity and reliability of the instruments. The researcher took 30 students from the sample for validity and the reliability test. It was found that 45 items were valid and there were 10 invalid items.

Table 1. Number of valid and invalid items

Variable	Items		Total
	Valid	Invalid	
Sentence pattern Test	45	10	55

1. Students' Sentence Pattern Mastery

The researcher presents the descriptive analysis of the level of sentence pattern mastery to find out the students' sentence pattern mastery. The researcher makes a category by using an ideal mean and an ideal standard deviation. The complete category scales can be drawn in the following table.

Table 2. The Percentage of Students 'Sentence Pattern Score

Categories	Score	Frequencies	Percentage
Very High	>37-13	22	18%
High	30.38-37.13	41	33.6%
Moderate	23.38-30.38	35	28.8%
Low	16.88-23.63	20	16.4%
Very Low	<16.88	4	3.2%
Total		122	100%

Table 3. The summary of Mean and Standard Deviation of the variables

Variables	Mean	SD	The Lowest	The Highest
Sentence Pattern Mastery	29.83	7.02	11	42
Translating English sentence ability	64.50	10.93	36	97

According to table 3, it can be seen that among 122 students there are 22 students or 18% that achieve a very high category. Then, in the next categorization is high, there are 41 students or 33.6% who get the score in this category. Next, there are 35 students or 28.8% who belong to the moderate categorization. Meanwhile, the percentage of 16.4% with several frequencies of 20 students belongs to low categorization. Next, there are 4 students, or 3.2 % who belonged to very low categorization. Based on the mean obtained from (table 3) the students' sentence pattern mastery is 29.83. It is between scores of 23.63-30.38. It can be concluded that the students' sentence pattern mastery is included in the moderate category.

2. Students' Translation Ability

The result of the categorized distribution analysis can be seen in table 3 below:

Table 3. The Percentage of Students 'Translation Ability Score

Categories	Score	Frequencies	Percentage
Very High	>82.5	4	2.4%
High	67.5-82.5	42	9.7%
Moderate	52.5-67.5	61	50.0%
Low	37.5-52.5	12	34.5%
Very Low	<37.5	3	3.3%

Table 3 shows that 4 students, or 2.4%, are in the very high category. Meanwhile, 42 students (9.7%) were classified as having high translation. Then, with a frequency of 61 students, the largest percentage (45%) belonged to moderate translation. There are 12 students or 34. % belonged to low translation. Following this, 3.3% of the frequency students belonged to the very low translation. According to table 3, the ability of Ahmad Dahlan University third-semester students to translate English sentences is classified as moderate because the majority of the students were on the moderate level.

3. Correlation Between The Students' Sentence Mastery and Their Translation Ability

Based on table 5, the correlation coefficient of variable X and variable Y is 1.000 and the correlation matrix value of the independent and dependent value is 0.462. It means that there is a positive and significant correlation between the independent variable and the dependent one. The value correlation coefficient is 0.464 which is higher than the value of t table 0.176 ($0.464 > 0.176$) and the probability 0.00 is smaller than 0.05 ($0.00 < 0.05$). It means that there is a positive

and significant correlation between sentence pattern mastery and the student's ability in translating English sentences.

Table 4. Correlation between sentence pattern mastery And students' ability in translating English sentence

Variable	Cases	Pearson Correlation		Significance
		X	Y	
Sentence pattern mastery(X)	122	1.000	0.464	0.000
Translating ability (Y)	122	0.462	1.000	0.000

Discussion

The hypothesis testing results showed that there were a significant and positive correlation between the students' sentence pattern mastery and their ability to translate English sentences. The correlation coefficient was 0.464, which was higher than the t table value of 0.176 ($0.464 > 0.176$), and the probability of 0.000 was less than 0.05 ($0.000 < 0.05$), it indicated that the variable was reliable. The positive correlation indicates that the higher the students' sentence pattern mastery, the higher the students' ability in translating English sentences; likewise, the lower the students' sentence pattern mastery, the lower the students' ability in translating English sentences. The effective contribution of sentence patterns mastery toward students' ability in translating English sentences was 21.6%. It means that among many other independent variables, sentence pattern mastery influenced 21.6 % of the development of students' ability in translating English sentences and the other percentages are for the other factors. Mansouri, S.M., & Rahimy, R. (2004) strongly proved that the students' translation achievements are affected by the student's performance in the mastery of sentence patterns.

CONCLUSION

Based on the findings of the research, the researcher concludes that the students' sentence pattern mastery and their translation ability are in the moderate category. It can be seen that there is a correlation between students' sentence pattern mastery and translation ability of Ahmad Dahlan University's English Education Study Program third-semester students. The hypothesis is accepted because the correlation coefficient is 0.464. Thus the students' sentence pattern mastery contributes significantly to their translation ability. It indicates that if the students have a good mastery of sentence patterns, it can be predicted that they will be good at translation. However, if they do not have a good mastery of sentence patterns, it can be predicted that their ability to translate will be poor as well.

The researcher advises the students to read more about sentence patterns to improve their proficiency with sentence patterns and translation. Additionally, it is anticipated that the lecturer would enhance language learning and teaching activities by introducing sentence patterns and translation. In addition, there are still many challenges concerning students' translation ability and other factors that

influence students' abilities to translate English sentences that the researcher is unaware of. The researcher hopes that the other researcher would try to examine additional factors that could affect the students' proficiency with translation.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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