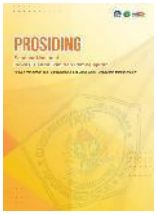
Prosiding
Seminar Nasional Inovasi pendidikan dan Pembelajaran
Fakultas Pendidikan Bahasa dan Seni
IKIP PGRI Bojonegoro
Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar Imersif"



The Correlation of The Grammar Mastery and The Translation Competence in Narrative Text (A Case Study of Grade Xii Language Class)

Ria Ristiana[1] (✉), Chyntia Heru Woro Prastiwi[2], Moh. Fuadul Matin[3]
[1,2,3]Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia
ristianaria97@gmail.com[1], chyntia_heru@ikippgribojonegoro.ac.id[2],
fuadul_matin@ikippgribojonegor.ac.id[3]

abstrak— Penelitian ini mengkaji hubungan antara penguasaan tata bahasa (*grammar*) siswa dan kompetensi penerjemahan yang mereka miliki, khususnya dalam menerjemahkan teks naratif. Di Indonesia bahasa Inggris diajarkan sebagai bahasa asing, banyak siswa masih mengandalkan penerjemahan perkata (*word-for-word*), yang menyebabkan penyimpangan makna karena adanya perbedaan struktural antara bahasa Indonesia dan bahasa Inggris. Penelitian ini dilakukan menggunakan desain penelitian kuantitatif dengan metode korelasional untuk menguji hubungan antara penguasaan tata bahasa (Variabel X) dan kompetensi penerjemahan (Variabel Y). Subjek dalam penelitian ini adalah siswa kelas dua belas SMA. Data dikumpulkan melalui dua jenis tes: tes penguasaan tata bahasa dan tes penerjemahan teks naratif. Hasil analisis statistik menunjukkan nilai koefisien korelasi (*r*) sebesar 0,479, yang mengindikasikan adanya korelasi positif pada tingkat yang sedang antara kedua variabel tersebut. Temuan ini membuktikan bahwa penguasaan tata bahasa memainkan peran penting dalam menentukan kualitas dan keakuratan hasil terjemahan siswa. Oleh karena itu, guru bahasa Inggris disarankan untuk menekankan kesadaran gramatikal dalam praktik penerjemahan untuk menghindari kesalahan translasi dan meningkatkan kompetensi metalinguistik siswa secara keseluruhan.

Kata kunci— Korelasi, Penguasaan Tata Bahasa, Kompetensi Penerjemahan, Teks Naratif.

Abstract— This study investigates the relationship between students' grammar mastery and their translation competence, specifically in translating narrative texts. In Indonesia, where English is taught as a foreign language, many students still rely on literal, word-for-word translation, leading to grammatical errors and distorted meanings due to the structural differences between Indonesian and English. This study employed a quantitative research design with a correlational method to examine the relationship between grammar mastery (Variable X) and translation competence (Variable Y). The research setting and subjects involved eleventh-grade high school students. Data were collected through two types of tests: a grammar mastery test and a narrative text translation test. The statistical analysis revealed a correlation coefficient (r) of 0.479, indicating a moderate positive correlation between the two variables. This finding demonstrates that grammar mastery plays a significant role in determining the quality and accuracy of students' translations. Consequently, English teachers should emphasize

grammatical awareness in translation practices to prevent literal translation errors and improve students' overall metalinguistic competence.

Keywords — Correlation, Grammar Mastery, Translation Competence, Narrative Text.

INTRODUCTION

In Indonesia, English is a foreign language. Translation skills are one of the key competencies students need to understand both written and spoken texts. Translation is the process of converting the source language into a natural equivalent while preserving its meaning and cultural context so that the message is conveyed fully and accurately. This means that the translation process involves more than simply converting the source language (SL) into the target language(TL) (Kałużna, 2021). In the context of language learning, translation serves as a tool for critical thinking and social mediation, particularly when students encounter various text genres, one of which is narrative text. Narrative texts are closely tied to verb tenses and the use of temporal markers, as they present a sequence of events arranged in chronological order.

This demonstrates that students' grammar mastery affects to the accuracy of the translation. Grammar provides the structural principles that govern how sentences, clauses, and phrases are organized to convey the intended meaning (Babu, 2020). In translation practice, a correct grammatical framework ensures that the meaning and precision of the source language are preserved and do not give rise to ambiguity in the target language (Babu, 2020).

However, there are still many gaps in high school settings. Many students still face significant difficulties in applying grammar rules. This greatly affects the quality of their translations. Due to their limited command of grammar, they often resort to literal translation or word-for-word translation. They tend to overlook structural differences between Indonesian and English, such as verb forms, the use of time adverbs, and word order. In narrative texts, this is particularly evident, where the failure to use past tense forms can lead to low translation accuracy and an inaccurate

narrative. Previous research has shown that grammatical competence contributes 45.59% to translation ability; further empirical verification is needed to map this specific correlation within the narrative text genre. Students' translation competence may be influenced not only by grammar mastery but also by the interference of their first language. Many grammatical errors were caused by interlingual transfer, referring to the influence of Indonesian language structures on students' English production. (Prastiwi, 2025)

To address this issue, the present study aims to investigate the direct impact of grammar mastery on students' translation competence and to determine the correlation between grammar mastery and translation competence, specifically in translating narrative texts. By clarifying this relationship, this study expects to raise students' metalinguistic awareness so they no longer rely on word-for-word translation, but rather recognize grammar as an essential tool for maintaining clarity and acceptability.

This study suggests several hypotheses to examine the correlation of grammar mastery and translation competence in translating narrative text. The following hypotheses are formulated to examine the variables:

1. H0 (Null Hypothesis)

   There is no significant between grammar mastery and translation competence in narrative text.

2. H1 (Alternative Hypothesis)

   There is sigificant between grammar mastery and translation competence in narrative text.

RESEARCH METHOD

This study adopted a quantitative approach with a correlational research design to examine the relationship between grammar mastery as the independent variable and translation competence as the dependent variable. A quantitative design provides a structured framework to generate measurable numerical data, ensuring objective and verifiable conclusions (Putra et al., 2025). By utilizing the correlational method, this approach allowed the researcher to analyze whether fluctuations in students' grammatical understanding correspond with changes in their ability to translate narrative texts. The empirical data for this investigation were collected in January 2026 at MAN 2 Bojonegoro, located at Jl. HOS Cokroaminoto No. 9, Bojonegoro, East Java, during the 2025/2026 academic year.

The population of this research encompassed all twelfth-grade students at MAN 2 Bojonegoro within the specified academic year. This particular group was selected because the students had received formal English instruction as a compulsory subject and had already been exposed to narrative texts as mandated by the curriculum. From this population, a sample of 22 students from two separate classes was selected using a purposive sampling technique. The criteria for the sample required that the students had completed lessons on narrative texts and were under the instruction of the same English teacher, thereby minimizing external teacher-related variables and ensuring data relevance.

To gather numerical data for both variables, two types of written tests were administered to the participants. The first instrument was a grammar mastery test designed to evaluate the students' structural knowledge of English, specifically focusing on essential grammatical components required for narrative writing, such as past verb tenses, sentence structures, and syntactic accuracy. The second instrument was a translation competence test, which required students to translate an Indonesian narrative text into English. The resulting translations were systematically evaluated using a standardized rubric that focused on three core assessment criteria: accuracy of meaning, readability in the target language, and textual equivalence.

The quantitative data obtained from both tests were subsequently tabulated and processed using statistical techniques. To determine the direction, strength, and significance of the relationship between the two interval-ratio variables, the researcher employed the Pearson Product-Moment Correlation. The correlation coefficient (*r*) was calculated using the formula:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2\ ]\ [\ N\sum Y^2 - (\sum Y)^2\ ]}}$$

In this statistical formula, *r* represents the correlation coefficient between grammar mastery and translation competence, while *N* denotes the total sample size of 22 students. The individual scores from the grammar mastery test are represented by *X*, and the scores from the translation competence test are represented by *Y*. Furthermore, ∑X signifies the sum total of grammar scores, ∑Y is the sum total of translation scores, and ∑XY represents the sum of the product of paired grammar and translation scores. The final components, $\sum X^2$ and $\sum Y^2$ correspond to the sum of squared scores for the grammar and translation tests, respectively. The final correlation value was then interpreted to test the research hypotheses and answer the primary research questions.

RESULT AND DISCUSSION

The statistical analysis revealed the profile of students' achievement in both assessment instruments. Based on the descriptive statistics, the twenty-one participants obtained an average score of 76.6 on the grammar mastery test, which indicates a fairly good understanding of English grammatical structures. In contrast, the mean score for the translation competence test was 57.6, showing a lower level of achievement. This difference suggests that although students have acquired adequate

knowledge of grammatical rules, they still experience difficulties in applying such knowledge when translating narrative texts. The following tables shows he comprehensive summary of the students' scores in both variables.

Table.1

Statistical Measures	Grammar Mastery (X)	Translation Competence (Y)
Number of Students	21	21
Hoghest Score	96,6	80,0
Lowest Score	20,0	20,0
Mean Score	76,6	56,6

To examine the relationship between grammar mastery and translation competence, the data were analyzed using the Pearson Product-Moment correlation test. The analysis produced a correlation coefficient of 0.479. Compared with the critical value of the r-table for a sample size of 21 at the 5% significance level, the obtained coefficient was higher than the required threshold (0.479 > 0.433). Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. These findings indicate a statistically significant positive correlation between grammar mastery and translation competence among twelfth-grade students of MAN 2 Bojonegoro. In other words, students who demonstrate higher levels of grammatical knowledge tend to achieve better translation performance.

The correlation coefficient of 0.479 falls within the moderate category, providing important implications for foreign language learning and translation studies. This result supports the view that grammatical competence plays a crucial role in producing accurate and comprehensible translations. A solid understanding of grammatical structures helps students convey meaning more effectively and reduces the possibility of ambiguity or misinterpretation in the target language (Nurdin et al., 2024). Furthermore, the finding is consistent with previous studies emphasizing that mastery of language patterns and syntactic structures serves as an essential foundation for achieving language proficiency and producing accurate linguistic output (Purnama, Prastiwi, et al., 2019). Since narrative texts frequently involve the

use of particular tense forms and chronological sequencing of events, students with stronger grammatical competence are more capable of maintaining equivalence and readability in their translations.

Nevertheless, the moderate level of correlation indicates that translation competence is not determined solely by grammatical knowledge. The considerable gap between the average grammar score (76.6) and translation score (57.6) suggests that many students still face challenges in transferring meaning from one language to another. Several translation errors were associated with literal translation practices and the influence of the students' first language. Although students may understand grammatical rules conceptually, they often encounter difficulties in producing natural and contextually appropriate expressions in English. Therefore, while grammar mastery remains an important factor in supporting translation quality, effective translation also requires the development of translation techniques, appropriate vocabulary selection, and an understanding of cultural and contextual aspects of language use. Beyond the aforementioned considerations, learning approaches that emphasize practical application in translation such as project-based learning, is one of substantial role in deepening students' holistic understanding of translation dynamics (Prastiwi, 2026). The same opinion was also expressed in an article titled "The Effect of Differentiated Learning on Teaching Writing Skills" that the implementation of varied and adaptive learning models is considered substantially necessary, given that grammatical and structural challenges continue to represent the primary obstacles encountered by students in the process of constructing foreign language texts (Matin, 2024).

CONCLUSION

Based on the findings of this study, it can be concluded that grammar mastery has a significant positive relationship with students' translation competence in narrative texts among the twelfth-grade students of MAN 2 Bojonegoro. The result of the Pearson Product-Moment correlation analysis showed a correlation coefficient of 0.479, indicating a moderate correlation between the two variables. This finding suggests that students with better grammatical knowledge tend to achieve better performance in translation tasks.

Although grammar mastery contributes positively to translation competence, the difference between the average grammar score (76.6) and translation score (57.6) indicates that translation ability is influenced by factors beyond grammatical knowledge. While a strong understanding of grammar helps students maintain accuracy and clarity in their translations, many students still experience difficulties in conveying meaning appropriately from the source language to the target language.

These difficulties may be related to limited vocabulary, literal translation habits, and the influence of the first language.

Therefore, grammar should be regarded as an important foundation for translation activities; however, it should be supported by the development of translation skills through regular practice and the application of appropriate translation strategies. Integrating grammar instruction with translation-oriented learning activities may help students improve both their linguistic competence and their ability to produce more natural and accurate translations. Beyond the aforementioned considerations, learning approaches that emphasize practical application in translation such as project-based learning, is one of substantial role in deepening students' holistic understanding of translation dynamics (Prastiwi, 2026).

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to the supervisor for the guidance, support, and valuable suggestions throughout the completion of this research. Appreciation is also extended to the teachers and twelfth-grade students of MAN 2 Bojonegoro who participated in this study and contributed to the data collection process. Finally, the author would like to thank all parties who have provided assist and encouragement during the completion of this research

REFERENCE

Babu, D. T. R. (2020). The Essentialities of the English Grammar. *International Journal for Research in Applied Science and Engineering Technology*, *8*(1), 450–453. https://doi.org/10.22214/ijraset.2020.1085

Kałużna, A. (2021). Interpretation of the Source Language Text as a Means of Adjusting Translation to the Target Language Culture on the Example of Selected 18th Century Translations. *Między Oryginałem a Przekładem*, *20*(4(26)), 9–25. https://doi.org/10.12797/moap.20.2014.26.02

Leksono, S. S. B., Matin, M. F., & Rahmawati, O. I. (2024). The Effect of Diferentiate Learning to Teach Writing Skills. *Prosiding Seminar Nasional Bahasa dan Sastra Indonesia (SPBSI) IKIP PGRI Bojonegoro, 4*(1).

Nasional, S. (2025). *Prosiding*. 282–291.

Nurdin, A. P. S., Syarfi, M., & Erni, E. (2024). The Correlation between Grammar Usage and Indonesian – English Translation Ability of English Study Program Students. *J-SHMIC : Journal of English for Academic*, *11*(1), 84–96. https://doi.org/10.25299/jshmic.2024.vol11(1).14831

Putra, R. D., Murtadho, M. A., Isnaini, M., Afgani, M. W., Islam, U., Raden, N., & Palembang, F. (2025). *Design Penelitian Kuantitatif : Pengertian dan Macam-macam Jenisnya Quantitative Research Design : Definition and Types*. *5*(3), 191–199.

Sukiyanto, & Maulidah, T. (2020). Jurnal Pendidikan Edutama. *Jurnal Pendidikan Edutama*, *7*(1), 127–142.