THE CORRELATION BETWEEN SIMPLE PRESENT TENSE MASTERY AND TRANSLATION ABILITY OF THE GRADE XI STUDENTS SMA NEGERI 1 ANGKOLA BARAT

Thesis

Submitted to the English Education Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfilment of the Requirement for the Graduate of Education (S.Pd.) in English

Written By:

ALI MUSBAR NAULI TAMBUNAN
Reg. Number. 19 203 00008

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
2023

THE CORRELATION BETWEEN SIMPLE PRESENT TENSE MASTERY AND TRANSLATION ABILITY OF THE GRADE XI STUDENTS SMA NEGERI 1 ANGKOLA BARAT

Thesis

Submitted to the English Education Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as the Partial Fulfilment of the Requirement for the Graduate of Education (S.Pd.) in English

Written By:

ALI MUSBAR NAULI TAMBUNAN
Reg. Number. 19 203 00008

ADVISOR I

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

ADVISOR II

Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF SYEKH
ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

LETTER OF AGREEMENT

Term   : Thesis

       a.n. **Ali Musbar Nauli**

       Tambunan

Padangsidimpuan, 27 November 2023

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

       Padangsidimpuan

Assalamu'alaikum wr.wb.

     After reading, studying and giving advice for necessary revision on the thesis belongs to **Ali Musbar Nauli Tambunan**, entitled **"The Correlation Between Simple Present and Translation Ability of The Grade XI Students SMA Negeri 1 Angkola Barat".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

     Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikum warahmatullahi wabarakatuh

Advisor I

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Sri Rahmadhani Siregar, M.Pd.
NIP. 2006058602

DECLARATION LETTER OF THESIS COMPLETION

The name who signed here:

Name	: Ali Musbar Nauli Tambunan
Registration Number	: 19 203 00008
Faculty/Department	: Tarbiyah and Teacher Training Faculty/ English Education Departmen
The tittle of Thesis	: The Correlation Between Simple Present and Translation Ability of The Grade XI Students SMA Negeri 1 Angkola Barat.

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students'ethic code of UIN Syekh Ali Hasan Ahmad Addary.

Padangsidimpuan, 27 November 2023

Signed

...... Iusbar Nauli Tambunan

Reg. Num. 19 203 00008

PUBLICATION APPROVAL STATEMENT

As academic cavity of the Stat Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here :

Name : Ali Musbar Nauli Tambunan

Registration Number : 19 203 00008

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

Kind : Thesis

To developed of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non-Exclusive Royalty Right on my my thesis with entitled **"The Correlation between Simple Present Tense Mastery and Translation Ability of The Grade XI Students SMA Negeri 1 Angkola Barat"** with all set of equipment (if needed). Based on the Non-Exclusive Royalty Right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in the data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above, this statement is made truthfully to be used properly.

Padangsidimpuan, 27 November 2023

signed

Ali Musbar Nauli Tambunan

Reg. Number 19 203 00008

EXAMINERS
SCHOLAR MUNAQASYAH EXAMINATION

Name   : Ali Musbar Nauli Tambunan
Reg. Number   : 1920300008
Department   : English Education Department
Faculty   : Tarbiyah and Teacher Training Faculty
Title of Thesis   : **The Correlation between Simple Present Tense Mastery and Translation Ability of The Grade XI Students SMA Negeri 1 Angkola Barat**

Chief,

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Secretary,

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Members,

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602

Proposed :
Place   : Padangsidimpuan
Date   : December, 14th 2023
Time   : 08.00 until finish
Result   : 80.5 (A)
IPK   : 3.63
Predicate : Sangat Memuaskan

LEGALIZATION

Thesis	: The Correlation Between Simple Present Tense Mastery and Translation Ability of The Grade XI Students SMA Negeri 1 Angkola Barat
Written By	: Ali Musbar Nauli Tambunan
Reg. Number	: 19 203 00008
Faculty/Department	: Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the requirement
for Graduate Degree of Education (S.Pd.) in English

Padangsidimpuan, 26 October 2023
Dean of Tarbiyah and Teacher Training Faculty

Dr. Lelya Hilda, M.Si.
NIP 19720920 200003 2 002

Name   : **Ali Musbar Nauli Tambunan**

Reg. No   : **19 203 00008**

Title of Thesis   : **The Correlation Between Simple Present Tense Mastery and Translation Ability of The Grade XI Students SMA Negeri 1 Angkola Barat.**

ABSTRACT

This research is intended to investigate the correlation between simple present tense mastery and translation ability of the XI grade students of SMA Negeri 1 Angkola Barat. The student's problem in this research were: 1) the students felt difficult in simple present tense mastery, 2) the students do not interest in translation ability, 3) the students are lazy to open the dictionary, 4) the students lack vocabulary. The purpose of this research is to examine the students simple present tense mastery of the grade XI SMA Negeri 1 Angkola Barat, to examine the students' translation of the grade XI SMA Negeri 1 Angkola Barat, to find whether there is or is not the significant correlation between simple present tense mastery and translation ability of the grade XI students' SMA Negeri 1 Angkola Barat. This research used quantitative research with correlational research type. The population of this research was 50 students from the class of XI IPA 1 and IPA 2 SMA Negeri 1 Angkola Barat. The sample of this research are 50 students or all population from two classrooms of XI IPA 1 and IPA 2 and taken by using total sampling technique. Further, the instrument of this research was by giving multiple choice test and essay form translation ability. To analyze the data, the researcher used Product Moment formula and T test. After analyzing the data, the researcher found that mean score of variable X was 74.63 and mean score of variable Y was 68.63. Besides, the score of r_{count} was more than r_{table} 0.437>0.312. The result showed that there was no significant correlation between the two variables. It means the hypothesis was accepted. It was concluded that there was any significant correlation between simple present tense mastery and translation ability of the grade XI students' SMA Negeri 1 Angkola Barat in enough category.

Key Words: *Simple Present Tense Mastery, Translation Ability.*

Nama : **Ali Musbar Nauli Tambunan**
NIM : **19 203 00008**
Judul Skripsi : **Korelasi Antara Penguasaan Simple Present Tense dan Kemampuan Penerjemahan Siswa Kelas XI SMA Negeri 1 Angkola Barat.**

ABSTRAK

Penelitian ini dimaksudkan untuk menyelidiki korelasi antara penguasaan simple present tense dengan kemampuan penerjemahan siswa kelas XI SMA Negeri 1 Angkola Barat. Permasalahan siswa dalam penelitian ini adalah: 1) siswa merasa kesulitan dalam penguasaan simple present tense, 2) siswa tidak tertarik dengan kemampuan penerjemahan, 3) siswa malas membuka kamus, 4) siswa kekurangan kosakata. Tujuan penelitian ini adalah untuk menguji penguasaan simple present tense siswa kelas XI SMA Negeri 1 Angkola Barat, untuk menguji terjemahan siswa kelas XI SMA Negeri 1 Angkola Barat, untuk mengetahui ada atau tidaknya korelasi yang signifikan antara penguasaan simple present tense dengan kemampuan penerjemahan siswa kelas XI SMA Negeri 1 Angkola Barat. Penelitian ini menggunakan penelitian kuantitatif dengan jenis penelitian korelasional. Populasi penelitian ini adalah 50 siswa dari kelas XI IPA 1 dan IPA 2 SMA Negeri 1 Angkola Barat. Sampel penelitian ini adalah 50 siswa atau seluruh populasi dari dua kelas XI IPA 1 dan IPA 2 dan diambil dengan menggunakan teknik total sampling. Selanjutnya, instrumen penelitian ini adalah dengan memberikan tes pilihan ganda dan kemampuan penerjemahan bentuk esai. Untuk menganalisis data, peneliti menggunakan rumus Product Moment dan uji T. Setelah menganalisis data, peneliti menemukan bahwa skor rata-rata variabel X adalah 74,63 dan skor rata-rata variabel Y adalah 68,63. Selain itu, skor rcount lebih dari rtable 0,437>0,312. Hasil penelitian menunjukkan bahwa tidak ada korelasi yang signifikan antara kedua variabel. Itu berarti hipotesis diterima. Disimpulkan bahwa terdapat korelasi yang signifikan antara penguasaan simple present tense dengan kemampuan penerjemahan siswa kelas XI SMA Negeri 1 Angkola Barat dalam kategori cukup.

Kata kunci: Simple Present Tense Mastery, kemampuan penerjemahan.

:علي مسبار ناولي تامبونان	الإسم
:١٩٢٠٣٠٠٠٠٨	رقم القيد
:العلاقة بين إتقان المضارع البسيط والقدرة على الترجمة لدى طلاب الصف الحادي عشر في المدرسة الثانوية ١ أنغكولا غربية الحكومية	موضوع البحث

خلاصة

يهدف هذا البحث إلى تحقيق العلاقة بين إتقان المضارع البسيط والقدرة على الترجمة لدى طلاب الصف الحادي عشر في م المدرسة الثانوية ١ أنغكولا غربية الحكومية. وكانت مشاكل الطلاب في هذا البحث هي: ١) وجد الطلاب صعوبة في إتقان المضارع البسيط، ٢) لم يكن الطلاب مهتمين بمهارات الترجمة، ٣) كان الطلاب كسالى لفتح القاموس، ٤) افتقر الطلاب إلى المفردات اللغة الإنجليزية. الغرض من هذا البحث هو اختبار إتقان المضارع البسيط للطلاب من الفصل الحادي عشر في المدرسة الثانوية ١ أنغكولا غربية الحكومية، لإختبار ترجمة طلاب الصف الحادي عشر في في المدرسة الثانوية ١ أنغكولا غربية الحكومية، لمعرفة ما إذا كان هناك علاقة كبيرة بين إتقان المضارع البسيط والقدرة على الترجمة لدى لدى طلاب الصف الحادي عشر في المدرسة الثانوية ١ أنغكولا غربية الحكومية أم لا. يستخدم هذا البحث البحث الكمي مع نوع البحث الارتباطي. كان مجتمع هذه الدراسة ٥٠ طالبًا من الفصلين الحادي عشر العلوم الطبيعية ١ والعلوم الطبيعية ٢ المدرسة الثانوية ١ أنغكولا غربية الحكومية. كانت عينة هذا البحث ٥٠ طالبا أو جميع السكان من فصلين الحادي عشر العلوم الطبيعية ١ والعلوم الطبيعية ٢ وقد أخذها باستخدام تقنيات أخذ العينات الإجمالية. علاوة على ذلك، فإن أداة هذا البحث هي توفير اختبارات الاختيار من متعدد ومهارات ترجمة المقالات. ولتحليل البيانات استخدم الباحث صيغة لحظة المنتج واختبارات. وبعد تحليل البيانات وجد الباحث أن متوسط درجات المتغير س كان ٧٤,٦٣ ومتوسط درجات المتغير ي كان ٦٨,٦٣. بالإضافة إلى ذلك، فإن درجة ص العد أكبر من ص الجدول ٠,٤٣٧ < ٠,٣١٢. وأظهرت نتائج البحث أنه لا توجد علاقة ذات دلالة إحصائية بين المتغيرين. وهذا يعني قبول الفرضية. قد التوصل إلى أن هناك علاقة ذات دلالة إحصائية بين إتقان المضارع البسيط والقدرة على الترجمة لدى طلاب الصف الحادي عشر في المدرسة الثانوية ١ أنغكولا غربية الحكومية في الفئة الكافية.

الكلمات المفتاحية: إتقان المضارع البسيط، القدرة على الترجمة

ACKNOWLEDGMENTS

Bismillahirrahmanirrahim

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this thesis. Peace and blessing from Allah's Messenger, Prophet Muhammad SAW, all lecturers, family and friends who have contributed in different ways. Therefore, in this chance the writer would like to give appreciation and special thanks to:

1. Ms. Dr. Eka Sustri Harida, M.Pd. as the first advisor and the second advisor is Ms. Sri Rahmadhani Siregar, M.Pd. Both of them are the best advisor who were never tired to guide and give the researcher support and brilliant ideas in finishing this thesis.

2. The Rector of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan and all the vices.

3. Dean of Tarbiyah and Teacher Training Faculty State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan and all vices.

4. Mrs. Fitri Rayani Siregar, M.Hum., as a chief of English Education Department.

5. All lecturers and staff in English Education Department who have given the valuable advice and cooperation.

6. Chief of IAIN Library and all staffs for their cooperation for using many books and references.

7. Special thanks to my beloved parents (Ali Mahmun Tambunan and Rosmaini Siregar), Sister (Ermianti Tambunan), brother (Adi Putra Tambunan) for unlimited loves, support and prays.

8. The chief of the school, teachers and all my respondents at XI of SMAN 1 Angkola Barat.

9. Big thanks to my beloved best friends, Wildan Wahidi STM, Reza Pahlepy SRG, Sopian Tambunan. And all of family TBI-1, TBI-2, and TBI-3. Especially best support me in TBI2.

10. Last but not least, I want to thank me, for believing in me, for doing all the hard work, for having no days off, for never quitting, for just being me at all times.

Finally, the researcher realizes that this thesis still have not been perfect. Therefore, the writer would like to welcome and constructive suggestion and criticism to make this thesis is better.

Padangsidimpuan, 27 November 2023
Declaration maker,

Ali Musbar Nauli Tambunan
Reg. No. 19 203 00008

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Problem

English plays an essential role in the world. As an international language, it is used to disseminate information and news worldwide. In our country, English helps Indonesian to be aware of the development and their knowledge. Translation studies is a field of study that deals with the theory, description, and application of translation, because it examines translation both as an interlingua transfer, and as an intercultural communication. English also becomes very important for people to exchange meaning and represent their feeling and idea. Learning a foreign language is different from learning one's mother tongue.

The students can be said to have good translation ability if there is no mistake in using grammar, spelling, and vocabulary found in their translation. Then, the students will meet a lot of difficulties in learning a foreign language (the target language/TL) because each language as its own grammar items and unfamiliar ways of arranging the word into sentences. On the other side, translation is not an easy activity.

Some issues happened in translation such as: first, some students said that studying tense is difficult, because there are too many formulas need to be remember it makes the students get difficult to understand it. Some students felt difficult to understand, apply and build sentences with

the right tense. That effect to students' translations. So, some students are not able to produce a good translation. Second, some students are not interest in translating sentences, they got difficult in make meaning translation is related to meaning. Third, some students are lazy to open the dictionary, which can be a big influence in learning English, especially in translation. The last is some students still lack vocabulary so they hard to understand the English text.[1] Those problems make students are lack ability in English.

Translation is considered as very important to connect the two different languages by contributing source language (SL) into target language. Catford defined that translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).[2] In short, the translation is an activity of rewriting a text from its source language into the target language without modifying or changing it is meaning to make the information in the source acceptable language becomes acceptable and understandable for students.

In teaching learning English as a foreign language, the students have to be able to understand words. If they do not understand and do not know the meaning of English vocabulary, they will get difficulties in learning foreign language especially English. In this case, translation is needed to understand what people express and say in their languages, write in their

---

[1] "Students at XI Grade SMA Negeri 1 Angkola Barat, Interview in the Classroom," 2023.

[2] J.C. Catford, "A Linguistic Theory of Translation" (London: (Oxford University Press), 2005), 20.

letters, and communicate with their friends. However, translation is not an easy job that can be done by anyone. One of the problems in translation is every language has a grammar structure system. It means that when English students translate a language into another language, they have to understand the grammatical system of the language. Salihen stated that the difficulty in translation is the difference in grammatical system of both language, English and Bahasa Indonesia.[3] It means that English students must learn more to understand the translation and grammatical system of language.

Based on the problem above, the researcher interviewed one of the English teacher of SMA N 1 Angkola Barat[4]. She said that students in SMA N1 Angkola Barat are interested learning English classroom especially in grammar, while some of them do not really like it. They do not like English because they do not understand it. They feel difficult to learn English because they have to memorize a lot of grammar rules and vocabularies. They are also can learn grammar especially in present tense, but there are still some that are lacking outside of the present tense. Lack of vocabulary in making present tense sentences due to laziness to open a dictionary and memorize vocabulary.

Something influential about translation is grammar mastery. Grammar plays an important role in learning English. Like other languages,

---

[3] Moentaha Salihen, *Bahasa Dan Terjemahan (Language and Trannslation, the New Millenium Publication)* (Jakarta: Kesaint Blanc, 2006), http://opac.uin-alauddin.ac.id//index.php=show_deatil&id=271.

[4] Rosmawar Lubis, Private interview with English teacher of SMA N1 Angkola Barat (2023).

in learning English, learners have to be able to understand grammar. In fact, it happens that students want to express something in English but they do not know how to express the sentence appropriately because of a lack of grammar mastery. Grammar is plaguing so many language learners even after they have more or less mastery of the global features of written English, such as organization and coherence.

Grammar is also called as organization words that are combined into sentences to express thought and feeling or to express of the idea, by mastering grammar students will be able to speak and write English correctly. In mastering English grammar there are many rules and sentences that should be mastered by the students. Chomsky in Ansyari and Hasibuan defines it is a device of some sorts for producing the sentences of the language under analysis. He also adds that grammar can be defined as a set of rules that would generate all the possible sentence of language and none impossible ones.[5] It means, by the rules of grammars, the student can learn more easier.

In addition that the most important factor that determines the success of translation work is a broad knowledge of the translator. According to Richards, mother's language interference is the main source of difficulty in learning foreign language. It is assumed that the students' translation ability is can be affected by their first language structure and the students' does not

---

[5] Muhammad Fauzan Ansyari and Kalayo Hasibuan, *Teaching English as a Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI, 2007), http://repository.uin-suska.ac.id/4220/2/BAB%252.

know the correct grammar of the target language when translating text from the source language into the target language. In this case, grammar mastery is needed in the translation process, because without mastering grammar the students' will unable in receiving and transferring the message accurately[6].

Simple present tense is one of the English tenses that give an idea that something occurred in the present. So, mastery in simple present tense is reflected by the students to understand and to use present correctly in the appropriate sense. Mastering of simple present tense will help students to arrange the sentence correctly in their translation skill. To produce a good translation, the students need to comprehend the grammar structure between both of source language and target language because all language skills of a translator are needed in the work of translation. Those situations make some students difficult to translate the text. Next, the students are difficult to understand the content of the text. It is because they do not understand the diction which is used in that text. Simple present tense mastery and translation ability are two things interrelated, because simple present tense important rule to arrange words and indicates where an action or activity or statement in present.

Based on explanation above, the researcher interested in carrying out a research entitled: The Correlation between Simple Present and Translation Ability of The Grade XI Students' SMA Negeri 1 Angkola Barat.

---

[6] Jack C. Richards, *Error Analysis Perspective on Second Language Acquisition*, 1st Editio (Routledge, 1975), https://doi.org/https://doi.org/10.4324/9781315836003.

B. Identification of the Problem

Based on the background of the problem above the researcher found the several problems as follows:

1. The students felt difficult in simple present tense mastery.

2. The students are not interested in translation ability.

3. The students are lazy to open the dictionary.

4. The students lack of vocabulary.

C. Limitation of the Problem

In this research, the researcher only focus on two problems, namely the problem of errors in simple present tense mastery and translation ability. So, it is important for the researcher to investigate the correlation between simple present tense mastery and translation ability of the students.

D. Formulation of the Problems

Based on the explanation of background of the study, there are some problems which can be identified in this field of study:

1. How is students' simple present tenses mastery of the grade XI students SMA Negeri 1 Angkola Barat?

2. How is students' translation ability of the grade XI students SMA Negeri 1 Angkola Barat?

3. Is there any significant correlation between simple present tense mastery and translation ability of the grade XI SMA Negeri 1 Angkola Barat?

E. Objectives of the Research

The objectives of the research is to know whether there is correlation between students' tenses mastery and their translation ability.

1. To examine the students' Simple present tenses mastery of the grade XI SMA Negeri 1 Angkola Barat.

2. To examine the students' translation about of the grade XI SMA Negeri 1 Angkola Barat.

3. To find whether there is or there is not the significant correlation between simple present tense mastery and translation ability of the student grade XI SMA Negeri 1 Angkola Barat.

F. Significances of the Research

By conducting the research about the correlation between students' mastery of grammar and translation ability, the writer hoped that the result of the research will be useful to give some contributions:

1. For the teacher

   It can be used as the information about the student's ability of English students' SMA Negeri 1 Angkola Barat in tenses mastery and translation ability. The researcher hopes this research will give the teacher positive inspiration in teaching whether in tenses mastery or translation class.

2. For the student's

   The researcher will provide the correlation between tenses mastery and translation ability. Hopefully it can be inspirited the student's to more participate in class and study harder to improve their ability.

3. Other researcher

    The researcher hopes this research will help other researcher to conduct further research and will give inspiration for the same topic but in different context.

G. Definition of Operational Variable

According to this title of this thesis, the researcher takes two variables, they are simple present tense and translation ability.

1. Simple Present Tense Mastery

    Simple present tense is a verb form to state facts, repetitious activities like routine or habit, or current events.

2. Translation Ability

    Translation is a process of rendering meaning, ideas, or message of a text from one language (source language) to other language (target language).

H. Outline of the Research

The systematic of this research consist of five chapters. Each chapter divided into some sub chapter as follow:

The first chapter is about introduction, consist of: background of the problem, identification of the problem, objective of the research, significances of the research.

The second chapter is about theoretical description, the concept of Grammar. In addition is about the concept of simple present tense, consist of definition of simple present tense, use of simple present, form of simple

present, time signal of simple present tense. In addition is about concept of translation, consist of definition of translation, types of translation, process of translation, the quality of a good translation.

The third chapter is about research methodology, consist of: time and place of research, research design, population and sample, instrument of research, validity and reliability of the test, technique of data collecting, and technique of data analysis.

The fourth chapter is about the result of the research, consist of: description of the data, in addition is about, simple present and translation ability. In addition, testing hypothesis, consist of normality test, homogeneity test, hypothesis testing, discussion, and threats of the research.

The fifth chapter is about the conclusion, implication, and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description of the Research

    1. Concept of Simple Present Tense

      a. Definition of Simple Present Tense

Simple present tense is a verb form to state facts, repetitious activities like routine or habit, or current events. The function of the tense is in order to be able to explain events that become a habit in everyday life or explain events that had nothing to do with time. According to Wener "simple present tense is to describe habits or routines, to express opinion, or to make general statements of fact, the simple present can also be used refer to the future.[1] So, simple present tense is used to talk about condition or activity happening right now or everyday activities.

The simple present tense is the one which we use when an action is happening right now, or when it happens regularly (or unceasingly), which is why its sometimes called present indefinite). The simple present tense is formed by using the root form or adding –s or -es to the end, depending on the person.[2]

---

[1] Patria Wener, *Mosaic 1 A Content- Based Grammar*, 2nd ed. (New York: McGraw-Hill, 2005), https://www.worldcat.org/title/mosaic-1-grammar/oclc/52509664.

[2] Betty Schrampfer Azar, *Basic English Grammar* (New York: Longman Group, 2009), https://thoriyanto.files.wordpress.com/2012/11/betty_azar_basic_english_grammar_2nd_ed.pdf.

Moreover, Azar stated that the "simple present tense is to express events or situations that exist always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.[3] In English grammar, the simple present is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in present time[4]. In addition, it is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present can also be used to refer to the future.

So, simple present it is used to describe actions that are factual or habitual things that occur in the present but those are not necessarily happening right now. It means that simple present tense is a sentence that is used to express daily activity, habitual, general statement.

b. **Function of Simple Present Tense**

The simple present tense is to describe something that was true in the past, is true in the present, and will be true in future.[5] The simple present tense is to describe habitual actions.

The simple present tense could be:

1). To express a habitual action, with adverbs like usually, always, or often.

---

[3] Betty Schrampfer Azar, *Understanding and Using English Grammar* (New Jersey: Prentice Hall, Inc, 2008).

[4]Terry   Willie,   "Simple   Present,"   2020, http://grammar.about.com./Od/Rs/G/Simple-Present-Tense.Htm.

[5] Azar, *Understanding and Using English Grammar*.

Example:

a). They often play football together.

b). She always wakes up at 5 o'clock every morning.

c). I usually go to school by bus.

2). To a state a general truth.

Example:

a). The earth revolves around the sun.

b). Two plus two equals to four.

c). The moon orbits the Earth.

3). To express future action, especially with verbs of movement or travel such as come, leave, stay, or arrive.

Example:

a). I arrive in Hong Kong on Saturday.

b). The plane leaves in ten minutes.

c). Next Thursday at 14.00 there is an English exam.

4). In commentaries on games and plays

Example:

a). He takes the shuttlecock and sends it high above the net.

b). The ball hits the net, and she loses the point.

5). In exclamations, announcements or demonstrations.

Example:

a). Our club gives its annual dinner next week.

b). I heard an announcement on the loudspeaker saying that the store was closing in 10 minutes.

According to Azar the function of simple present tense divided into five kids:

1). To describes an activity that is actually in progress at the moment of speaking, e.g. in demonstration, explanation, step by step the way to cook something.

Example: I sift a flour, salt, and baking powder into a bowl. I mix them.

2). To commentaries, e.g. as broadcast during a sporting event such as a football match.

Example: Green passes the ball to Brown. Brown passes it to Black who heads it past the goalkeeper and scores.

3). To exclamatory sentences beginning with here and there.

Example: Here he comes.

4). In the general statement of what was true in the past time, is true now, is likely to be true in the future time.

Example: The sun shines during the day.

5). For references to what was communicate in the past.[6]

---

[6] Azar.

Based on explanation above, it can be concluded that the simple present tense used to describe action, an event, or condition that is occurring in the present, at the moment of speaking.

In addition, Steven stated the use of the simple present tense mastery are[7]:

a). Repeated Actions

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event, or something that often happens. It can also be something a person often forgets or usually does not do. It means, the student can learn and understands in repeated actions is ones that happen many times.

Example :

a. The train leaves every morning at 8 AM.

b. The train does not leave at 9 AM.

c. When does the train usually leave?

b). Fact or Generalization

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future.

---

[7] Steven, "Simple Present Tense," n.d., https://doi.org/http://www.englishpage.com/verbpage/simplepresent.html, retrieved on April 2nd, 2016.

It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Example :

3. Cats like milk

4. Birds do not like milk

5. California is in America.

Based on the explanation above, it can be concluded that the simple present tense in fact or generalization is the fact has been true in the past, is true now and will continue to be true. In addition, the simple present tense mastery is used to describe these types of information.

c. Form of Simple Present Tense

The simple present tense is the tense that has specific characteristics. The characteristics can be seen from the formula of simple present tense.

The following formula of simple present tense are:

1). Verbal sentences

According to Azar stated that "verbal sentence is sentence that contains a verb form in the predicate position, when predicate is a verb".[8]

a). Positive form

---

[8] Azar, *Understanding and Using English Grammar*.

The subject sentence of third person singular (she/he/it), the verb must be accompanied by an " s" or " es " in positive sentence.

Formula : S + Verb + (e/es) + O

Example : Fatimah **reads** Al Qur'an every morning

I **get** up 5 o'clock every day.

The man **eats** bread with Basmalah.

b). Negative form

Negative sentence formed by putting "do not/does not" after subject sentence and applies to a third person single.

Formula : S + do/does + not + Verb + O

Example: Fatimah **does not** read Al Qur'an every day morning.

I **do not** get up 5 o'clock every day.

The man **do not** eat bread with Basmalah.

c). Interrogative form

Interrogative sentence is shaped by placing an auxiliary "do/does" in front of sentence.

Formula: Do/Does + S + Verb + O +?

Example: **Does** Fatimah read Al Qur'an every day morning.

Do you get up 5 o'clock every day?

Does the man eat bread with Basmalah?

Based on explanation above, can conclude that verbal sentence use verb 1. Positive sentence that subject of third person singular (she/he/it) the verb must be accompanied s/es.

2). Nominal

Nominal sentence is a sentence consisting of a subject and complement without a linking verb, when the predicate (in a sentence) is a noun, pronoun, noun phrase, adjective or adverb.[9]

a). Positive form

This sentence is often called affirmative sentence, in general, this phrase is used to situation positive or rank[10].

Formula : S + to be + noun adjective/adverb

Example : The world **is** round

Tom and I **are** students.

b). Negative form

This will be negative sentences by adding "not" after to be.

Formula : S + to be + not + noun adjective/adverb

Example : My bed **is not** comfortable.

The shops **are not** open every morning.

c). Interrogative form

[9]M J Lado, *Memahami Tenses Bahasa Inggris* (Jakarta: Titik Terang, 2008).

[10] Evi Fitria, "The Correlation Between Students Simple Present Tense Mastery and Their Ability In Writing Descriptive Text At The First Semester Of The Eighth Grade Of SMPN 1 Karya Penggawa Pesisir Barat," 2016, http://repository.radenintan.ac.id/291/1/skripsi.pdf.

Interrogative sentence are form by putting "to be "at the beginning of sentence.

Formula : to be + S + noun adjective/adverb + ?

Example : **Is** your parent at home ?

Are these hotel expensive?

Based on the explanation above, it can concluded that, nominal in simple present tense is a simple present tense sentence that does not have a verb. This is different from a verbal sentence, in verbal sentence, after the subject is followed by a verb. Meanwhile in nominal sentences, after the subject it will be accompanied by a non-verb which we usually know as auxiliary verb or to be.

d. **Time Signal of Simple Present Tense**

Time signals are words and expression that tell us when an occasion takes put. Time signals for simple present distinguish more than fair one occasion, for example :

1). Adverb of Frequency

Example :

a) Ann **always** drinks tea with lunch.

b) Mary **usually** comes to class.

c) We **often** watch TV at night.

d) I **sometimes** drink tea with dinner.

e) They **seldom** go to movies.

f) Anna **rarely** makes a mistakes.

g) I **never** eat paper.

2). Adverb of Time

Example :

a). **Every week** my brother goes to the gym

b). I drink tea **in the morning**

c). They go to the beach **every month**

d). **Every Saturday** uncle Jhon plays badminton

e). My family and I **today** visit grandma's house.[11]

Based on statement above, it can be concluded that simple present tense construction which tell or show the daily activities and general truth in the sentence using particular adverb of time.

2. The Concept of Translation

a. Definition of Translation

Translation is a phenomenon that has a huge effect on everyday life. It is an activity that is growing phenomenally in today's world of globalization. Translation is basically a change of form. When someone speaks of the form of a language, they are referring to the actual words, phrases, clauses, sentences, and paragraphs which are spoken and written. To translate a text, translator must know how

---

[11]Betty Schrampfer Azar, *Basic English Grammar* (New York: Longman Group, 2009).

propositions are structured, how clauses can be synthesized to carry propositional content and analyzed to retrieve the content embedded in them, and how the clauses can be realized as information-bearing text and the text decomposed into the clauses.[12] It can concluded that, before the translator changing a form of the sentence from source language to target language, the translation must know how the prepositional structure of the text well.

Many linguistic experts have defined the world "translation". Newmark likewise defined translation is rendering the meaning of a text into another language in the way that the author intended the text.[13] In addition, he describes translation as one ought to be able to say something as well in any language as in another. Basically, translation is a change of form from one language to another one. In translating languages, it is come to the form of the Source Language, which is replaced by the form of receptor or Target Language. Catford mentioned that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)[14]. The act of translating from the

---

[12] Eka Sustri Harida, "Relationship Between Sentences, Paragraph, And Translation," *English Education: English Journal for Teaching and Learning* 02, no. 01 (2014): 76–87, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/116.

[13] Peter Newmark, "A Textbook of Translation, Concept, Method and Practice," in *Concept, Method and Practice* (United Arab Emirates: UK: (Prentice Hall International), 2005), 5.

[14] J.C. Catford, "A Linguistic Theory of Translation" (London: (Oxford University Press), 2005), 20.

original into the target one does not simply matter. Looking up each word in the dictionary and then combining the meaning together into some languish is absolutely the aim of translating.

It means that the translated language should follow the context from the original version in the natural way of the receptor language itself. In this case, Catford mentions a collection about the concept of translation equivalence, as follows:

a. A translation must reproduce the words of the original text

b. A translation must reproduce the ideas (meaning) of the original text

c. A translation should read like an original.

d. A translation should read like a translation.

e. A translation should retain the style of the original text.

f. A translation should mirror the style of the translator.

g. A translation should retain the historical stylistic dimension.

h. A translation should read as a contemporary piece of literature.

i. In translation, a translator must never add or leave out something.

From the concept above, it is clear that translation is always text-oriented, not sentence-oriented, or even word-oriented, and the term ''equivalent'' is a key to increasing translating ability. Translational competence might be defined as follows:

1.) The ability to generate a target-text series of more than one viable term for a source text.

2.) The ability to select only one target text from this series, quickly and with justified confidence, and to propose this target text as a replacement of source text for a specified purpose and reader.[15]

From the description above, the research conclude that translation is interpreting the message of the text from one language in other language as accurately and meaningfully as possible. Translation uses interpretation and it is person's subjective grammar. Translation in not interpreting the massage but after translating the text is produced.

b. Types of translation

There are many types of translation from some expert. Catford divides the three aspects of translation differently, those are such as extent, level and rank[16]. The three aspects of translation have meanings and functions at different levels to make it easier to learn this type of translation.

Based on the extent, the types of translation are full and partial translation. In terms of level, the types of translation are total and restricted translation, and in terms of rank, translation in divided into rank – bound translation and unbounded translation.

---

[15] Anthony Pym, "'Translation Error Analysis and the Interface with Language Teaching', Teaching Translation and Interpreeting, Ed. Cay Dollerup Adn Annee Loddegaard" (Amsterdam: John Bejasmins Publishing Company, 2004), 281, https://doi.org/101075.

[16] Julia Eka Rini, *Difficulties in Translating Texts for Beginner Translator Students.*, n.d., https://doi.org/https://doi.org.10.9744/kata.9.2.

Based on the translation above, there are three types of translation, such as: full translation and partial translation, total and restricted translation, and rank of translation. In summary, translation has many various types, but all of them have different portions in a translation related to their function.

1). Full and Partial Translation

In full translation, the whole of text is submitted into translation process, text material is replaced in each part of the source language. By text catford means any stretch of language, spoken or written, which is under discussion. In accordance with a text circumtences a text, may be a whole library of books, single volume, a chapter, a sentences, a clause, etc. It means that, Full translation is a type of translation in which the entire Source language text is reproduced by the target language material. This is the example of full translation:

SL	TL
I put the ball on the table	*"Saya meletakkan bola diatas meja"*
I will buy two books	*"Saya akan membeli dua buku"*.[17]

---

[17]Paul Pilkington Regmi, Krishna Jennie Naido, "Understanding the Process of Translation and Transliteration in Qualitative Research.," *International Juornal of Qualitative Methods 9. No. 1*, 2017, 16–26, https://doi.org/https://doi.org/10.1177/160940691000900103.

In a partial translation, some part(s) of the SL text are left untranslated. They are simply transferred to the TL text. In a literary translation, it is not uncommon for some SL lexical items to be treated in this way either because they are regarded as 'untranslatable' or for the deliberate purpose of introducing 'local color' to the TL. It means that, there are only some parts of the source language text to be translated into target language. Here are the example of partial translation:

SL	TL
Orangutan is a kind of ape.	*"Orangutan itu sejenis monyet"*.
I like humburger.	*"Saya suka humburger"*[18].
I go to gym every weekend	*"Saya pergi ke gym setiap akhir pekan"*.

Based on the explanation above, it can concluded that, in full translation, the entire text is submitted to the translation process, that is every part of the source language text is replaced by the target language text material. In partial translation, some parts of the source language text are left untranslated. They are simply transferred to the target language text.

---

[18]Regmi, Krishna Jennie Naido.

2). Total and Restricted Translation

A total translation means replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology/graphology by nonequivalent TL phonology/graphology. It means that, the target language material replaces all levels of the source language. Here is the example of total translation:

SL	TL
The child has slept for three hours.	*"Anak itu telah tidur selama tiga jam".*
We can afford to buy a new house	*" Kita bisa untuk membeli rumah baru"*

Restricted translation is the replacement of source language textual material with equivalent target language material only one level whether at the phonological level, graphological level, or at the level of grammar and lexis. Here is the example of restricted translation.

SL	TL
Child that already sleep for three hour(NounDet/AuxVerb3/Perp/DetNoun)	*"Anak itu telah tidur selama tiga jam"*[19]

---

[19]Inayatul Maula, "Types of Translation Shifts Found in 'the Adventure of the Speckled Band' with Catford, Jacobson and Newmark's Theoris.," *Thesis 4*, 2017, 23–43, https://doi.org/http//sfdnfdvdjuey7ruiwopekijfn c.

3). Rank of Translation

Rank bound translation means that the selection of target language text equivalent is limited at only one rank, such as word for word equivalence, morpheme for morpheme equivalence etc. Here is the example of rank bound translation:

SL	TL
A beautiful women	*"Wanita yang cantik"*
She felt happiness with her	*"Dia telah merasakan kebahagian bersamanya"*[20]

Unbounded translation can move freely up and down the rank scale. Here is the example of unbounded translation:

SL	TL
Yesterday the girl has bought an apple in the market	a. *"Perempuan itu telah membeli apel."* *dipasar kemarin.* b.*"Kemarin perempuan itu telah membeli apel dipasar."* [21]

c. The Process of Translation

The core of the process of translation is starting from the translator's reception of the original or source text and ends with the production of the text in the improvement target language. The translator

---

[20]Maula.
[21]Maula.

can make improvements to their ideas without reducing the meaning of the original text.

The translator have to know about the process above. The process of getting the meaning of the text can be done after you do process. Analyzing the term of the word, then transfer in mind and then restructured the message to get the final message.

The translation also can transfer the information from own language into another language in other ways. Translation process refers to the stages of translating in which the translator proceed at translating something in practice in order to transfer the meaning of the SL to TL.

Translation is the process of transference the message from one language to another language, in process of translation could see from culture, lexical meaning and others. Cragie and Ann Pattison when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the source language text into the natural forms of the receptor language.[22] States the translation is concern with the study of the lexicon, grammatical structure, communication situation, and culture context of source language text, which is analyzed in order to determine its meaning. It can be done direct or

---

[22]Stella Cragie and Ann Pattison, "Thinking English Translation ,Ed. Cragie. Thinking English Translation, 4th.," *Rusian : International Juornal of English Linguistics 7*, 2018, https://doi.org/https://doi.org/10.4324/9781315229478.

through inter language. To rearrange the text relate to the readers expectation and it can be understood by the target language reader.

Larson simply present the diagram of the translation process[23]. The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the target language and its cultural context. The diagram of the translation process as follows:

Source Language   Target Language

| Text be translated |

| Translation |

| Discover the meaning |

| Re-express the meaning |

| Meaning |

Figure 1. Translation Process

---
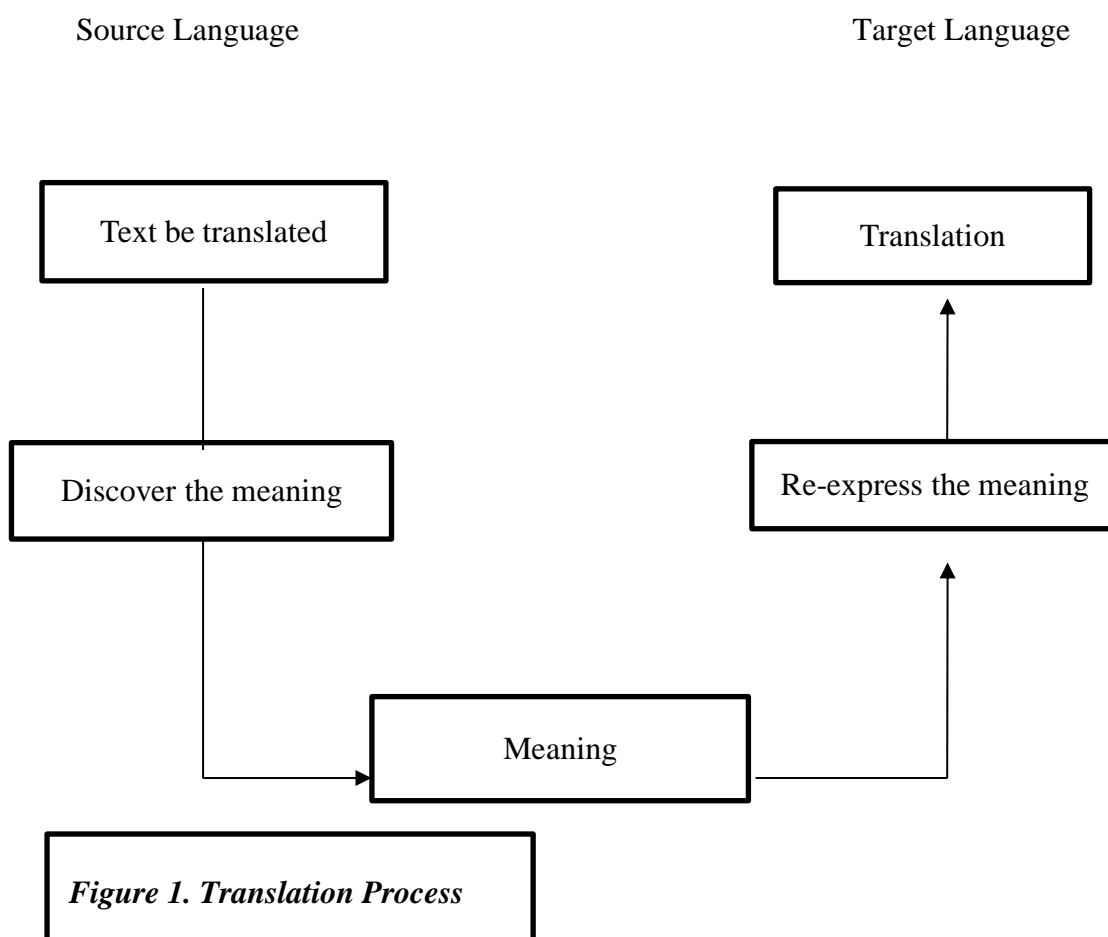
[23] Janet Fraser, "Mapping the Process of Translation Meta 41 No. 1," 2017, http://doi.org/10.7202/002772.

d. Translation Procedures

The theory of translation embraces a translation abroad foundation that has been numerously stated and discussed by linguistics over the year. Translation is an activity involving language, there is a sense in which any and all theories of translation are linguistics. Some linguists have different views on translation procedures. Translation procedures are used for sentences and the smaller units of language while translation relates to whole texts. In translation procedures, a theoretical model of modes of behavior.

There are three basic translating operations as follows:

1). Substation (Translation one the basis of sign-sign relationship)

2). Interpretation (Translation on the basis of significant meaning)

3). Paraphrase (Translation on the basis of denotative/referential meaning).

The three translation procedures (transposition, modulation, and adaption) are very relevant with the culture of the target language, Bahasa Indonesia[24].

1). Transposition

A "shift" or "transposition" is a translation procedure involving a change on the grammar from SL to TL, for example the change from the singular to plural is the first type of transposition. In English, the phrase "a pair of shorts" which is in the plural from translates to

---

[24] Newmark, "A Textbook of Translation, Concept, Method and Practice."

"sebuah celana pendek" in Bahasa Indonesia which is in the plural and singular form. The second type is required when SL grammatical structure does not exist in the TL. For example the object must not put in the front of sentence structure in English grammatical whereas in Bahasa Indonesia the object can put in front of at the end of the sentences structure. The sentence "Lantai ini harus mereka bersihkan" translates to "They must clean this floor".

2). Modulation

Modulation is a translation procedure that necessitates a change of semantic viewpoint or sphere of meaning contain in the text to be translated. Modulation can be categorized into a compulsory and a free type is applied when an adequate translation has not been obtained after the translator applies the principles of transposition.

3). Adaption

Adaption is use of recognized equivalent between two situations. This is a matter of cultural equivalence. Such us "Dear sir" translated as "Dengan hormat" in Bahasa Indonesia.

From the explanation above, as a good translator we need to consider the quality of translated text. The translated text must be understandable and can be read by the target language. It also must be accepted by the target language culture.

B. Review of Related Findings

There are many researchers who have conducted research related to this topic. Some previous studies are relevant to the research's topic. Here, the researchers will give a glance at those relevant study.

The first, a thesis was done by Putri. The population of this study were academic year 2015 students'. The sample of this study were 32 students. This research was descriptive quantitative research with person's r correlation coefficients to analyze the data. This result of this study that the average of the academic year 2015 student's grammar mastery is in ''less'' category, and the translation skill is in ''less translation category''. Based on findings of this research, it can be concluded that the grammar mastery can significantly influence the translation result.[25]

The second, Nurhasanah was concluded that a good ability in translating text, students should have mastery of grammar. This research attempted to investigate the students' grammar mastery, their translation ability, and the correlation between both variables. The research was designed as a quantitative correlational method. The population was 90 students of English Education Department at the sixth semester of State Islamic University of Raden Intan Lampung in the academic year of 2020/2021. The samples were 30 students. The instruments used to

---

[25]Noer Zalida Putri, "The Correlation Between Grammar Mastery and Translation Ability of English Department Academic Year 2015 Students At Iain Palangka Raya Thesis By Noer Zalida Putri 1501121017 State Islamic Institute of Palangka Raya Faculty of Teaching Training and Educat," 2019, http://digilib.iain-palangkaraya.ac.id/id/eprint/2418.

collecting the data were grammar test and translation test. Based on this research, it was concluded that a good ability in translating text, students should have mastery of grammar.[26]

The third study by Andayani who conducted the research. The result of her research is that there is significant correlation between sixth semester students' grammar mastery and translation ability of English Department of IAIN Tulungagung with the value of 0.665 indicated positive relationship between both variables. Nevertheless, in her research, she only focuses in translating English text into Indonesian. That is make the researcher interested in doing the same research but focuses in translating Indonesian text into English[27].

Next study, Rahayu was concluded that the research is generally aimed to find out the correlation between students' grammar mastery and their translating Indonesian into English ability done at the seventh semester of English study program of Bale Bandung University in the academic year of 2021. Twenty-eight students were taken as the sample of this research

[26] Anis Nurhasanah, "The Correlation Between Students' Grammar Mastery Toward Student Ability Intranslation of Indonesia Into English At The Sixth Semester of English Education Departmen of State Islamic University of Raden Intan Lampung In The Academic Year of 2020/2021" (Raden Intan State Islamic University Lampung, 2022), http://repository.radenintan.ac.id/id/id/eprint/20154.

[27] Faridah Oktari, Mukhrizal, and Arasuli, "The Correlation Between Students' Grammar Mastery And Their Translation Ability," *Society* 3, no. 2 (2019): 144–52, http://www.scopus.com/inward/record.url?eid=2-s2.0-84865607390&partnerID=tZOtx3y1%0Ahttp://books.google.com/books?hl=en&lr=&id=2LIMMD9FVXkC&oi=fnd&pg=PR5&dq=Principles+of+Digital+Image+Processing+fundamental+techniques&ots=HjrHeuS_.

through random sampling technique. It means that the degree of correlation is low and positive.[28]

The last study, the research indicated that research attempted to investigate the students' grammar mastery, their translation ability, and the correlation between both variables. The research was designed as a quantitative correlational method. The population was 79 sixth semester students of English Education Study Program of Bengkulu University in the academic year 2018/2019. The samples were 40 students. The instruments used to collecting the data were grammar test and translation test. The results of this research showed: 1. Majority of the student (77.5%) had poor grammar mastery. 2. Majority of the students (82.45%) had inadequate translation ability. 3. There is a correlation between students' grammar mastery and their translation ability (the correlation coefficient is 0.797).[29]

From the studies above, the researcher has relevant topic to this research. There are some differences with them. The previous study mostly took the sample using random sampling. In this research the researcher non-random sampling. Then to compare with the previous study, the researcher

---

[28] Yuyu Sri Rahayu, "The Correlation Between Student's Grammar Mastery And Their Translating Indonesian Into English Ability At Seventh Semester Student's Of English Education Study Program, Bale Bandung University," *Educational Jurnal* 6 No 2 (2021), https://ejournal.unibba.ac.id/index.php/elang/article/view/1035.

[29]Faridah Oktari, Mukhrizal, and Arasuli, "The Correlation Between Students' Grammar Mastery And Their Translation Ability," *Society* 3, no. 2 (2019): 144–52, http://www.scopus.com/inward/record.url?eid=2-s2.0-84865607390&partnerID=tZOtx3y1%0Ahttp://books.google.com/books?hl=en&lr=&id=2LIMMD9FVXkC&oi=fnd&pg=PR5&dq=Principles+of+Digital+Image+Processing+fundamental+techniques&ots=HjrHeuS_.

have two variable which is present simple is independent variable and translation ability as dependent variable. The previous studies use documentation as the instrument whereas in this research the instrument is only test.

C. Conceptual Framework

The use of texts that are too long is indeed not very efficient, because of students' high levels of boredom and lack of vocabulary they do not understand. Grammar is rule how to make a good sentences that can be understood by the reader. In English grammar there is an important part called tense. Tense is a verb shows the time of an event or action, it is very important in constructing a sentence and it should be mastered by the learners. Tense is one important parts of structure in English. Simple present tense is one of the English tenses that gives an idea that something occurred in the present. So, mastery in simple present tense is reflected by the students' ability to understand and to use simple present tense correctly in the appropriate sense. Mastering of simple present tense will help students to increase their language skill. The ability to translate intone factor is the lack of interest in simple present tenses. Their ignorance in translating in the right way that the lack of vocabulary is indeed very clearly seen. The relationship that occurs between simple present and translating activities is visible. When the reader reads a text then the next is to analyze the meaning or meaning that is the text called translating activities.

To understand the text the reader needs to know the meaning of the text. It is not easy. That is way the reader need to comprehend the text. Comprehending the text have to know the meaning of the text or translating the text. So, it will be easier to comprehend.

Based on explanations above, the reader predict that will be the correlation between simple present tense and translation ability. When the student can translate the text they will comprehend the test as well.

Simple Present Tense (Variable X)	→	Translation Ability (Variable Y)
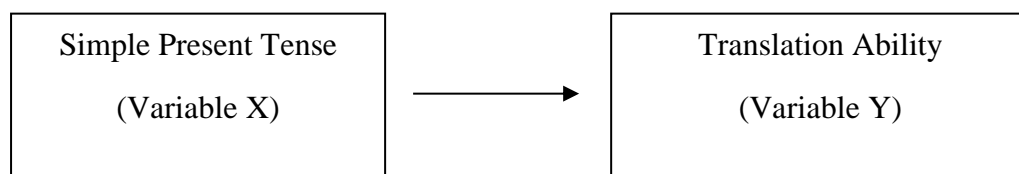
Figure 2. Correlation between Simple Present Tense and Translation Ability.

D. Hypothesis

The hypothesis is very important to find out whether there is or there is correlation between two variable.

The hypotheses is:

"There is a significant correlation between students' tenses mastery and translation ability of the grade XI students SMA Negeri 1 Angkola Barat".

CHAPTER III

RESEARCH METHOD

A. Time and Place of the Research

The place of this research has been done in SMA Negeri 1 Angkola Barat. The location in on JL. Sibolga Km 16 Sitinjak, Kec. Angkola Barat, South Tapanuli, North Sumatera. The researcher did this research from that February 2023 until Desember 2023.

B. Research Design

The research design of this research was quantitative research. The types of this research was correlation research. Correlational research used when the researcher wants to see the relation or to what degree the relation exist between two or more variables. At correlation research, the data would be collected and analyzed by used statistical analysis to get the real result. Where used the method in this research is descriptive method. This research intends to investigate the correlation of both variables. The subject of this research is the grade of XI SMA. There are two variables in this research. There are independent variable (X) is simple present tense and the dependent variable (Y) is translation ability.

From the explanation above, it can concluded this research was to find out the correlation between simple present tense mastery and translation ability.

C. Population and Sample

1. Population

The population of this research was the grade XI IPA 1 and IPA 2 at SMA Negeri 1 Angkola Barat. The total of the population was consisted of 50 students with 2 classes. It was divided depend on the class. The IPA 1 class consist of 25 students', the IPA 2 class consist of 25 students'. The total numbers of the students as follow:

The Population students' of the grade XI IPA 1 and IPA 2 at SMA Negeri 1 Angkola Barat.

Table III.1.
The Population students of the grade XI IPA 1 and IPA 2 at SMA Negeri 1 Angkola Barat

NO	CLASS	POPULATION
1	IPA 1	25
2	IPA 2	25
	TOTAL	50

Based on the table above, it means that the students' population used in this research were 50 students'. There are 25 students' in IPA 1 class, and 25 people in IPA 2 classes.

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about target population.[1] It is clear that sample is group in population which was be researched. In this research, the researcher took all of the population as the sample of the research.

The research use saturated sampling which is all of the population was used as the sample of the research.

Table III.2
Determining Sample Size

NO	CLASS	POPULATION	SAMPLE
1	IPA 1	25	25
2	IPA 2	25	25
	TOTAL		50

From the table above, it can be concluded that the sample used in this research were 50 students'. They are from IPA 1 and IPA 2 classes.

---

[1] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (London: (Sage Publication), 2014), https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf.

D. Instrument the Research

The instrument to collect data were multiple choice question for simple present tense. Test is used to know the ability of the students in translation and simple present. There are 20 items for each variable.

The first test is the test to know about the students' simple present. To test students' simple present tense mastery this research used multiple choice type in order to facilitate the students to answer the test. The simple present tense mastery test was in form of multiple choice test with four options: a, b, c and d. The test consists of 20 items. Each item has 5 points, in total were 100 points.

Table III.3
Indicator of Present Tense Test

No	Indicator	Number	Total items	Score	Total Score
1	The students are be able to chose adverb time in the simple present tense	1,2,3,4,5	5	5	25
2	The students are be able to chose positive form in verbal sentence of simple present	6,7,8,9,10	5	5	25
3	The students are be able to chose negative form in verbal sentence of simple present	11,12,13,14,15	5	5	25
4	The students are be able to chose interrogative form in verbal sentence of simple present	16,17,18,19,20	5	5	25
	Total	20			100

Based on the table, it can be concluded that there were one hundred questions for simple present tense. Total of question for adverb of time were 5 question, for positive form in verbal were 5 questions, for negative form in verbal were 5 questions, and last for the interrogative form in verbal were 5 questions.

The second test is the test to know the students' translation ability. The researcher gave students some sentences, then they translate into Indonesian language. There is an essay test for translation test.

Table III.4
The Translation Score

No	Indicator	Number of items	Total items	Score	Total Score
1	The students are be able to translate SL-TL in Partial Translation	1,2,3,4,5,6, 7,8,9,10	10	5	50
2	The students are be able to translate SL-TL in Full translation	11,12,13,1 4,15,16,17, 18,19,20	10	5	50
	Total		20		100

Based on the table above, total items used are 20 items, number 1 until 10 it is about partial translation question and number 11 until 20 it is about full translation. Each question is worth 5 point.

E. Validity and Reliability of Test

1. Validity

The degree to which all of the real facts to the intended interpretation of test scores for proposed goal[2]. Researcher has to do validity to get accurate data in which has good quality needs validity. Researcher used construct validity in order to find out the validity of the test instrument. Construct validity use conducted to measure instrument capability explain the concept. This validity is closely related to operational variable. Construct validity and reliability are a test validity based on the judgment of the experts. The research used multiple choice test and essay test. To determine the construct validity, it is based on the English teacher in SMA Negeri 1 Angkola Barat to validate it.

2. Reliability of the Test

In the instrument of the research must be reliable. The reliability test purposes at testing the consistency and accuracy of the measurement result.

The reliability of the test can be found by using K-R 20 formula. The formula is as follow:[3]

---

[2]Jhon W Creswell, "Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research," *AORN Journal* 62 (2015), https://doi.org/http://repository.unmas.ac.id/medias/journal/EBK-00121.pdf.

[3] H. Douglas Brown, *Language Assesment : Principles and Classroom* (San Francisco: Perason Education, 2003), https://doi.org/https://www.academia.edu/26575645/H_Douglas_Brown_Language_Assesment_Principles_and_Classroom_Practice.

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2} - \Sigma pq}{S_{t^2}}\right)$$

Where :

R_{11} : Reliability of the instrument

n   : Total of Question

S_{t2} : Varianst Total

P   : <u>Proportion Subject who is right answer</u>
                             n

q   : <u>Proportion Subject who is wrong answer</u>

                             n

Reliability is good character of the test that refers to the consistency of the instrument. The test is reliable if r count > r table by using formulation K-R 20.

F. Technique of Collecting Data

Written test is used by researcher to collect the data in this research. The test is as the main technique to collect the data that would be used to get data. This research used two kinds of the tests. The first is test about the students simple present and the second is about the students translation ability.

The process to collect the data are:

1. The researcher prepares the question before give it to the student

2. The researcher gives work sheets for students.

3. The researcher asks students to participate and prepare themselves to be tested.

4. The researcher gives the answer sheet to student

5. The researcher gives time the students' answer the question.

6. The researcher collects the answer sheet and give the score by analyzing the answer.

G. Technique of Data Analysis

Technique after collecting data, researcher was conduct data analysis. The researcher analysis the data used quantitative data. Analysis data means the process of calculation and arrangement systematically of the data by the researcher. After the process of data collecting, the researcher analysis the data using quantitative method. The statistical process in correlational quantitative research follow several step below:

1. Identified and corrected the answer of the instrument given.

   Identified mean, median, and modus by using SPSS version 23 to arrange and to categorized the score of simple present tense and translation ability.

Table III.5

Interpretation of Mean Score[4]

No	Interval	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

---

[4] Anas Sudjono, *Pengantar Statiska Pendidikan* (Jakarta: Raja Grafindo, 2010), http://www.rajagrafindo.co.id/produk/pengantar-statistik-pendidikan.

2. Identified the Normality Test

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher calculated by using SPSS version 23.

3. To examine the significant of variables

To examine the significant correlation between simple present tense mastery and translation ability calculated by using SPSS version 23.

Based on the test the significant of the variables research uses the Formula:

Table III.6
Criteria Score Interpretation

Precentage	Criteria
0.00 – 0.199	Very low correlation
0.20 – 0.399	Low correlation
0.40 – 0.599	Enough correlation
0.60 – 0.799	High correlation
0.80 - 1.000	Very high correlation[5]

4. To know the contribution of coefficient determination variable.

To know the contribution of coefficient determination variables. To know the contribution of coefficient correlation

---

[5] Ahmad Nizar Rangkuti, *Statiska Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), http://repo.uinsyahada.ac.id/id/eprint/953.

between variable X and variable Y, it can be divided from SPPS version 23.

5. To Test the Hypothesis

This research used T-test to examine the hypothesis. This research used independent sample with SPSS version 23. The result can be seen from the mean score.

From the results of calculations using the SPSS version 23 applications, the researcher found that t_{count} = 2.995, df = n-2 (40-2 =38) and t_{table} on 5% significant level =1.686. So, t_{count} > t_{table} (2.995 > 1.686). It means that there was a significant correlation between two variables and hypothesis was "accepted".

CHAPTER IV

THE RESULT OF THE RESEARCH

In this chapter, the researcher discussed the result of this research about the correlation between simple present and translation ability of the grade XI students SMA Negeri 1 Angkola Barat. The researcher used the formula of product moment to analysis the data of students' simple present and students' translation. The research data described as follow:

A. Description of the Data

To facilitate understanding of the result of this study, the data were described by sequence of variables. Description of research result was started from variable (X) which was Simple Present Tense, and variable (Y) which was Translation ability. In this part, the researcher showed the result or score of both of the variables. To analyze the data, SPSS (Statistical Package for the Social Sciences) version 23 is used to get the result of the simple present tense mastery, result of the translation ability, result of the normality test, and to getting the result of the hypothesis testing.

1. Students' Simple Present Tense Mastery

In this part, this research showed the result of this research that has been done to the dependent variable that was Simple Present Tense Mastery. In this research, the researcher presented 20 items question of multiple choice. For each number, the sample got 5 score if the answer was true.

After calculating the score, it was found that the highest score was 85 and

the lowest score was 55 (see appendix: 8 Variable X Simple Present Tense Mastery). To complete this research, the researcher calculated the mean score which was 74.63, median score was 80.00, mode was 85, and interval class was 5. Meanwhile, median was the score in the middle of score which divides as distribution of data into two equal part and mode was a score which has the most frequency. The resume score of variable simple present tense of the grade XI students' SMA Negeri 1 Angkola Barat was described in the table below:

Table IV.1
The Resume of Variable Score of Simple Present Tense Mastery

No	Statistic	Variable X
1	High Score	85
2	Low Score	55
3	Range	30
4	Interval	5
5	Mean Score	74.63
6	Median Score	80.00
7	Mode	85
8	Standard Deviation	10.215

Table IV.1 presented the conclusion of the result from students answer. It showed that mean was 74.63 which mean that the students in simple present tense was in good predicate. Which mean that the students in simple present tense mastery was in enough predicate (see table 9: description test of means score).

Then, the computed of the frequency distribution of the students score of group can be applied into table frequency distribution as follow below:

Table IV.2

The Frequency Distribution of Simple Present Tense

No	Interval Class	Frequency	Percentace
1	55-59	2	5%
2	60-64	7	17.5%
3	65-69	2	5%
4	70-74	3	7.5%
5	75-79	5	12.5%
6	80-85	21	52.5%
Total		40	100%

Based on the table above, it was known that the variable revelation of simple present tense mastery showed that the respondent in interval 55-59 were 2 student (5 %), interval 60-64 were 7 students (17.5%), interval 65-69 were 2 students (5%), interval 70-74 were 3 students (7.5%), interval 75- 79 were 5 students (1.5%) and last interval 80-85 were 21 students (52.5%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency

Figure 2: The Histogram of Simple Present Tense Mastery at the XI grade Students of SMA Negeri 1 Angkola Barat.

By looking at the above histogram, it can be said that the curve was increase. The degree of students (respondent) in agreement of simple present tense mastery were the highest at the last position. Based on the histogram above, it was known that the variable revelation of simple present tense mastery showed that the respondent an interval 55- 59 were 2 student (5 %), interval 60-64 were 7 students (17.5%), interval 65-69 were 2 students (5%), interval 70-74 were 3 students (7.5%), interval 75- 79 were 5 students (1.5%) and last interval 80-85 were 21 students (52.5%).

Based on the formulation of the problems, it can be concluded that the students' simple tense mastery of the grade XI students SMA Negeri 1 Angkola Barat was in enough predicate.

2. Students' Translation Ability

In this part, this research showed the result of this research that has been done to the independent variable that was Translation Ability. In this research, the researcher presented 20 items question of essay test. For each number, the sample got 5 score if the answer was true.

The resume score of variable Translation Ability at the XI grade students of SMA Negeri 1 Angkola Barat has been gotten as table below:

Table IV.3

The Resume of Variable Score of Translation Ability

No	Statistic	Variable X
1	High Score	85
2	Low Score	50
3	Range	35
4	Interval	5
5	Mean Score	68.63
6	Median Score	70.00
7	Mode	50
8	Standard Deviation	11.546

From the table above, the researcher got that high score was 85, low score was 50, mean score was 68.63, median score was 70.00, mode score was 50, and interval class was 5. The data could be seen in the appendix 9 (variable Y: Translation ability).

Based on the calculated, the mean score was 68.63 which means that the students translation ability was enough predicate (see appendix 8: the description of means score). Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

Table IV.4

The Frequency Distribution of Translation Ability

No	Interval Class	Frequency	Percentace
1	55-60	10	25%
2	61-66	8	20%
3	67-72	3	7.5%
4	73-78	8	20%
5	79-84	8	20%
6	85-90	3	7.5%
	Total	40	100%

Based on the table above, it was known that the variable of translation ability showed that the respondent an interval 55-60 were 10 student (25%), interval 61-66 were 8 students (20%), interval 67-72 were 3 students (7.5%), interval 73-78 were 8 students (20%), interval 79-84 were 8 students (20%) and last interval 85-90 were 3 students (20%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:
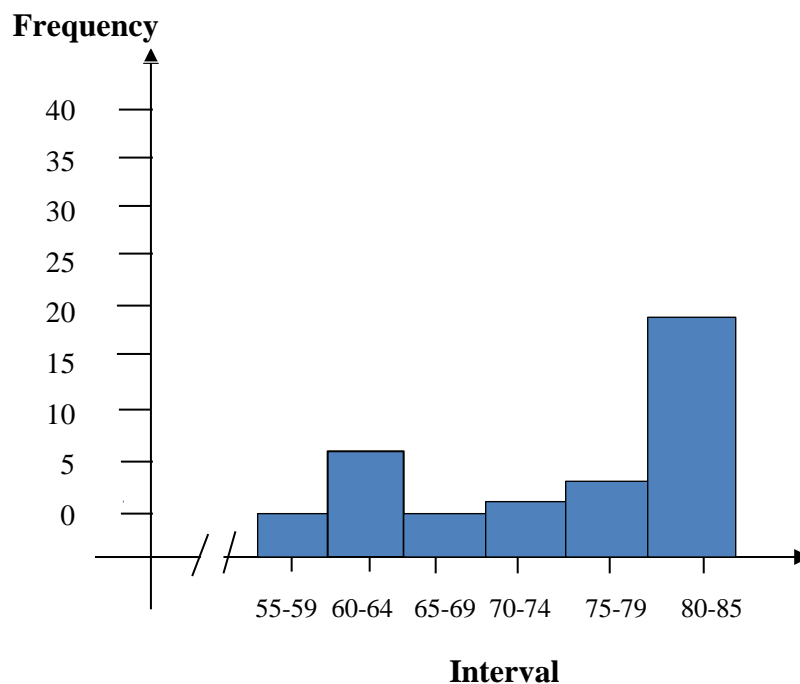
Frequency

Interval
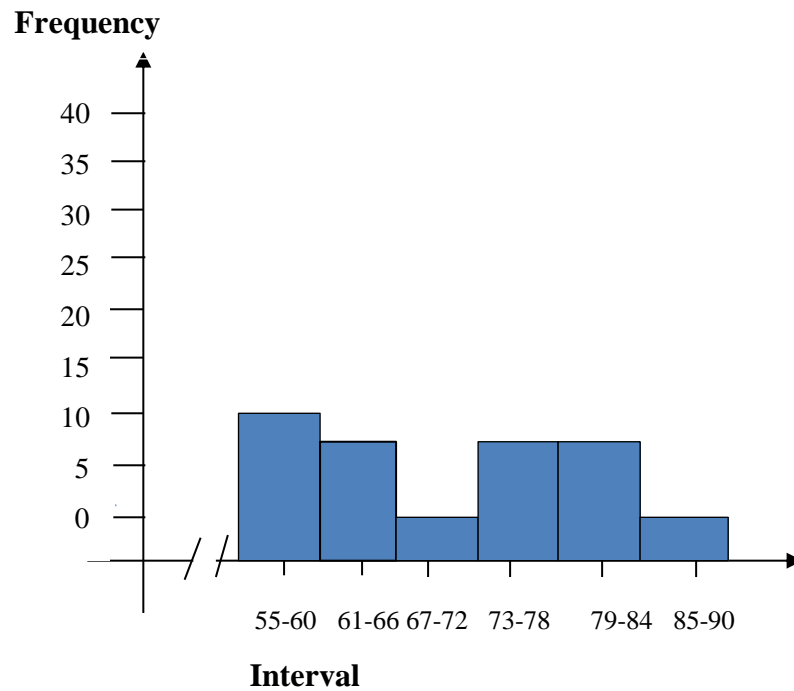
Figure 3 : The Histogram of Translation Ability at the XI grade Students of SMA Negeri 1 Angkola Barat

By looking at the above histogram, it can be said that the curve was normal. The degree of students' (respondent) in agreement of translation ability were the highest at the first position. Based on the histogram above, it was known that the variable of translation ability showed that the respondent an interval 55-60 were 10 student (25%), interval 61-66 were 8 students (20%), interval 67-72 were 3 students (7.5%), interval 73-78 were 8 students (20%), interval 79-84 were 8 students (20%) and last interval 85-90 were 3 students (20%).

Based on the formulation of the problems, it can be concluded that the students translation ability of the grade XI students SMA Negeri 1 Angkola Barat was enough predicate.

B. Data Analysis

1. Normality Test

After getting the resume score of variable X and variable Y, the

data were analyzed by using *Kolmogorov-Smirnov* formula to know

the data was normal or not. The normality test in this research used

Kolmogorov-Smirnov by using the SPSS version 23 application with

the criteria:

    a. If the significant value (sig) > 0.05 then the distribution

       normal.

    b. If the significant value (sig) < 0.05 then the distribution is

       not normal.

Table IV.5

Normality Test of Data X and Y

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	variable	Statistic	df	Sig.	Statistic	df	Sig.
xy	x	.128	40	.099	.953	40	.098
	y	.131	40	.082	.923	40	.010
a. Lilliefors Significance Correction							

Based   Based on the table above, the researcher found that
Kolmogorov-Smirnov >0.05% (0.099 > 0.05) in variable X. It was also
found in variable Y, that Kolmogorov-Smirnov >0.05 (0.082 > 0.05).
So, the distribution of data X and Y (simple present tense mastery and
translation ability) is normal. The data could be seen in the appendix 9.

2. Homogeneity Test

Homogeneity testing is used to test whether the data has homogeneous variance or not. This test is used to ensure that the sample groups are indeed from the same sample. In testing the homogeneity of the data, if the value is higher than 0.05 indicated that the data are homogeneous. If the value is smaller than 0.05 indicated that the data are not homogeneous.

Table IV.6
Homogeneity Test

Test of Homogeneity of Variances			
xy			
Levene Statistic	df1	df2	Sig.
3.561	1	78	.063

Based on the table above, the researcher found that the result of the homogeneity is 0.063. It means that the value is the higher than 0.05. So, the indicated the data are homogeneous.

3. Hypothesis Testing

The aim of hypothesis testing was to determine the correlation between students' simple present tense and students' translation ability of the grade XI students SMA Negeri 1 Angkola Barat by using product moment formula and the calculating by using the SPSS version 23 application. After all scores were classified, then the next step is

accounting of the correlation coefficient. This section answered the research problem "Is there any significant correlation between students simple present tense mastery and students translation ability?" By analyzing the result of simple present tense mastery test and translation ability test. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondent. The result that there is a significant correlation between students' simple present tense and students' translation ability of the grade XI students SMA Negeri 1 Angkola Barat. The calculation results can be seen in Appendix 10.

Table IV.7

Product Moment Test

Correlations			
		sp	t
sp	Pearson Correlation	1	$.437^{**}$
	Sig. (2-tailed)		.005
	N	40	40
t	Pearson Correlation	$.437^{**}$	1
	Sig. (2-tailed)	.005	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

From the results of calculations using the SPSS version 23 applications, the sig (2-tailed) is smaller than 0.05, with r_{count} of 0.437 and r_{table} of 0.312 on 5% significant level. The hypothesis was accepted

namely $r_{count} > r_{table}$ (0.437>0.312). The result showed there was a significant correlation between simple present tense mastery and translation ability of the grade XI students SMA Negeri 1 Angkola Barat in enough category. It has been written in the table of coefficient correlation interpretation below:

Table IV.8
Category Value Correlation Coefficient and Degree Correlation

No	The Value	Degree
1	Between 0.00-0.20	Very low
2	Between 0.21-0.40	Low
3	Between 0.41-0.70	Enough
4	Between 0.71-0.80	High
5	Between 0.91-1.00	Very high

The result in the table of XY interpretation is "Enough" category. It means when the students' have high simple present, it will effect to their translation ability, that make them will also have increasing in interaction.

To look for the contribution of variable X to variable Y as followers:

CD = The score of coefficient determination

 r = The score the coefficient correlation

$CD = r^2 \times 100\%$

$\quad = (0.437)^2 \times 100\%$

$\quad = 0.19 \times 100\%$

$\quad = 19\%$

Based on calculating above, it is found that the contribution of simple present tense mastery was 19% and 81% influenced by other

variables. Testing the truth of significant correlation, it was calculated

using SPPS. The result can be seen on the table below:

Table IV.9
Hypothesis Test

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	33.559	12.199		2.751	.009
	sp	.485	.162	.437	2.995	.005
a. Dependent Variable: t						

Coefficients[a]

Then, the researcher found that t_{count} = 2.995, df = n-2 (40-2 =38)
and t_{table} on 5% significant level =1.686. So, $t_{count} > t_{table}$ (2.995 > 1.686).
It means that there was a significant correlation between two variables
and hypothesis was "accepted".

Based on the formulation of the problem, it can be concluded that

"There is a significant correlation between students' simple present

tense and students' translation ability of the grade XI students SMA

Negeri 1 Angkola Barat."

C. Discussion

After doing the research, the researcher found that there is a

significant correlation between simple present tense mastery and

translation ability of the grade XI students SMA Negeri 1 Angkola

Barat. The researcher discussed the result and compared it with result in

research related finding. Previously, the researcher said that there was

no research that was exactly the same as the title of this research. So, the researcher compared with the other research one by one the variable of this research, such as:

First, the researcher done by Jamaludin and Nurdiawati, he concluded that there is a correlation between students' grammar mastery and their writing achievement. The result was Pearson Correlation Product Moment (r) as the statistical procedure for this research and from the result of that analysis, it is found that the value of r is 0.530. Therefore, the value of coefficient correlation (r) is higher than coefficient table (0.503> 0.361). The researcher concluded that there is positive correlation between students' grammar mastery and their writing achievement. It is found that at the interval coefficient or the criterion that determines the degree of relationship between variables, the value of r 0.503 lies in between 0.40- 0.599. It means that the degree of relationship between two variables is strong enough[1].

The second is by Fitria, she concluded that there is a correlation between students' simple present tense mastery and their ability in writing descriptive text. Based on the data analysis computed by using SPSS, it was obtained that Sig = 0,001 and α = 0.05. It means that Ha is accepted because Sig < α = 0.05. Based on this research, it was

---

[1] Sanday Jamaludin and Dede Nurdiawati, "A Study Correlation Between Students'Grammar Mastery, Their Writing and Listening Comprehension Achievement," *Indonesian EFL Journal* 7, no. 1 (2021): 97–104, https://journal.uniku.ac.id/index.php/IEFLJ/indexhttps://doi.org/10.25134/ieflj.v7i1.4020.

suggested that to have a good ability in writing descriptive text, students should have a good mastery of simple present tense.[2] Third, Putri, she concluded that there is a correlation between grammar mastery and translation ability of English Department academic year 2015 at IAIN Palangka Raya. The result of this study shows that the average of the academic year 2015 students' grammar mastery is in "less" category, and the translation skill is in "less translation category". The Pearson Product moment calculated that the correlation coefficient is in 0.920. Moreover, the r observed > r table or 0.920> 0.296, which means that the correlation is significant. Based on the findings of this research, it can be concluded that the grammar mastery can significantly influence the translation result.[3]

Based on the explanation above, there were similarities between the result of this research and related findings such instrument, technique of data analysis, formula, and hypothesis was accepted. So far exactly there is no research that the same title with this research. It was proved that this research about simple present tense mastery and translation ability was rather different with the other research. In other words it was supported by this research and it was proved by testing hypothesis of the

---

[2] Evi Fitria, "The Correlation Between Students Simple Present Tense Mastery and Their Ability In Writing Descriptive Text At The First Semester Of The Eighth Grade Of SMPN 1 Karya Penggawa Pesisir Barat," 2016, http://repository.radenintan.ac.id/291/1/skripsi.pdf.

[3] Putri, "The Correlation Between Grammar Mastery and Translation Ability of English Department Academic Year 2015 Students At Iain Palangka Raya Thesis By Noer Zalida Putri 1501121017 State Islamic Institute of Palangka Raya Faculty of Teaching Training and Educat."

research. This fact can be seen from $t_{count} > t_{table}$ (2.995 > 1.686). So, it is clearly simple present tense mastery have the significant correlation to students' translation ability. Based on the findings of this research, it can be concluded that the simple present tense mastery have significantly influence the translation ability result.

D. **Threats of the Research**

There were some aspects that could threat for this research, as follow:

1. The researcher did not know how serious the students were in answering the question.

2. The researcher was in capable of measuring honest aspects of the students in answering the test that given. Until possibly the students cheat or guess.

3. The researcher did not know weather students concentrated or not in answering the test and question, and time was limited.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This chapter described a brief result of data about the correlation between simple present tense mastery and translation ability of the grade XI students SMA Negeri 1 Angkola Barat. Based on the result of the research that have been done, it could be concluded that:

1. The students' simple present tense mastery at the grade XI students of SMA Negeri 1 Angkola Barat was "high" it is show by the value of mean score its 74.63.

2. The students translation ability at the grade XI students of SMA Negeri 1 Angkola Barat was "enough" by getting mean score were 68.63.

3. The correlation between simple present tense mastery and translation ability at the grade XI students of SMA Negeri 1 Angkola Barat. On the result of calculating data, the hypothesis was accepted. The researcher found that $t_{count} = 2.995$, df = n-2 (40-2 =38) and t_{table} on 5% significant level =1.686. So, $t_{count} > t_{table}$ (2.995 > 1.686). It means that there was a significant correlations between students' simple present and students' translation ability.

B. Implication

Based on the result conducted under the title "The Correlation Between Simple Present Tense and Translation Ability of The Grade XI Students' SMA Negeri 1 Angkola Barat" then some of implications can obtained from the result of the study include:

1. Theoretically the students' ability in learning simple present tense greatly influences students learning outcomes, where the teacher is responsible for helping students increase their learning interest especially in simple present tense mastery and translation ability.

2. Practically students' level ability determines students' activity in learning. Low interest make students lack of effort and participation in the class. In contras high interest makes students more expressive and active especially in simple present tense mastery, looked enjoy the learning process and able to build communication with teacher and classmate.

C. Suggestion

This research has some suggestions as follows:

1. For students, to translate English to Indonesia especially in simple present must have good concentration because it has some step to accomplish translate sentence, and memorize some vocabularies.

2. For lecturer, lecturer explain more detail to the students, then give the exercise about translation by each topic. And also the researcher hope the lecturer can repeat the material and it needs long time to learn it.

3. For the teachers XI of SMA Negeri 1 Angkola Barat to motivate the students to study and comprehand especially in translation subject. And also The English teacher should give motivation to students and give information about the important in learning English, especially to learn about using simple present tense and translation ability.

4. Other researcher, the researcher hope that the others researcher who wants to conduct a research related to this research to find the others influence. In order to motivate readers more critics and consider whatever they read and the researcher hopes to another researcher to do the research with the same title with this research namely "The Correlation between Simple Present Tense Mastery and Translation Ability at the grade XI students of SMA Negeri 1 Angkola Barat" and get the better value.

REFERENCES

Anthony Pym. "Translation Error Analysis and the Interface with Language Teaching', Teaching Translation and Interpreeting, Ed. Cay Dollerup Adn Annee Loddegaard," 281. Amsterdam: John Bejasmins Publishing Company, 2004. https://doi.org/101075.

Azar, Betty Schrampfer. *Basic English Grammar*. New York: Longman Group, 2009. https://thoriyanto.files.wordpress.com/2012/11/betty_azar_basic_english_grammar_2nd_ed.pdf.

Brown, H. Douglas. *Language Assesment : Principles and Classroom*. San Francisco: Perason Education, 2003. https://doi.org/https://www.academia.edu/26575645/ H_Douglas_Brown_Language_Assesment_Principles_and_Classroom_Practice.

Creswell, Jhon W. "Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research." *AORN Journal* 62 (2015). https://doi.org/http://repository.unmas.ac.id/medias/journal/EBK-00121.pdf.

Fitria, Evi. "The Correlation Between Students Simple Present Tense Mastery and Their Ability In Writing Descriptive Text At The First Semester Of The Eighth Grade Of SMPN 1 Karya Penggawa Pesisir Barat," 2016. http://repository.radenintan.ac.id/291/1/skripsi.pdf.

Fraser, Janet. "Mapping the Process of Translation Meta 41 No. 1," 2017. http://doi.org/10.7202/002772.

Harida, Eka Sustri. "Relationship Between Sentences, Paragraph, And Translation." *English Education: English Journal for Teaching and Learning* 02, no. 01 (2014): 76–87. http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/116.

Hasibuan, Muhammad Fauzan Ansyari and Kalayo. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI, 2007. http://repository.uin-suska.ac.id/4220/2/BAB%252.

J.C. Catford. "A Linguistic Theory of Translation," 20. London: (Oxford University Press), 2005.

Jamaludin, Sanday, and Dede Nurdiawati. "A Study Correlation Between Students'Grammar Mastery, Their Writing and Listening Comprehension Achievement." *Indonesian EFL Journal* 7, no. 1 (2021): 97–104. https://journal.uniku.ac.id/index.php/IEFLJ/indexhttps://doi.org/10.25134/iefflj.v7i1.4020.

John W. Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. London: (Sage Publication), 2014. https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf.

Lado, M J. *Memahami Tenses Bahasa Inggris*. Jakarta: Titik Terang, 2008.

Maula, Inayatul. "Types of Translation Shifts Found in 'the Adventure of the Speckled Band' with Catford, Jacobson and Newmark's Theoris." *Thesis 4*, 2017, 23–43. https://doi.org/http//sfdnfdvdjuey7ruiwopekijfn c.

Newmark, Peter. "A Textbook of Translation, Concept, Method and Practice." In *Concept, Method and Practice*, 5. United Arab Emirates: UK: (Prentice Hall International), 2005.

Nurhasanah, Anis. "The Correlation Between Students' Grammar Mastery Toward Student Ability Intranslation of Indonesia Into English At The Sixth Semester of English Education Departmen of State Islamic University of Raden Intan Lampung In The Academic Year of 2020/2021." Raden Intan State Islamic University Lampung, 2022. http://repository.radenintan.ac.id/id/id/eprint/20154.

Oktari, Faridah, Mukhrizal, and Arasuli. "The Correlation Between Students' Grammar Mastery and Their Translation Ability." *Society* 3, no. 2 (2019): 144–52. http://www.scopus.com/inward/record.url?eid=2-s2.0-84865607390&partnerID=tZOtx3y1%0Ahttp://books.google.com/books?hl=en&lr=&id=2LIMMD9FVXkC&oi=fnd&pg=PR5&dq=Principles+of+Digital+Image+Processing+fundamental+techniques&ots=HjrHeuS_.

Pattison, Stella Cragie and Ann. "Thinking English Translation ,Ed. Cragie. Thinking English Translation, 4th." *Rusian : International Juornal of English Linguistics 7*, 2018. https://doi.org/https://doi.org/10.4324/9781315229478.

Putri, Noer Zalida. "The Correlation Between Grammar Mastery and Translation Ability of English Department Academic Year 2015 Students At Iain Palangka Raya Thesis By Noer Zalida Putri 1501121017 State Islamic Institute of Palangka Raya Faculty of Teaching Training and Educat," 2019. http://digilib.iain-palangkaraya.ac.id/id/eprint/2418.

Rahayu, Yuyu Sri. "The Correlation Between Student's Grammar Mastery And Their Translating Indonesian Into English Ability At Seventh Semester Student's Of English Education Study Program, Bale Bandung University." *Educational Jurnal* 6 No 2 (2021). https://ejournal.unibba.ac.id/index.php/elang/article/view/1035.

Rangkuti, Ahmad Nizar. *Statiska Untuk Penelitian Pendidikan*. Medan: Perdana Publishing, 2015. http://repo.uinsyahada.ac.id/id/eprint/953.

Regmi, Krishna Jennie Naido, Paul Pilkington. "Understanding the Process of Translation and Transliteration in Qualitative Research." *International Juornal of Qualitative Methods 9. No. 1*, 2017, 16–26. https://doi.org/https://doi.org/10.1177/160940691000900103.

Richards, Jack C. *Error Analysis Perspective on Second Language Acquisition*. 1st Editio. Routledge, 1975. https://doi.org/https://doi.org/10.4324/9781315836003.

Rini, Julia Eka. *Difficulties in Translating Texts for Beginner Translator Students.*, n.d. https://doi.org/https://doi.org.10.9744/kata.9.2.

Robinson, Douglas. "Becoming a Translator : An Introduction to the Theory and Practice of Translation." *New York: Routledge,* 2020. https://doi.org/http://doi.org/10.4324/9780429276606.

Salihen, Moentaha. *Bahasa Dan Terjemahan (Language and Trannslation, the New Millenium Publication)*. Jakarta: Kesaint Blanc, 2006. http://opac.uin-alauddin.ac.id//index.php=show_deatil&id=271.

Steven. "Simple Present Tense," n.d. https://doi.org/http://www.englishpage.com/verbpage/simplepresent.html, retrieved on April 2nd, 2016.

Sudjono, Anas. *Pengantar Statiska Pendidikan*. Jakarta: Raja Grafindo, 2010. http://www.rajagrafindo.co.id/produk/pengantar-statistik-pendidikan.

Wener, Patria. *Mosaic 1 A Content- Based Grammar*. 2nd ed. New York: McGraw-Hill, 2005. https://www.worldcat.org/title/mosaic-1-grammar/oclc/52509664.

Willie, Terry. "Simple Present," 2020. http://grammar.about.com./Od/Rs/G/Simple-Present-Tense.Htm.

Appendix 1

Name :

Class :

Directions : Chooce the best answer to fill the blank.

1. I eat breakfast every…

    a. Night

    b. Morning

    c. Noon

    d. Year

2. Muhammad speaks English every …

    a. Day

    b. Month

    c. Year

    d. Sunday morning

3. We sleep every…

    a. Night

    b. Day

    c. Morning

    d. Year

4. They go to the beech every…

    a. Weekend

    b. Morning

    c. Night

d. Year

5. Ali … eats breakfast

    a. Always

    b. Seldom

    c. Rarely

    d. Never

6. She always ... Up at 5 o'clock.

    a. Wake

    b. Wakes

    c. Waked

    d. Woke

7. My friend and I … home at 3:00 every afternoon.

    a. Go

    b. Goes

    c. Went

    d. Gone

8. I drink milk every…

    a. Morning

    b. Week

    c. Month

    d. Year

9. She … up every morning at 5.00.

    a. Wake

b. Wakes

c. Woke

d. Woken

10. Reza … to class late.

   a. Come

   b. Comes

   c. Coming

   d. Came.

11. Ali … like tea.

   a. Isn't

   b. Doesn't

   c. Don't

   d. Aren't

12. He … a car.

   a. Doesn't have

   b. Doesn't has

   c. Don't have

   d. Don't has

13. Wildan … go to school every day.

   a. Doesn't

   b. Don't

   c. Do

   d. Does

14. Sometimes I … my homework in the evening. I watch TV instead.

    a. Don't do

    b. Doesn't do

    c. Do

    d. Does

15. I … speak Arabic.

    a. Don't

    b. Wasn't

    c. Isn't

    d. Doesn't

16. … you like tea ?

    a. Do

    b. Does

    c. Don't

    d. Doesn't

17. … you speak English ?

    a. Do

    b. Does

    c. Don't

    d. Doesn't

18. … Ali do his homework every day ?

    a. Doesn't

    b. Don't

c. Do

d. Does

19. … Sopian like tea ?

a. Does

b. Do

c. Don't

d. Doesn't

20. … you do exercise every morning ?

a. Do

b. Does

c. Don't

d. Doesn't

Validator

Rosmawar Lubis

Appendix 2

<p align="center">Instrument test</p>

<p align="center">Translation</p>

Name :

Class :

Direction : Translate this sentences from English language to Indonesia language.

1. SL : I go to the gym every weekend.

   TL : ……………….

2. SL : I want to take care of the students' active status.

   TL : ……………….

3. SL : I like to play video-game animation.

   TL : ………………..

4. SL : Ali doesn't like Lontong.

   TL : …………………

5. SL : Sopian doesn't like Gado-Gado.

   TL : …………………

6. SL : I watch television in living room.

   SL : …………………...

7. SL : Wildan goes to museum by bus.

   TL : …………………...

8. SL : My father is a professional actor

   TL : ………………….

9. SL : Reza doesn't like ice cream.

   TL : ………………….

10. SL : My mother buys a new camera for me

   TL : ………………….

11. SL : I like dance very much.

   TL : ………………….

12. SL : I put the ball on the table.

   TL : …………………..

13. SL : My mother washes clothes every day.

   TL : ………………………

14. SL : We try to study hard seriously.

   TL : ………………………..

15. SL : He goes back to home.

   TL : ……………………….

16. SL : He says the exam is difficult

   TL : ………………………

17. SL : We can afford to buy a new house

   TL : ………………………

18. SL : The policemen is really busy

   TL : ……………………..

19. SL : They usually play football in the building

   TL : ………………………..

20. SL : My sister cooks rice every day

TL : ………………………

Validator

Rosmawar Lubis

Appendix 3

ANSWER KEYS

1. B	11. B
2. A	12. A
3. A	13. A
4. A	14. A
5. A	15. A
6. A	16. A
7. A	17. A
8. A	18. D
9. B	19. A
10.B	20. A

Validator

Rosmawar Lubis

Appendix 4

ANSWER KEYS

1. Saya pergi ke gym setiap akhir pekan.
2. Saya ingin mengurus surat status surat aktif siswa.
3. Saya ingin bermain video game animasi.
4. Ali tidak suka lontong.
5. Sopian tidak suka gado gado.
6. Saya menonton televisi di ruang tamu.
7. Wildan pergi ke museum menggunakan bus.
8. Ayah saya adalah actor professional.
9. Reza tidak suka es krim.
10. Ibu saya membelikan saya sebuah kamera baru.
11. Saya sangat suka menari.
12. Saya meletakkan bola diatas meja.
13. Ibu saya mencuci pakaian setiap hari.
14. Kami sudah belajar dengan serius.
15. Dia kembali ke rumah.
16. Dia berkata ujian itu sangat sulit.
17. Kita bisa berusaha untuk membeli rumah baru.
18. Polisi itu sangat sibuk.
19. Mereka biasanya bermain futsal di dalam gedung.
20. Kakak saya memasak nasi setiap hari.

Validator

Rosmawar Lubis

Appendix 5

THE RESULT OF STUDENTS SIMPLE PRESENT TENSE

No	Name	Student score
1	ARR	55
2	AS	70
3	AY	85
4	CAS	80
5	DDH	55
6	DMI	60
7	ES	80
8	EWS	60
9	FFS	60
10	JS	85
11	MA	80
12	NA	85
13	NH	60
14	PD	85
15	RA	85
16	RH	60
17	RMS	85
18	SRH	70
19	TYH	75
20	ZAS	70
21	AM	80
22	AM	85
23	ARH	80
24	ASN	75
25	DAR	80
26	EMS	85
27	FAS	60
28	FAL	75
29	FRP	75
30	FOS	85
31	H	75
32	IHH	85
33	MRR	65
34	NAZ	80
35	NH	85
36	OSS	80
37	RA	60

38	SAP	80
39	SH	65
40	VSP	85
	TOTAL	2985

Appendix 6

THE RESULT OF STUDENTS TRANSLATION ABILITY

No	Name	Student score
1	ARR	65
2	AS	50
3	AY	75
4	CAS	50
5	DDH	50
6	DMI	85
7	ES	65
8	EWS	70
9	FFS	50
10	JS	80
11	MA	75
12	NA	80
13	NH	50
14	PD	70
15	RA	65
16	RH	65
17	RMS	75
18	SRH	80
19	TYH	75
20	ZAS	80
21	AM	75
22	AM	75
23	ARH	85
24	ASN	80
25	DAR	80
26	EMS	75
27	FAS	50
28	FAL	65
29	FRP	70
30	FOS	65
31	H	80
32	IHH	60
33	MRR	65
34	NAZ	75
35	NH	85
36	OSS	50
37	RA	65

38	SAP	50
39	SH	60
40	VSP	80
	TOTAL	2745

Appendix 7

VALIDATOR LETTER

I am the one who signed this letter

      Name : Rosmawar Lubis

      Job   : Teacher at SMA Negeri 1 Angkola Barat

Has provided test guide sheet on students simple present based on surface strategy taxonomy theory for completeness of the research entitled.

"The Correlation Between Simple Present Tense Mastery and Translation Ability of The Grade XI Students SMA Negeri 1 Angkola Barat"

Arranged by:

      Name   : Ali Musbar Nauli Tambunan

      NIM   : 19 203 00008

      Faculty   : Tarbiyah and Teacher Training Faculty

      Department   : English Education Department

The input that I have given as follow

1.

2.

With hope, the input and assessment that given can be used to complete in obtaining the quality or guidelines for good test.

                                       Sitinjak, 16 October 2023

                                       Validator

                                       Rosmawar Lubis

Appendix 8

The description of test Simple Present Tense and Translation Ability

Statistics		Variable x	Variable y
N	Valid	40	40
	Missing	0	0
Mean		74.63	68.63
Median		80.00	70.00
Mode		85	50[a]
Std. Deviation		10.215	11.546
Variance		104.343	133.317
Range		30	35
Minimum		55	50
Maximum		85	85
Sum		2985	2745
a. Multiple modes exist. The smallest value is shown			

Variable x		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	5.0	5.0	5.0
	60	7	17.5	17.5	22.5
	65	2	5.0	5.0	27.5
	70	3	7.5	7.5	35.0
	75	5	12.5	12.5	47.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	80	9	22.5	22.5	70.0
	85	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Variable y					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	8	20.0	20.0	20.0
	60	2	5.0	5.0	25.0
	65	8	20.0	20.0	45.0
	70	3	7.5	7.5	52.5
	75	8	20.0	20.0	72.5
	80	8	20.0	20.0	92.5
	85	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Appendix 9

The result of normality and homogeneity simple present tense and translation ability test

Normality

	variable	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
xy	x	.128	40	.099	.953	40	.098
	y	.131	40	.082	.923	40	.010
a. Lilliefors Significance Correction							

Tests of Normality

Homogeneity

Test of Homogeneity of Variances

xy

Levene Statistic	df1	df2	Sig.
3.561	1	78	.063

Appendix 10

The result of correlation and T test simple present tense mastery and translation ability

Correlation

Correlations		sp	t
sp	Pearson Correlation	1	.437[**]
	Sig. (2-tailed)		.005
	N	40	40
t	Pearson Correlation	.437[**]	1
	Sig. (2-tailed)	.005	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

T test

Coefficients[a]		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	33.559	12.199		2.751	.009
	sp	.485	.162	.437	2.995	.005
a. Dependent Variable: t						

Appendix 11

Documentation

Picture 1 : The researcher gives work sheets for students simple present tense
mastery.

Picture 2 : The researcher ask students to participate and gives work sheet for
students simple present tense mastery.

Picture 3 : The researcher ask students to participate and prepare themselves to
be tested in simple present tense mastery.

Picture 4 : The researcher gives work sheets for students in translation ability.

Picture 5 : The researcher gives work sheets for students translation ability.

Appendix 12

Table R untuk df= 1- 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322

34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

CURRICULUM VITAE

A. Identity

Name   : Ali Musbar Nauli Tambunan

Reg. Number   : 19 203 00008

Place / Date of Birth : Panobasan, 20 November 2001

Gender   : Male

Religion   : Islam

Address   : Jl. Sibolga Km 18, Kec. Angkola Barat, Kab.
          Tapanuli Selatan

Phone Number   : 082262696210

Email   : alimusbar.tambunan20@gmail.com

B. Parents

Father's Name   : Alm. Ali Mahmun Tambunan

Job   : Farmer

Mother's Name   : Rosmaini Siregar

Job   : Farmer

C. Educational Background

1. SDS 100118 Muhammadiyah Panobasan (2007-2013)
2. SMP Negeri 1 Angkola Barat   (2013-2016)
3. SMA Negeri 1 Angkola Barat   (2016-2019)
4. UIN Syekh Ali Hasan Ahmad   (2019-2023)
   Addary Padangsidimpuan

Nomor   : B - 3344   /Un.28/E.1/TL.00/07/2023   18 Juli 2023
Lampiran   :
Hal   : **Izin Penelitian**
             Penyelesaian Skripsi.

Yth. Kepala SMA N 1 Angkola Barat

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama   : Ali Musbar Nauli Tambunan

Nim   : 1920300008

Fakultas   : Tarbiyah Dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Jln. Sibolga KM. 15

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation between students' Tenses Mastery and Translation Ability of the Grade XI Students' SMA N 1 Angkola Barat"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik
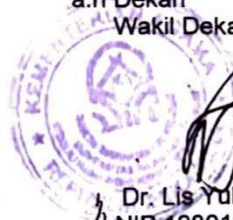
Dr. Lis Yulianti Syafrida Siregar, S.Psi., MA
NIP 19801224 200604 2 001

AGENDA SURAT
Tanggal diterima   22 /07 /2023
No Agenda
Tanggal diteruskan   Acc 70 Wks
Tanda tangan

SURAT KETERANGAN
Nomor : 070 / **190** / SMAN-1.AB / 2023

Yang bertanda tangan dibawah ini :

Nama	:	**SALAMAT SIREGAR, S.Pd, M.Si.**
Nomor Induk Pegawai	:	19740701 199903 1 010
Pangkat/Gol. Ruang	:	Pembina Utama Madya / IV.d
Jabatan	:	Kepala SMA Negeri 1 Angkola Barat
		Kabupaten Tapanuli Selatan Provinsi Sumatera Utara.

Dengan ini menerangkan bahwa :

Nama	:	**ALI MUSBAR NAULI TAMBUNAN**
NPM	:	1920300008
Program Studi	:	Tadris Bahasa Inggris
Institusi	:	UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan
Alamat	:	Desa Panobasan Kecamatan Angkola Barat
Tempat Penelitian	:	SMA Negeri 1 Angkola Barat

Benar telah melaksanakan Riset / Penelitian di SMA Negeri 1 Angkola Barat pada tanggal 26 Juli dengan Judul : **"The Correlation between students' Tenses Mastery and Translation Ability of the Grade XI Students' SMA N 1 Angkola Barat"**

Demikian Surat Keterangan ini dibuat dengan sebenarnya agar dapat digunakan sebagaimana mestinya.

Sitinjak, 27 Juli 2023
Kepala SMAN 1 Angkola Barat,

SALAMAT SIREGAR, S.Pd, M.Si
Pembina Utama Madya
NIP : 19740701 199903 1 010

Nomor   : B*3018* /In.14/E.1/PP.009/10/2022   *6* Oktober 2022
Lamp   : -
Perihal   : **Pengesahan Judul dan Penunjukan**
                 Pembimbing Skripsi

Kepada Yth:
1. **Dr. Eka Sustri Harida, M.Pd.**   **(Pembimbing I)**
2. **Sri Rahmadhani Siregar, M.Pd.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.
        Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut :

        Nama   : Ali Musbar Nauli Tambunan
        NIM   : 19 203 00008
        Program Studi : Tadris Bahasa Inggris
        Judul Skripsi : **The Correlation between Students' Tenses**
                         Mastery and Translation Ability of the Grade
                         XI Students' SMA N 1 Angkola Barat

        Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.
        Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
    Wakil Dekan Bidang Akademik   Ketua Program Studi TBI

Dr. Hj. Lis Yulianti Syafrida Siregar, S.Psi, M.A.   **Fitri Rayani Siregar, M.Hum.**
NIP. 19800413 200604 2 001   NIP. 19820731 200912 2 004

Nama : ITRIMA RISKI PASARIBU.
kelas : XI²

Appendix 1

Instrument test

Simple present tense

Name : ITRIMA RISKI PASARIBU

Class : XI²

Directions : Chooce the best answer to fill the blank.

1. I eat breakfast every...

    a. Night

    ⓑ Morning

    c. Noon

    d. Year

2. Muhammad speaks English every ...

    ⓐ Day

    b. Month

    c. Year

    d. Sunday morning

3. We sleep every...

    ⓐ Night

    b. Day

    c. Morning

    d. Year

4. They go to the beech every...

    a. Weekend

    ⓑ Morning

    c. Night

d. Year

5. Ali ... Eats breakfast

(a.) Always

b. Seldom

c. Rarely

d. Never

6. She always ... Up at 5 o'clock.

a. Wake

b. Wakes

(c.) Waked

d. Woke

7. My friend and I ... home at 3:00 every afternoon.

a. Go

(b.) Goes

c. Went

d. Gone

8. I drink milk every...

(a.) Morning

b. Week

c. Month

d. Year

9. She ... up every morning at 5.00.

a. Wake

(b.) Wakes

c. Woke

d. Woken

10. Reza … to class late.

   a. Come

   (b.) Comes

   c. Coming

   d. Came.

11. Ali … like tea.

   a. Isn't

   (b.) Doesn't

   c. Don't

   d. Aren't

12. He … a car.

   (a.) Doesn't have

   b. Doesn't has

   c. Don't have

   d. Don't has

13. Wildan … go to school every day.

   (a.) Doesn't

   b. Don't

   c. Do

   d. Does

14. Sometimes I … my homework in the evening. I watch TV instead.

   a. Don't do

   b. Doesn't do

   (c.) Do

c. Don't

d. Doesn't

20. ... you do exercise every morning ?

a. Do

b. Does

c. Don't

d. Doesn't

Validator

Rosmawar Lubis

60

Appendix 2

Instrument test

Translation

Name : MAKMUR RAMADHAN RAMBE

Class : XI 2

Direction : Translate this sentences from English language to Indonesia language.

1. SL : I go to gym every weekend.

    TL : Saya Pergi ke gym setiap akhir pekan

2. SL : I want to take care of the students' active status.

    TL : Saya ingin mengurus siswa yg berstatus aktif

3. SL : I like to play video-game animation.

    TL : Saya Suka bermain video game animasi

4. SL : Ali doesn't like Lontong.

    TL : Ali tidak suka lontong

5. SL : Sopian doesn't like Gado-Gado.

    TL : Sopian tidak suka Gado-Gado

6. SL : I watch television in living room.

    TL : Saya menonton Televisi diruang tamu

7. SL : Wildan go to museum by bus.

    TI : Wildan Pergi ke museum pake bus

8. SL : My father is a professional actor.

TL : ~~Bapak~~ Ayah Saya Akfor Profesional

9. SL : Reza doesn't like ice cream.

TL : Reza tidak suka ice cream

10. SL : My mother buy a new camera for me.

TL : Mama saya membeli camera untuk saya

11. SL : I like dance very much.

TL : Saya Sangat suka menari

12. SL : I put the ball on the table.

TL : Saya meretakkan bola diatas meja

13. SL : My mother washes clothes every day.

TL : Mama saya kawer setiap hari

14. SL : We try to study hard seriously.

TL : Kami berusaha belajar dengan sungguh!

15. SL : He goes back to home.

TL : dia kembali kerumah

16. SL : He says the exam is difficult.

TL : dia sayang saya

17. SL : We can afford to buy a new house.

TL : ~~Kembali~~ Kami membeli rumah

18. SL : The policeman is really busy.

TL : Saya adalah polisi

19. SL : They usually play football in the building.

TL : bermain bola berkerimus

20. SL : My sister cook rice every day

TL : Kakak saya setiap hari

Validator

Rosmawar Lubis