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## The Correlation between Grammar Usage and Indonesian – English Translation Ability of English Study Program Students

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### ABSTRACT

*Grammar is an important component of a language that contains rules on the sentence structure construction and meaning system of the language. The grammar usage has a contribution in the language learning process, one of which is in translation. However, most Indonesian students still make grammatical errors in their translation process which leads to the meaning of their translation result being distorted and not in accordance with the actual meaning of the source language. So, this research aimed to discover the correlation between grammar usage and Indonesian – English translation ability of the fourth-semester English Study Program students. The instruments of the research were sentence completion and error recognition questions for English grammar test and Indonesia – English translation essay for translation test. The statistical analysis using Pearson product-moment formula was applied to analyze the correlation between grammar usage and Indonesian – English translation ability of the fourth-semester students. The result of data analysis revealed that the Pearson correlation value  $r$ -counted of 0.837 was higher than  $r$ -table of 0.320 at the level of confidence 0.05 which meant that alternative hypothesis ( $H_a$ ) was accepted and of null hypothesis ( $H_0$ ) was rejected. The research findings revealed that there existed a significant correlation between English grammar usage and Indonesian – English translation ability the fourth-semester English Study Program students of Universitas Riau. It is implied that the proficient English grammar students displayed commensurate in Indonesian – English translation ability while those who lack of grammar usage ability found difficulty in translation tasks. This research highlighted the critical role of grammar in shaping translation of the fourth-semester students of Universitas Riau English Study Program.*

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### KEYWORDS

Ability; Correlation; Grammar usage; Indonesian – English translation

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## ABSTRAK

Tata bahasa adalah komponen penting dalam suatu bahasa yang berisikan aturan tentang konstruksi struktur kalimat dan sistem makna bahasa. Penggunaan tata bahasa berkontribusi dalam proses pembelajaran bahasa salah satunya dalam penerjemahan. Namun, kebanyakan Indonesian students masih melakukan kesalahan tata bahasa di dalam proses penerjemahan mereka yang mengakibatkan makna dari hasil terjemahannya berubah dan tidak sesuai dengan makna asli sumber bahasanya. Oleh karena itu, penelitian ini bertujuan untuk mengetahui korelasi antara penggunaan tata bahasa dan kemampuan penerjemahan bahasa Indonesia ke dalam bahasa Inggris pada mahasiswa semester empat Program Studi Bahasa Inggris. Instrumen penelitian ini berupa soal pelengkapan kalimat dan pengidentifikasian kesalahan gramatikal untuk tes tata bahasa Inggris dan esai terjemahan bahasa Indonesia ke dalam Inggris untuk tes penerjemahan. Analisis statistik menerapkan rumus Pearson product-moment untuk menganalisis korelasi antara penggunaan tata bahasa dan kemampuan penerjemahan bahasa Indonesia ke dalam bahasa Inggris pada mahasiswa semester empat. Hasil analisis data menunjukkan bahwa nilai korelasi Pearson  $r$ -hitung sebesar 0,837 lebih tinggi dari  $r$ -tabel sebesar 0,320 pada tingkat kepercayaan 0,05 yang berarti hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. Temuan penelitian menunjukkan bahwa adanya korelasi yang signifikan antara penggunaan tata bahasa Inggris dan kemampuan penerjemahan bahasa Indonesia ke dalam bahasa Inggris pada mahasiswa semester empat Program Studi Bahasa Inggris Universitas Riau. Hal ini menunjukkan bahwa mahasiswa yang mahir dalam menggunakan tata bahasa Inggris menunjukkan kemampuan yang sepadan dalam kemampuan penerjemahan bahasa Indonesia ke dalam bahasa Inggris, sementara mereka yang kurang memiliki kemampuan penggunaan tata bahasa Inggris mengalami kesulitan dalam tugas-tugas penerjemahan. Penelitian ini menyoroti peran penting tata bahasa dalam membentuk kemampuan penerjemahan mahasiswa semester empat Program Studi Bahasa Inggris Universitas Riau.

## KATA KUNCI

Kemampuan;  
Korelasi; Penggunaan  
grammar;  
Penerjemahan Bahasa  
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## INTRODUCTION

Indonesian students, especially English Study Program Students of Universitas Riau, apply various learning strategies in their English learning process. Translation is one of the English

learning courses with two credits stated in the curriculum. The students can make the best of their English learning, if they are encouraged to use translation correctly (Siregar et al., 2022). It showed that when translating, the students can pay attention to the differences in grammatical structure and vocabulary of two languages so that it can strengthen their understanding of English. The practice of translating Indonesian sentences into English sentences in language learning process may encourage Indonesian students as English foreign learners to develop their English skills (Eka et al., 2019). Therefore, translation can help the students to master English skills which are closely related to the understanding of grammar usage.

Herman (2016) as cited in Pasaribu & Togi Hutahaean (2020) described translation as the transference process from the source language into the target language. The students as translators must understand the sentence structure of the target language so that the transferred meaning is not misleading. It means that it is not just about changing the language. Hence, the students must really understand how the sentences of target language are constructed grammatically correct so that the message or information to be conveyed does not change from source language into target language.

To do translation seems easy, but in fact, it is full of complexities in the process. It is in line with Pasaribu & Togi Hutahaean (2020) in their research who stated that one of the difficulties often experienced by the students in translation besides lexical and cultural problems is grammatical problems. They added that the students often make errors in making English sentences from Indonesian sentences. They often translate Indonesian into English word by word without considering the correct grammar usage which will cause a different meaning from the actual one. This can ruin the purpose of translation because the meaning may change. The students as the translators must have a profound knowledge of the construction of words, phrases, clauses, and sentences which are included in the components of grammatical structure that can be applied in the translation process. This shows that there is a relationship between grammar usage and students' Indonesian – English translation ability.

Moreover, Radford (1997) as cited in Jalgasovich (2022) stated that grammar are the principles that govern how words, phrases, and sentences are formed and interpreted. The use of proper and correct grammar ensures an accurate and equivalent translation of the meaning transferred from the source language to the target language. Some mistakes in using improper sentence structures or phrases can lead to loss of meaning or incorrect understanding in the translation results especially from Indonesian into English.

Furthermore, the use of proper and correct grammar helps prevent unnecessary repetition of words or meaning that may affect the clarity of the translation. It is in line with Rajendran et al. (2022) who stated that grammar can increase the accuracy of communication. Grammar provides clarity of meaning of the writing to be conveyed to the readers in the context of written communication that can avoid ambiguity. Since translation is a written communication activity, using good grammar will make the students easier to express their emotions and ideas into the target language. Besides, each language has different ways to convey the same information. Some languages have distinctive expressions that cannot be translated literally. The students as skilled translators must understand how to process these expressions in a grammatically correct way so that it remains appropriate in the context of the target language.

Grammar is a system of a language which one of its functions is to construct the meaning. Grammar allows us to create meaning in sentences so that they are closely

interconnected (Brown & Miller, 2016; Oliverira & Schaleppregrell, 2015). To illustrate the same event, several different grammatical structures can be used with different clause constructions depending on what aspect needs to be emphasized (Giovanelli, 2015). Since the production of meaning is related to sentence construction, one of the contributions in language system to construct the meaning is using grammar. The relationship of grammar in creating meaning can be related to the aspect of translation. Someone can be said to have a good translation ability if he/she can produce a good quality translation result. A translation result is said to be of high quality if it can meet the aspects of accuracy, acceptability, and readability (Nababan et al., 2012).

In the accuracy aspect, which refers to the similarity of meaning transfer from the source language to the target language, it is indicated that there is a connection or contribution of grammar in the translation that forms the equivalence of meaning. *“Every language has a grammatical system that is used to create different types of meaning”* (Oliverira & Schaleppregrell, 2015). The mood systems that fall into those types of meaning systems, in English for speakers or writers consist of declarative, imperative, and interrogative (Oliverira & Schaleppregrell, 2015). The students as translators must understand how the meaning of the source language whether it is stated in declarative, imperative, or interrogative meaning so that if the meaning is transferred into the target language, there will be no ambiguous meaning. For this aspect of accuracy, grammar has the contribution semantically in translation.

Then, grammar is related to the acceptability aspect of translation. Acceptability is related to the rules, norms, and culture that apply in the target language (Nababan et al., 2012). These rules can be related to grammar in the target language. One of the examples stated by Nababan (2012) as follows: *“...a translation of a research abstract as a form of scientific text will be rejected by the target reader if the translation is expressed in slang. Similarly, a translation of a literary work will be unacceptable to the target reader if the translation of the literary work is expressed with standard grammatical rules.”* Therefore, these matters are also related to grammatical structure which regulates the construction of phrase, clause, and sentence so that the text can be adjusted according to the context in the target language. Many syntactically complex linguistic expressions in a language can have linguistic meanings associated with them that are well-formed by the grammar (Chierchia & McConnell-Ginet, 1990). It can be concluded that the acceptability aspect of translation requires an understanding of grammar in context syntactically.

Grammar is also related to the readability aspect of translation. The readability aspect means whether someone can easily understand the translation in the target language or not (Nababan et al., 2012). One of the components for the text to be readable is to write the text according to the correct paragraph organization. To order the sentences in a text to make it coherent and cohesive in the translation, connective words such as adverbs or conjunctions are needed which are included in one of the grammatical components in the language system. Thus, grammar can help readers to understand the translation result in the target language easily.

Before conducting the research, a pre-survey was conducted to some of the fourth-semester students of English Study Program, batch 2021. Each students shows different styles and strategies in learning which was contributed to their language achievement (Erni et al., 2023). Some students who had low grades in English structure courses said that it was difficult to use the correct and appropriate English grammar in their translations so that most of them

often made many errors in their translations which were their difficulties in translating Indonesian into English. This showed that the lack of using English grammar is still experienced by many students, thus affecting the result of their Indonesian into English translation.

Therefore, the researcher had an interest in carrying out research under the title: “*The Correlation between Grammar Usage and Indonesian – English Translation Ability of English Study Program Students of Universitas Riau*” because it is considered very essential in the process of learning English as well as to enrich the students’ knowledge about grammar and translation. This research formulations were: (1) Is there any correlation between grammar usage by the fourth-semester students of Universitas Riau English Study Program batch 2021 and their Indonesian – English translation ability?; (2) How significant is the correlation between grammar usage by the fourth-semester students of Universitas Riau English Study Program batch 2021 and their Indonesian – English translation ability?. This research objectives were: (1) To discover whether there is correlation between grammar usage by the fourth-semester students of Universitas Riau English Study Program batch 2021 and their Indonesian – English translation ability.; (2) To discover how significant the correlation between grammar usage by the fourth-semester students of Universitas Riau English Study Program batch 2021 and their Indonesian – English translation ability.

### ***The Importance of Grammar***

Understanding grammar usage profoundly is important for learning a language. Some people often explain grammar as how to construct a language (Depraetere & Langford, 2020). In the construction of a language, of course, it is related to the rules that apply in the language. Grammar as a language system contains rules to govern how sentences in English can be made precisely and meaningfully. By understanding the grammar usage, it means that the students also learn the linguistic aspects of language. It is in line with Lock (1996) as cited in (Aditiara et al., 2019) that stated grammar as the study of syntax and morphology. In addition, according to Huddleston et al. (2022), there are three linguistic studies of form and meaning that contributed to understand grammar such as morphology, syntax, and semantic. Consequently, grammar is a part of language that should be given full attention because it has functions for both spoken and written communication.

Grammar can be useful to increase the accuracy of communication (Rajendran et al., 2022). Grammar is needed to make the meaning conveyed clearly from the utterances in the context of spoken communication to the listeners or the writings in the context of written communication to the readers. However, grammar is more important to be considered in written communication than spoken communication (Rossiter, 2020). In delivering written communication, people read and look directly at the sentence structure in real evidence such as in readable works (e.g., scientific journals, essays, news articles, etc.). This is different from spoken communication where there is no need to think too much about grammar as long as the listeners understand what is being said. Spoken communication is a bilateral process where if the listener does not understand the meaning that the speaker wants to convey, the speaker can provide clarity directly (Rossiter, 2020). Meanwhile, written communication is a one-way process in which if the reader does not understand the intended message the writer aims to communicate, it is hard for the writers to provide clarity directly (Rossiter, 2020). Thus, the use of grammar is essential in written communication to avoid ambiguity of unclear meaning.

Moreover, understanding grammar usage contributes to comprehend Basic English skills that include listening, speaking, reading, and writing. By understanding grammar, the students certainly learn the parts of grammar that are closely related to language skills such as nouns, phrases, clauses, and sentences which are often found in utterances (to understand listening and speaking) or sentences (to understand reading and writing). This is supported by (Betoni & Ulfaika, 2020) who stated “*grammar is bonded to other language skills*”.

In summary, grammar holds a crucial role in the language learning process. Grammar can be useful for communicating clearly, making sentences precisely and meaningfully, and helping to understand language skills.

### ***The Aspects of Translation***

In translating a text, there are several aspects that need to be considered by the translators. These aspects determine the quality of the translation result. Shastri (2012) stated that there were two aspects in translation that must be considered respectively namely linguistic aspects and extra – linguistic aspects. Linguistic aspects in translation include morphology, syntax and semantic. Meanwhile, extra – linguistic aspects in translation include socio – cultural, thematic, and encyclopaedic issues.

On the other hand, Nababan et al. (2012) stated that a good quality translation must have three aspects, such as accuracy, acceptability and readability. The accuracy of a text means that whether the message in both the source and the target texts corresponds or not. The acceptability of a text means that whether the correct grammatical structure is used in the target language or not. The readability of a text means that whether the readers can understand or read the translated material in the target language easily or not. Sentence construction, paragraph organization, grammatical elements, diction, punctuation, spelling, font size, line spacing, and margin size are all involved in the readability aspect.

Hence, the important point that can be drawn from all aspects is that the grammar usage is one of the main keys in the translation process. It is seen in the linguistic aspects of translation which include morphology, syntax, and semantic that relate to the grammatical components of language. If the students as translators have understood the use of grammar components in English profoundly, then the quality of their translation results will be good. The good use of grammar will reduce ambiguity which can maximize the translation result because grammar is closely related to the linguistics aspects, accuracy, acceptability, and readability. Therefore, the students as the translators need to have the competences of these aspects in translation.

### **METHOD**

Correlational quantitative research was used as the design of this research. It was conducted from February to October 2023 at English Study Program of Teacher Training and Education Faculty, Universitas Riau, Pekanbaru. Two variables were examined in this research namely the students’ grammar usage and their Indonesian – English translation ability. The data obtained were the students’ grammar test and translation test scores.

The fourth-semester students of English Study Program batch 2021 in 2022/2023 academic year were chosen as the research population consisting of 117 students. Due to the large number of populations, a cluster random sampling technique was applied to select the sample for this research. The students of class 4C of the English Study Program Universitas

Riau batch 2021 in 2022/2023 academic year consisting of 38 students was selected as the research sample.

This research data was collected through the grammar and translation tests as the instruments. The grammar test consisted of 40 multiple-choice questions of structure and written expression. Meanwhile, the translation test took the form of a text from an Indonesian news article. The students were asked to translate Indonesian text into English text for this test.

Prior to the grammar test and translation test being assigned to the students, both tests were tested for validity and reliability to produce valid and reliable instruments. In this case, a try-out test was carried out to validate the grammar test and used Pearson product-moment correlation technique to analyze it. Meanwhile, the researcher consulted with the researcher's thesis consultant as the expert to validate the translation test. To examine the grammar test reliability, the Cronbach's alpha measurement was applied. Meanwhile, to determine the translation test reliability, the Intraclass Correlation Coefficients (ICC) measurement was applied. The researcher involved three raters to assess the students' translation test. The required qualifications for the raters were someone who has a master's degree and who has experience as an Indonesian – English translator or an English – Indonesian translator.

The students' grammar test answers were assessed by using the formula to find out the grammar test score of each student, as follows:

$$S = \frac{B}{N} \times 100$$

$$= \frac{B}{40} \times 100$$

Notes:

S = Score.

B = The number of questions that are answered correctly.

N = The number of multiple-choice questions.

*(Adopted from Asrul et al., 2015)*

The students' translation test results were assessed by considering three aspects to determine a quality translation, namely accuracy, acceptability, and readability (Nababan et al., 2012). The scoring rubric to assess the students' translation test is as follows:

Table 1: Translation Test's Scoring Rubric

Accuracy		
Category	Score	Qualitative Parameter
Accurate	3	The meaning of source language words, technical terms, phrases, clauses, sentences, or texts is transferred into the target language accurately. Nothing is distorted.
Less accurate	2	Most of the meaning of source language words, technical terms, phrases, clauses, sentences, or texts has been transferred into the target language accurately. Yet, some meaning distortions or double meanings or omitted meanings are still found in the translation result, which disrupt the integrity of the message.
Not accurate	1	The meaning of the source language words, technical terms, phrases, clauses, sentences, or texts is inaccurately transferred into the target language or deleted.
Acceptability		
Category	Score	Qualitative Parameter

Acceptable	3	The translation result sounds natural. The technical terms used are common and familiar to the reader. The phrases, clauses and sentences used are constructed according to the English grammar rules.
Less acceptable	2	In general, the translation result sounds natural. Yet, there are some issues with the technical terms' usage or some grammatical errors.
Not acceptable	1	The translation is not natural. The technical terms used are uncommon and unfamiliar to the readers. The phrases, clauses and sentences used do not follow the English grammar rules, resulting in many grammatical errors.
Readability		
Category	Score	Qualitative Parameter
Readable	3	The words, technical terms, phrases, clauses, sentences, or the text of the translation can be understood by readers easily.
Less readable	2	The translation is generally understandable by readers. Yet, certain parts that must be read more than once to understand are still found.
Not readable	1	The translation is hard to understand for readers.

(Adapted from Nababan et al., 2012)

Table 2: Weighted Value of Translation Test Aspects

No.	Aspect	Value
1	Accuracy	3
2	Acceptability	2
3	Readability	1

(Adopted from Nababan et al., 2012)

In calculating each student's translation test score, the following formula was used:

$$S = \frac{(K_a \times 3) + (K_b \times 2) + (K_c \times 1)}{N} \times 100$$

$$= \frac{(K_a \times 3) + (K_b \times 2) + (K_c \times 1)}{18} \times 100$$

Notes:

S = Score.

K<sub>a</sub> = The score of accuracy.

K<sub>b</sub> = The score of acceptability.

K<sub>c</sub> = The score of readability.

N = Maximum score.

Since there were three raters who assessed, the total score for the translation test obtained for each student was calculated using the following formula:

$$TS = \frac{S_{R1} + S_{R2} + S_{R3}}{3}$$

Notes:

TS = The total score of each student.

S<sub>R1</sub> = The score from the first rater.

S<sub>R2</sub> = The score from the second rater.

S<sub>R3</sub> = The score from the third rater.



## FINDINGS AND DISCUSSION

### *Normality Test*

To discover if the collected data is distributed normally or not, a normality test was conducted for the grammar test and translation test by applying Kolmogorov-Smirnov technique. The normality test result of this research was as follows:

Table 3: Normality Testing Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		38
Normal Parameters	Mean	.0000000
	Std. Deviation	7.83380274
Most Extreme Differences	Absolute	.133
	Positive	.079
	Negative	-.133
Test Statistic		.133
Asymp. Sig. (2-tailed)		.088

As stated on this normality test, it was found that the significance value that appeared was 0.088. It indicated that the significance value was greater than 0.05, which could be interpreted that the data distribution was normal.

### *Linearity Test*

To discover whether the students' grammar usage and their Indonesian – English translation ability had a linear relationship or not significantly in this research, a linearity test was carried out by applying ANOVA test. The linearity test result in this research was as follows:

Table 4: Linearity Testing Result

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Translation Ability* Grammar Usage	Between Groups	(Combined)	6564.957	17	386.174	7.468	.000
		Linearity	5328.497	1	5328.497	103.048	.000
		Deviation from Linearity	1236.460	16	77.279	1.495	.196
	Within Groups		1034.173	20	51.709		
	Total		7599.131	37			

As stated on this linearity test, it was found that the significance deviation from linearity value that appeared was 0.196. It implied that the significance deviation from linearity value was greater than 0.05, which could be interpreted that a linear relationship was found between the two variables.

### *Correlation Analysis*

To examine a correlation between both variables (the grammar usage by the students and their Indonesian – English translation ability), Pearson product-moment correlation technique was applied by using IBM SPSS Statistics 26 application. The decision rules to draw the conclusion for this correlation analysis are as follows:

- If  $r_{counted} \geq r_{table}$ , then alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means there is correlation between grammar usage by the fourth-semester students of Universitas Riau English Study Program batch 2021 and their Indonesian – English translation ability.
- If  $r_{counted} < r_{table}$ , then alternative hypothesis ( $H_a$ ) is rejected and null hypothesis ( $H_0$ ) is accepted. It means there is no correlation between grammar usage by the fourth-semester students of Universitas Riau English Study Program batch 2021 and their Indonesian – English translation ability.

Table 5: Interpretation of Pearson Product-Moment Correlation Coefficient ( $r_{counted}$ )

r value	Interpretation
0.00 – 0.199	Very low correlation.
0.20 – 0.399	Low correlation.
0.40 – 0.599	Moderate correlation.
0.60 – 0.799	Strong correlation.
0.80 – 1.000	Very strong correlation.

(Adopted from Supriadi, 2021)

The correlation analysis result in this research was as follows:

Table 6: Pearson Product-Moment Correlation Result

Correlations			
		GrammarUsage	TranslationAbility
GrammarUsage	Pearson Correlation	1	.837**
	Sig. (2-tailed)		.000
	N	38	38
TranslationAbility	Pearson Correlation	.837**	1
	Sig. (2-tailed)	.000	
	N	38	38

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

As stated on this analysis, it was found that the Pearson correlation value ( $r_{counted}$ ) that appeared was 0.837. Then, the  $r_{table}$  that we could see in the r distribution table with the confidence level of 0.05 on a two-tailed test for 38 total sample was 0.320. This indicated that  $r_{counted}$  was greater than  $r_{table}$ , then  $H_a$  was accepted. As a result, it was clear that there was a very strong correlation between grammar usage by the fourth-semester students of Universitas Riau English Study Program batch 2021 and their Indonesian – English translation ability.

### Correlation Significance Value Analysis

To examine the correlation significance between both variables (the grammar usage by the students and their Indonesian – English translation ability),  $t_{counted}$  was calculated based on the Pearson correlation value that was previously obtained. The decision rules to draw the conclusion for determining the significance of this correlation are as follows:

- If  $t_{counted} \geq t_{table}$ , then alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means significant.
- If  $t_{counted} < t_{table}$ , then alternative hypothesis ( $H_a$ ) is rejected and null hypothesis ( $H_0$ ) is accepted. It means not significant.

Then, the formula was used to calculate  $t_{counted}$ :

$$t_{counted} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Notes:

r = Pearson correlation coefficient value.

n = The number of samples.

(Adopted from Supriadi, 2021)

Based on above calculation, it was found that the  $t_{counted}$  was 9.181. Then, for the  $t_{table}$  that we could see in the t distribution table with with the confidence level of 0.05 on a two-tailed test for 38 total sample was 2.02809. This implied that  $t_{counted}$  was greater than  $t_{table}$ , then  $H_a$  was accepted. As a result, the correlation between grammar usage by the fourth-semester students of Universitas Riau English Study Program batch 2021 and their Indonesian – English translation ability was significant.

### Discussion

The result obtained was that there was significant correlation between students' grammar usage and their Indonesian – English translation ability. The scores of the grammar test and translation test as the sample of this research were analyzed by Pearson product-moment correlation technique. To draw the conclusion of the students' grammar test and translation test scores obtained, descriptive analysis was used, as follows:

Table 7: The Descriptive Analysis of Grammar test and Translation Test Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GrammarTest Score	38	27.5	85.0	56.250	18.6427
TranslationTest Score	38	37.0	88.9	64.184	14.3312
Valid N (listwise)	38				

It was found that the lowest grammar test score obtained by the students was 27.5 while the highest one was 85. Then, the lowest translation test score obtained by the students was 37.0 while the highest one was 88.9.

The categories of the students' grammar usage and their Indonesian – English translation ability based on the scores obtained previously could be interpreted into the following table:

Table 8: The Interpretation of The Students' Grammar Test Score

Interval	Category	Frequency	Percentage
80 < score ≤ 100	Very Good	4	11%
60 < score ≤ 80	Good	12	32%
40 < score ≤ 60	Moderate	9	24%
20 < score ≤ 40	Poor	13	34%
0 < score ≤ 20	Very Poor	0	0%
<b>TOTAL</b>		<b>38</b>	<b>100%</b>

It could be shown that most of the students, which amounted to 13 out of 38 students, had poor grammar usage with a percentage of 34% in the grammar test scores range of 20 – 40. Then, the rest were 4 students who got the grammar test scores in the range of 80 – 100 were categorized as very good in using grammar with a percentage of 11%, 12 students who got the grammar test scores in the range of 60 – 80 were categorized as good in using grammar with a percentage of 32%, 9 students who got the grammar test scores in the range of 40 – 60 were categorized as moderate in using grammar with a percentage of 24%, and no one was categorized as very poor in using grammar.

The lack understanding of English grammar usage causes many errors in sentence construction because English grammar is complicated to learn and apply by EFL students (Sari et al., 2019). Most students had poor English grammar usage ability because their native language (Indonesian) has different grammar rules from English. When learning English, they tried to apply the language rules from Indonesian into English, which led to several grammatical errors. These differences could make EFL students confused. It was concluded that the grammatical errors that the students made meant there was a lack of their understanding of English grammar usage which indicated that they have poor grammar usage ability.

Then, the translation test scores were also interpreted as follows:

Table 9: The Interpretation of The Students' Translation Test Score

Interval	Category	Frequency	Percentage
86,6 < score ≤ 100	Very Good	3	8%
73,2 < score ≤ 86,6	Good	7	18%
59,8 < score ≤ 73,2	Moderate	10	26%
46,4 < score ≤ 59,8	Poor	15	39%
33 < score ≤ 46,4	Very Poor	3	8%
<b>TOTAL</b>		<b>38</b>	<b>100%</b>

It could be shown that most of the students, which amounted to 15 out of 38 students, had poor translation ability with a percentage of 39% in the range of the translation test scores 46.4 – 59.8. Then, the rest were 3 students who got the translation test scores in the range 86.6 – 100 were categorized as having very good translation ability with a percentage of 8%, 7 students who got the translation test scores in the range 73.2 – 86.6 were categorized as having good translation ability with a percentage of 18%, 10 students who got the translation test scores in the range 59.8 – 73.2 were categorized as having moderate translation ability with a percentage of 26%, and 3 students who got the translation test scores in the range 33 – 46.4 were categorized as having very poor translation ability with a percentage of 8%.

In the translation result written by most students who had poor translation ability, there were many inaccurate grammatical structures of the target language sentences, some sentences in the target language text do not correspond in meaning to the source language text or have ambiguous meanings. Then, the diction, sentence construction, and paragraph organization were not well constructed. It indicated that the students still lacked understanding of the use of grammar components which include meaning, word, phrase, and clause construction in translating Indonesian into English text. As a result, the greater the errors the students made when using grammar to translate Indonesian into English, the worse the translation result they

produced. At here, if the students would like to have good translation results, they need to know how the words, the phrase, and the sentence were constructed in English grammatically.

From the data analysis, it could be made a conclusion that the better understanding they have in using English grammar, the better their Indonesian – English translation results will be and vice versa. In this research, it was found that most students who had poor grammar usage also had poor Indonesian – English translation ability because the translated text they produced still contained many errors. It indicated that the grammar usage by the EFL students and their translation ability were significantly correlated.

This was in line with the previous studies that also examined the relationship between grammar and translation such as Faridah Oktari et al. (2019), Anis Nurhasanah (2022), Fuyudhatul Husna et al. (2021), Noer Zalida Putri (2019), and Rike Faridatul Ula et al. (2021). The research result obtained in this research with the previous studies was the same, which showed that there was a significant correlation between EFL students' understanding of grammar usage and their Indonesian – English translation ability. However, there are also differences. The first difference is the different population and place of research. The population that the researcher chose to this research is the fourth semester English Study Program students of Universitas Riau batch 2021 in the 2022/2023 academic year. The researcher chose the research place at the English Study Program of Universitas Riau. In addition, the instrument form of translation test of the previous studies and the research that the researcher conducted are different.

Faridah Oktari et al. (2019), Anis Nurhasanah (2022), and Fuyudhatul Husna et al. (2021) used single paragraph or two paragraphs of essay, Noer Zalida Putri (2019) used journal abstract text, and Rike Faridatul Ula et al. (2021) used descriptive text. The translation test instrument that the researcher used in this research is a single paragraph of news article text.

## **CONCLUSION**

After both test result scores were obtained, it was discovered that most of the students had poor English grammar usage and poor Indonesian – English translation ability. It could be drawn the conclusion that the students' ability to translate from Indonesian into English will be good if they comprehend how to use English grammar in their sentence construction, and vice versa. It implied that the grammar usage was very influential in their translation result.

In summary, this research revealed that  $H_0$  was rejected and  $H_a$  was accepted. It was shown that highly significant and strong correlation between the grammar usage and Indonesian – English translation ability of the fourth-semester students of Universitas Riau English Study Program were revealed as the findings. This was summarized from the correlation analysis results as proven by  $r_{\text{counted}}$  of 0.837 was greater than  $r_{\text{table}}$  of 0.320 at the confidence level of two-tailed test 0.05. So, it could be concluded that there was a very strong correlation. Then, for its significance, the analysis showed that  $t_{\text{counted}}$  of 9.181 was greater than  $t_{\text{table}}$  of 2.02809 at the confidence level of two-tailed test 0.05. Hence, it was possible to draw the conclusion that there existed a significant correlation.

Considering the analysis results on this research, it was found that most of the students had poor grammar test scores. It means that they still have not mastered the use of good English grammar, especially in translating Indonesian into English. It certainly affects their ability to have good translation. So, the students should need to improve their understanding of English grammar.

Since most of the students had poor grammar and Indonesian – English translation ability, it is a challenge for English lecturers to find and develop learning strategies that can meet the needs of the students. Thus, if the teaching strategies and approaches used are appropriate in learning grammar and translation, it will at least affect the improvement of their understanding of English grammar and their Indonesian – English translation ability.

For future research, other researchers are recommended to contribute to provide innovations related to the topic of grammar or translation. Since translation is not only limited to the use of grammar, in the future other researchers may involve the correlation between extra – linguistic aspects of language including socio-cultural, thematic, and encyclopaedic issues in translation. The researcher expects that future researchers can continue to innovate in conducting English language teaching research.

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