

**THE CORRELATION BETWEEN STUDENTS' MASTERY
PHRASAL VERBS WITH STUDENTS'
TRANSLATIONS SKILL**

*(A Correlative Study for the Fifth Semester Students of English Department in
Muhammadiyah University of Makassar in Academic Year of 2021/2022)*



*Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah
University in partial fulfillment of the requirement for the degree of education in English
Education Department.*

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**Title : The Correlation between Students' Mastery Phrasal Verb
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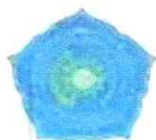
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ABSTRACT

Mustika, 2022. *The correlation between students' mastery phrasal verb with students' translation skill (A Correlative Study for the Fifth Semester Students of English Department in Muhammadiyah University of Makassar in Acaemic Year of 2021/2022)* under the thesis of English Education Department, The Faculty of teachers Training and Education, Muhammadiyah University of Makassar, guided by Ummi Khaerati Syam and Dzur Rif'ah Mahmudah.

This study aimed to find the correlation between students' mastery on phrasal verb with students' translation skill. This research used a descriptive research method. The researcher focused on the correlation students' mastery on phrasal verb especially on transitive and intransitive phrasal verb and the students' translation skill into bahasa Indonesia at the fifth semester students of English department in Muhammadiyah University of Makassar in academic year 2020/2021.

The population of this research was the fifth semester students of English department of Muhammadiyah University of Makassar. The total amount of populations was 147 students used random sampling technique to get 20 students as sample. The researcher used test multiple choice as instrument and used a questionnaire as the collecting data technique.

The finding of this research was that the students' mastery on phrasal verb were in medium level. It meant they were good in understanding phrasal verb. It was indicated by the mean score was 6.65 and the students translation skill was categorized good as well. They have good skill in translating indicated by the mean score 7.25. In addition, the correlation of students' mastery phrasal verb with translation skill was found with the results 0.456. Based on the Interpretation of correlation value calculation formula was 0.456, and that's included the variable X and Y has an enough correlation. From these results it has been concluded that the correlation between phrasal verb mastery and translation skill has an enough significant correlation.

Keyword: Correlation, Phrasal Verb, Translation Skill, Correlation research method

ABSTRAK

Mustika, 2022. *Hubungan antara penguasaan frasa kata kerja mahasiswa dengan kemampuan menerjemahkan siswa (penelitian korelasi untuk mahasiswa semester lima pendidikan bahasa Inggris mahasiswa di Universitas Muhammadiyah Makassar tahun 2020/2021)* dibawah skripsi jurusan pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Ummi Khaerati Syam dan Dzur Rif'ah Mahmudah.

Penelitian ini bertujuan untuk mengetahui korelasi antara penguasaan frasa kata kerja mahasiswa dengan kemampuan menerjemahkan mahasiswa. Penelitian ini menggunakan metode penelitian deskriptif. Peneliti focus pada korelasi antara penguasaan frasa kata kerja khususnya frasa kata kerja transitif dan intransitive dengan kemampuan menerjemahkan mahasiswa kedalam bahasa Indonesia pada mahasiswa semester lima pendidikan bahasa Inggris di Universitas Muhammadiyah Makassar tahun 2020/2021.

Populasi penelitian ini adalah mahasiswa semester lima pendidikan bahasa Inggris. Jumlah populasi 20 mahasiswa dan menggunakan teknik pengambilan sampel secara acak. Peneliti menggunakan tes pilihan ganda sebagai instrumen penelitian dan teknik mengumpulkan data menggunakan kuesioner.

Hasil penelitian menemukan bahwa penguasaan frasa kata kerja mahasiswa berada pada level medium artinya mahasiswa baik dalam memahami frasa kata kerja. Hal itu ditunjukkan dengan nilai rata-rata 6.65 dan kemampuan menerjemahkan mahasiswa juga berada dalam level yang sama. Mahasiswa mempunyai kemampuan yang bagus dalam menerjemahkan. Itu ditunjukkan dalam nilai rata-rata 7.25. sedangkan untuk hasil dari korelasi ditemukan hasil 0.456. Dari hasil tersebut dapat disimpulkan bahwa korelasi antara penguasaan frasa kata kerja mahasiswa dengan kemampuan menerjemahkan mahasiswa mempunyai korelasi signifikan yang cukup. Berdasarkan interpretasi nilai korelasi, hasil penilaiannya termasuk variable X dan Y mempunyai cukup korelasi.

Kata kerja: Korelasi, Frasa Kata Kerja, Kemampuan menerjemahkan, penelitian korelasi.

ACKNOWLEDGMENT

Alhamdulillah Rabbil A'lamin, the writer expresses thank to for the gratitude Allah Subuhanaanahu Wa Ta'ala for blessing and mercy on the researcher during the process until the finished this thesis. Shalawat and salam are addressed to the final messenger the prophet Muhammad Sallallahu Alaihi Wasallam, who has given him the best everything to complete the whole process of this work.

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1. Prof. Dr. H. Ambo Asse, M.Ag. The rector of Muhammadiyah University of Makassar.
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8. Finally the writer her deepest thanks to everybody who give suggestion, guidance, and advice to complete this thesis.

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Billahi Fii Sabilil Haq Fastabiqul Khaerat

Makassar,

2021

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ABSTRACT

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CHAPTER I INTRODUCTION

A. Background of the study

English as foreign language (EFL) students, they must master the four basic English skills of listening, reading, speaking, and writing. The English phonological, grammatical, and vocabulary structure is provided.

"English remains as a second and foreign language in the countries, so after the existence of two separate states, English still enjoying its status in our country. It has been facing obstacles and difficulties in learning it. It has been facing many challenges in its implication in our society. These challenges are not found only in its learning but also in its methods of teaching, and it is why our learner faces obstacles in learning it." (Khan & Khan, 2016)

However, EFL learners face numerous challenges in learning these English systems. Another issue for Indonesian learners is that they have a native language that they have been using since they were children. A foreign learner has been speaking his mother tongue since childhood, which is deeply embedded in being able to interpret the words, phrases, or sentences to understand the meaning of the world so that they have a clear translation ability and will be understandable.

Nowadays, there are a lot of things to do relate to translation activity. For example when reading books, news, magazines, novels, journals, that is originally written in English. Savery in Martono and Ngadisono (1995) stated that translation is made possible by an equivalent of thought that lies behind its different verbal expressions. The thinking expressed in the source language (SL) and in the target language (TL) must be equivalent. Translation is aimed at building equivalence in

both SL and TL as a method. It focuses on the role of language change, including content, context, and building an equivalent type within the TL from SL to TL. The writer will attempt to analyze the translation of multiword verbs or phrasal verbs in this case.

Translation process plays an important role which is expressed in a particular source language transformed into target language in order to be understood by readers of the target language. It means that translation requires general knowledge in the target language as well as in the source language.

"I believe there are only two, the translator either (1) disturbs the writer as little as possible and moves to the reader in his direction, or (2) disturbs the reader as little as possible and moves the writer in his direction. The two approaches are so absolutely different that no mixture of the two is to be trusted, as that would increase the likelihood that the writer and the reader would miss each other entirely; it is important, therefore, that one or the other be followed as closely as possible." (Robinson, 1997).

In translating, some problems will become complicated. In addition the grammatical system of the source language and those of target language have totally differences, a translator must also take into consideration the style of the language such as phrasal verb consisting of two words or more.

Phrasal verb is one of the features of most English verbs that can be combined with a preposition or an adverbial particle to create a new definition. According to Potter in his book stated the combination of phrasal verb:

"Phrasal verbs are combination of a verb and a particle. A particle can be an adverb (such as "out" or "away") for instances: "go out", "put away", or it can be a preposition (such as "with" or "from") for example: "deal with", "shrink from". Some phrasal verbs have two particles; both an adverb and a preposition for example: "get on with", "stand up for"'. (Potter, 2005)

It means that phrasal verb have one of semantic unity which cannot be separated from word to translation. It would create new meaning when translating the phrasal verb word by word, they were included in a skill to express the original material from one language to another.

Azar (1989) stated that phrasal verbs have divided based on its word order, namely separable phrasal verbs and inseparable phrasal verbs. So that, in translating the phrasal verb, it cannot be translated word by word because it will be produce a different meaning. To translate it properly, the word have to be combined to get the correct meaning. Mastering the phrasal verb is important to learner as a foreign language. Using phrasal verbs both in spoken and written will make the learners' English sound natural and native alike, also more expressive than single word verbs as well as considerably important for foreign learner. Phrasal verbs also can use in formal and informal situations. Also, important to learn phrasal verb due to native speaker usually used in daily communication. Besides, in some written media such us book, novel, newspaper, magazine, etc. or in steps using phrasal verb. It would be helpful for individuals to have the corresponding phrasal verb to mastering. It's not an easy task to learn a phrasal verb, though. It is difficult for many learners to grasp the meaning and to use phrasal verbs.

In addition, learners often find it difficult to do exercise related to phrasal verbs in sentences. For non-native speakers, the English language structure causes serious problems, especially in the colloquial idiomatic use of verbs followed by prepositions or particles i.e.: the phrasal verbs. For example in this expression “The radio is a bit loud. Can you turn down it?” Instead of saying “The radio is a bit loud. Can you turn it down?”

Some researcher had found that Indonesian learners have a problem about this. Fitriasia (2001)₂ in “Translating English Verbal Idioms”, found that most students of the sixth semester of English Department in Bengkulu University translated English verbal idiom/phrasal verb word for word or literally. She also found that most of them had poor ability in translating English verbal idiom/phrasal verb sentences into Indonesian. This finding implied that the translation done by the students is not yet in good quality. In Addition, Sayogie (2008) said “the difficulties in lexical transfer are caused by Indonesian translator who often diverts words, phrases, idiomatic expressions, figurative expressions, and proverbs without context”. And Satria (2014) in “Students quality in translating English phrasal verb into Indonesian” also said that some students at sixth semester class A of English department of FKIP UNIB became his subject had poor ability in translating phrasal verb.

The researcher has learned about phrasal verb and faces many difficulties on meaning and on translating. Sometime do not know the meaning and synonym of phrasal verb, for instance, the two following

sentences below have the same meaning, but first one uses phrasal verb while other does not. (1). My mother asked me to put out the fire. (2). My mother asked me to extinguish the fire. Based on the two sentences above, learners more familiar with the second sentence than the first one because of the first sentence consist on phrasal verb. Based on the explanation above, the researcher is interested in analyzing whether there is a correlation between students' mastery phrasal verb with students' translation skill, especially for fifth student of English department in Muhammadiyah University of Makassar.

B. Research Problem

Based on the previous background above, the researcher formulated the following research question as follows:

"Is there any correlation between students' mastery on phrasal verbs toward students' translation skill at the fifth semester students of English Department in Muhammadiyah University of Makassar?"

C. Objective of the Study

Related to research problem, the object of this research is to find out the correlation between students' mastery on phrasal verb toward students' translation skill at the fifth semester students of English Department in Muhammadiyah University of Makassar.

D. Significance of the Study

The result of the study is expected to give some benefits. The benefits of the study can be stated as follows:

1. For the lecturers of English Education Department can find out the level of the students mastery of phrasal verbs, so they can prepare the proper teaching material. Besides, they can find out the specific difficulties faced by students in mastering phrasal verbs and anticipate the overcoming them.
2. For English Education Department Student can hopefully use the result of this research as an additional knowledge to improve phrasal verbs' mastery and also can implement in daily conversation.
3. The result of the study can be used as stimulant information to conduct further research on phrasal verbs since this research discusses phrasal verbs.

E. The Scope of the Study

In this graduating paper the researcher need to limit the analysis in order to be more focused. The researcher focuses on the analysis of the students' mastery on phrasal verbs especially on transitive phrasal verb and intransitive phrasal verb toward students' translation skill in translating English into Bahasa Indonesia. The researcher only analyzes the fifth semester of English education department student in Muhammadiyah University in Makassar as the subject of the research. The researcher expected to get the best result of the study effectively.

CHAPTER II LITERATURE REVIEW

A. Previous Related Research Finding

In this chapter will describe the study related to this research. There are numerous studies related to this research, most of which have similar research findings. The first is Kartika (2016) "The Influence of Students' Mastery on Phrasal Verb toward Students' Translation skill," In her thesis, she discovered the collected data using SPSS showed significant value less than 0.05. Beside that the pearson correlation value is 0.228. It means that there is a significant correlation between students' mastery on phrasal verb toward students' translation skill, but it was still weak.

From other researcher, Satria (2014), The research was titled "Students quality in translating English phrasal verb into Indonesian" found that the students' mastery level of semantic and syntactic phrasal verbs was low showed that the percentage of the students correct answer was 44,42% and it was classified as "failing or unsatisfactory".

The result of the previous researcher has the similarity result with the other researcher, Kadri (2007). The research entitled "A Study of Students' Mastery on Phrasal Verbs" (The Case of the Fourth

Semester Students of Regular Education Class of English Education Department of UNNES in the Academic Year of 2006/2007). The research showed the similarity with previous researchers that phrasal verbs mastery of the students is still unsatisfactory.

Based on the findings of the preceding studies, the researcher concluded that students' mastery of phrasal verbs is in the low category. According to the findings of the preceding studies, the student's mastery of phrasal verbs remains weak or unsatisfactory. The mastery of phrasal verbs by students has a significant correlation with their translation ability.

B. Concept of Phrasal Verb

1. Definition of Phrasal Verb

There are some definition of phrasal verb based on expert, such as based on Koprowski explained that:

"A phrasal verb is a phrase which contains of combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts: 'look after', 'work out', and 'make up for' are all phrasal verbs." (Koprowski)

Phrasal verb is the combination of a verb with an adverb or a preposition and, occasionally, a phrasal verb with an adverb and a preposition. According to Oxford Collocations Dictionary (2009), collocation is the way that words combine in a language to produce natural-sounding speech and writing.

According to McArthur (1992), said that the term of phrasal verb was first used by Logan Pearsall Smith, in his book "words and idioms" in 1925, in which he states that the editor or Henry Bradley

suggested the term to him. That statement is similar with the statement or opinion of another expert Cacciari (1993), "phrasal verb only forms an idiom, a phrase whose meaning cannot be predicted from the meaning of its parts". Both theories claim that the phrasal verb is similar to an idiom, but they are not the same because an idiom is an expression whose meaning differs from the meaning of the individual phrase. For example, 'to have your feet on the ground' is an idiom meaning 'to be sensible'.

A combination of a verb and a preposition, a verb and an adverb, or both, is a phrasal verb. For instance, 'wake up' and 'hand in' the meaning of that example differs with the meaning of individual words. Trask (1977) stated that "phrasal verb is a verb consisting of a simple verb plus one or more particle, the meaning is no generally predictable from the meaning of the component part." We cannot predict the meaning of some phrasal verbs when translating phrasal verbs because the meaning of an individual word differs from the meaning when it is combined. However, the initial verb does not change significantly with other phrasal verbs. Nonetheless, many phrasal verbs have meanings that differ from the original verb. Such as the statement of Burks (1980) said "phrasal verb consists of a simple verb plus one or two particles where the meaning of the compound is often different from the meaning of the individual part".

The majority of the phrasal verb definitions provided by the experts listed above are similar. According to several experts, a phrasal verb is a combination of a simple verb and a preposition or an adverb that has a different meaning when the verb is combined. As a result, we cannot translate the phrasal verb word for word. The best way to understand is to infer the meaning of the phrasal verb from the context of the sentence, or to look for the synonym of each word so that you can understand it clearly. Indeed, the phrasal verb is one of the most perplexing verbs, especially for those who are just learning English. However, phrasal verb cannot be separated from English because it is commonly used in everyday conversation and frequently makes individuals sound natural and native speakers alike when used.

Finally, based on the definitions provided above, the writer can conclude that a phrasal verb is a phrase made up of two or more words that form a new word with a different meaning than the original word. To form a new word, combine a verb with a preposition or a verb with an adverb and a preposition. When we translate it into the target language, we cannot separate these forms because they will produce a different meaning.

2. Kinds of Phrasal Verb

Azar (1989) has classified kinds of phrasal verb there are classifies of phrasal verb according to Azar as follows:

a. Transitive Phrasal Verb

According to Wishon, Burks (1980), "when phrasal verbs are transitive, they usually can be separated. Between the verb and the particle, the object is located. A word that can be accompanied by direct objects is the transitive phrasal verb (noun or pronoun). Some phrasal verbs will be distinguished by the direct object between the verb and the particle. That phrase cannot be divided if the object is a noun, but it can be separated if the object is a pronoun (me, you, her, him, him, him, us, you, them). For example:

- 1) The student **handed** their paper **in** yesterday
The student **handed in** their paper yesterday
- 2) Its' difficult to **carry** the plan **out**
Its' difficult to **carry out** the plan
- 3) You can **call off** the contract within a few days
You can **call** the contract **off** within a few days

b. Intransitive Phrasal Verb

Any other phrasal verb (inseparable) between the verb and its particle cannot be distinguished. The explanation is the component required to put such idioms into context. As a result, if they were separated, a new meaning would emerge. Regrettably, there are no guidelines for determining how inseparable two words are.

Intransitive phrasal verb is a phrase that cannot be followed by direct object. Therefore, this phrase is always inseparable. For example:

- 1) I **ran into** an old friend yesterday in market

Incorrect: I **ran** an old friend **into** yesterday in market

- 2) I **wake up** at 5 am every day

Incorrect: I **wake** at 5 am **up** every day

- 3) I will **look after** your garden when you are in abroad

Incorrect: I will **look** your garden **after** when you are in abroad

- 4) I'm **looking forward** to seeing them

Incorrect: I'm **looking** seeing **forward to them**

- 5) She **dressed up** quickly and left for the party

Incorrect: she **dressed** quickly **up** and left for the party

3. The Characteristic of Phrasal Verb

This subchapter attempts to sum up the characteristic features of phrasal verbs as outlined in the book *Phrasal Verbs and How to Use Them*. According to Povey (1990), "there are certain features that are common to all phrasal verbs."

- a. The combination is limited to certain particles, such as down, on, off, in, out, up. While verbs are not limited, the most common verbs are those that are simple and short, such as put, take, get, and make.
- b. The combination is not freely formed. It is a collocation restriction. The restriction is clearly seen when we substitute the particle with

its antonym. We can say “put up with it”, but we cannot say “put down with it”. The words “give out” and “carry off” are not the antonym of “give in” and “carry on”.

- c. Combination usually can be substituted with one-word verb. However, their meaning is not exactly the same, “carry on” means continue, “put up with” means tolerate, put off means postpone, etc.

4. Types of Phrasal Verb

Based on Gethin, (1989) classifies phrasal verbs into two types, namely adverbial phrasal verbs and prepositional phrasal verbs.

a. Adverbial Phrasal verb

A verb that has combined with an adverbial particle to form a new vocabulary is known as an adverbial phrasal. There are some adverbial phrasal rules to follow:

- 1) The particle can occur either before or after a noun object, but it comes before a noun object if it has a long change, such as a phrasal or a clause. For example:

Please **turn on** the lights. Or **please** turn the lights **on**.

She **called up** the nurse who takes care of her sister. Not She **called** the nurse who takes care of her sister **up**.

- 2) The particles always come after the object when it is a personal pronoun such as me, it, them or indefinite pronoun one, standing for a noun used with a/an. For example:

There was 5,000 rupiahs lying on the pavement, so I **pick it up**.

I subscribe a magazine. Every Monday the magazine boy **brings one round** for me.

- 3) Although this precedes nouns, all follow personal pronouns directly, and so an adverbial particle must also precede it. For example:

The government has started **bringing in** a new regulation.

I am glad it is not **bringing** them all **in** at once.

b. Preposition Phrasal Verb

A prepositional phrasal verb is a verb with a preposition or with an adverb and a preposition to form a phrase, which like many adverbial phrasal verbs, has a meaning of its own, distinct from that of the separate words (Gethin, 1989). Whether the object is a pronoun or the three-word phrasal verb is paired with an adverbial particle, the preposition always comes before the object in the prepositional verb. For example:

My friend **got over** his **cold**.

He **caught up** with the others.

C. Students' Translation Skill

1. Definition of Translation

Definition of translation can be categorized into three kinds namely, intralingual, interlingual, and intersemiotic translation. The first term, paraphrase, refers to an attempt to express an idea or thought in similar language in English. "The second term is translating of

thought or idea from one language to another language. Then, the last term is translating of thought or idea from verbal to non-verbal language” (Jakobson in Rokhman, 2008).

Translation is communicative meaningful device in contexts where the English user called with a translator. It is also a well-proven communication strategy for students of a second language. According to Bell (1991), “translation is the expression in other languages, target language, or receptor language. It is also rendering/transferring material or text in another language.” Similarly, Catford in Nababan (1999) “Translation is the renewal and re-express of textual material in a language or origin language by equivalent textual material in receptor languages.” In translating of the text is pressured so that the message of source language is similar with the message of target language. Similarly, Larson in Djuharie (2004) stated that:

“Translation is studying the lexical and grammatical structure the original language or source language by analyzing to complete its meaning, then it is reorganizing the same meaning using the appropriate lexical and grammatical structure which in the form of receptor language or target language.”

There are many theories about translation presented by experts.

Based on the statement of Simatupang (2000), “translation is shifting the meaning in the source language to the target language and demonstrate it to the target language naturally.” This means the translator should focus on changing the context rather than the shape. The translator should then provide the original meaning in a way that the reader is unaware he is reading a translation. In line with Newmark

(1988), "translation is rendering of a text into another language in the way that the researcher intended the text". In strengthen, According to Ghazala (1995), "translation is generally used to refer to all the processes and methods used to convey the meaning of the source language (SL) into the target language (TL)". This definition concentrates on the concept of meaning as a crucial component of translation. That is, when interpreting, it is critical to understand the context of the source text in order to have the correct equivalent in the target text.

Translation is a process and a product. Based on Nida and Taber (1969), "translating consist of reproducing in the receptor language the closest natural equivalent of the source language massage, first in terms of meaning and secondly in terms of style". This definition was clarified by the translation, which stated that when translating, there are two things to consider: meaning and style. According to Catford (1965), "translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". This description indicates that translation is a process in the sense that it is an operation carried out by individuals over time as phrases in the same 10 languages are translated into simple ones (rewording and paraphrasing). Yowell & Muftah have explained the definition of translation:

"It can also be done from one language to another language as well. Translation is, on the other hand, a product since it provides

us with others different cultures, customs and traditions in addition to ancient societies and civilization life when translating texts reaches us". (Yowell & Muftah, 1999).

Furthermore, House in Djuharie (2004) "translation is the process of changing the text of source language to the text of target language semantically and pragmatically". The translator must be able to distinguish both semantic and pragmatic aspects in order to achieve a successful translation. The sense of denotation is related to semantics, whereas the meaning of connotation is related to pragmatics.

Meanwhile, Indonesian linguist Prof. Dr. Anton M. Moeliono (1990) contended that the translation effort essentially means to reproduce the message in the source language with the most reasonable and closest equivalent in the recipients' language, both from the direction of meaning and from the direction of style. This statement clarified that the translation's primary goal must be to rearrange the message's content. In an ideal world, the translation would not feel like a translation or should not feel like a translation. To replicate the mandate, however, grammatical and optical changes will be required in the future. This transition does not result in the creation of new systems that are not common in the language of the recipient.

Many hypotheses argue that translation is interpreted as a means of translating a foreign language or second language into a native language or mother tongue, based on the previous concept of translation by experts. When oral reproduction is used, it is referred to

as interpretation. The analogous domain is made up of linguistic units such as morphemes, words, phrases, sentences, idioms, and proverbs.

2. The Process of Translation

Translation itself is actually the result of a process. According to Nida and Taber (1974) in their book entitled structure and translation of language stated that in translation, there are 3 steps translation process as follows:

a. Analyses

To understand what the original source language wishes to express and to distinguish complicated words and technical terms from complex sentences, the first step in document interpretation is to read the text to be interpreted. For example, emphasize difficult words and look up the corresponding words in the dictionary. The grammatical meaning is another factor to consider, as phrases with the same grammatical construction may have different meanings or, conversely, phrases with different grammatical constructions may have the same meaning. As an example also found in Nidas' book, the phrase "the good of peace" it does not mean Gods' peace but God causes peace. Next thing to note is the environment in which a word or context arises because the same word may have different meanings if it appears in a different context, such as the example "he picked up a stone" and "they will stone him". The two

“stone” words in the sentence have different meanings because they appear in different contexts.

b. Transfer

After processing the source text, the translator conducts the language in his brain to translate what is in the source language to the target language. By attempting to comprehend the text from the target language's perspective. This is an important step in the translation process because it is at this point that the process of interpreting the source language text begins. The conversion procedure takes place in a translator.

c. Restructuring

At this point, the understanding of the knowledge or the target language message is restructured or rewritten in the target language. This is where the actual translation takes place. In order to convey the researcher's message, the translator selects the required word match in the recipient's language. If there is no discrepancy in translating it into the target language, the translator may follow the structure of the source language; however, if the structure of the source language is deemed inappropriate, the translator may change it while leaving the message or meaning unchanged.

d. Revision

It is really important for the researcher's fourth step, since the editing process is the process by which we study/read and understand the text of the translation that we create to produce a very successful and easy to understand translation. If the translation has already been assessed with a high accuracy of the source language message using the target language, this process is considered to be adequate.

3. Types of Translation

There are several types of translation method in translating a text. It is proposed by Newmark (2004). The types are as follows:

a. Word for word

Word for word translation is a type of translation that basically still very tied to the words level. In other words it is a simple type of translation that just translates the source language text into target language text directly without making changes to the order of source language to target language, for example, **I go to school** (*Saya pergi ke sekolah*).

b. Literal Translation

This type of translation may begin as a word-for-word translation, but the translator then alters the target language's order or structure. For example, **"The thief was sent to the prison"** the meaning *"Pencuri itu dipenjarakan (Literal)"*

c. Loyal Translation

With the limitations of the source language's grammatical structure, a loyal or faithful translation attempts to produce the correct contextual meaning in the original text. The vocabulary is transferred and the lexical level is maintained in this translation, resulting in a translation that is truly faithful to the intent of the source language text, as well as a tendency to maintain or loyal to the content to the greatest extent possible.

d. Semantic Translation

Semantic Interpretation because semantic translation preserves the aesthetic value of the source language text while adjusting the meaning when word repetitions do not interfere in the translated version, it differs from loyal translation or faithful translation. Less important cultural words are translated in functional culturally neutral terms rather than in cultural terms in this translation.

e. Adaptation

This is the most flexible translation method, and it is most commonly used in the translation of drama or plays (comedies) and poetry; the themes, characters, and plot are usually retained, but the source language's cultural context is changed to the target language's cultural context.

f. Free Translation

This type of translation results in matter that isn't in its original form, or content that isn't in its original form. This is similar to a longer paraphrase than the original material, also known as a "intralingua translation." It is frequently wordy, excessive, or even not a translation at all.

g. Idiomatic Translation

This type produces the original message, but it tends to change the sense of meaning by preferring and using more colloquialisms and idioms in source language.

Based on the previous explanation, the translation process is divided into several parts: word by word, literal, free, and ect. The above translation process is beneficial in achieving a precise understanding of meaning, resulting in a translation result that is similar in message, impression, nuance, and context. The process of translation always starts with a word-by-word understanding, followed by a grammatical analysis of the meaning of the word.

4. Problems of Translation

From the explanation above, the writer can point out the priority in translation is equivalent. The translator must be able to convey the message from one language to another equivalently.

Popovic (in Sutopo and Candra ningrum, 2001) distinguishes four types of translation equivalence:

- a. Linguistic equivalence, where there is homogeneity on the linguistic level of both SL and TL texts, i.e. word for word translation.
- b. Paradigmatic equivalence, where there is equivalence of 'the elements of a paradigmatic expression axis', i.e. elements of grammar, which Popovic sees as being a higher category than lexical equivalence.
- c. Stylistic (translational) equivalence, where there is 'functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning'.
- d. Textual (syntagmatic) equivalence, where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape.

Translation involves far more than replacement of lexical and grammatical items between language and the process may involve discarding the basic linguistic elements of the SL text (Sutopo and Candraningrum, 2001). There are two problems in translation:

- a. Ambiguity

Ambiguity is a common occurrence in human languages. It's difficult to find words that aren't ambiguous in at least two ways, and sentences that are ambiguous in multiple ways (out of context) are the rule, not the exception. This is problematic not only because

some of the options are unintended (i.e. represent incorrect interpretations), but also because ambiguities multiply.

b. Lexical and structural mismatches

Some problems are to do with lexical differences between language differences in the ways in which languages seem to classify the world, what concepts they choose to express by single words, and which they choose not to lexicalize. The other problems arise because different languages use different structures for the same purpose, and the same structure for different purposes. In either case, the result is that we have to complicate the translation process.

5. Process of Translation

In translating, it should be known the process of translation before starting to translate. Nababan (1999) stated that Process of translation is an activity system in translation activity. It can be drawn as picture below:

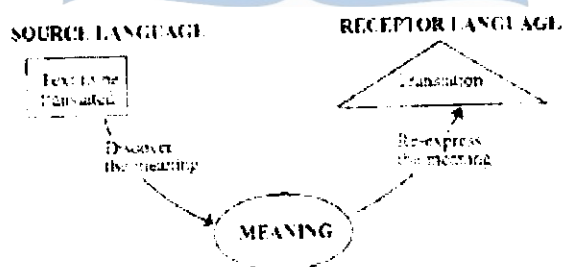


Figure 2.1 Process of Translation

He also divides translation process into three main steps as follows:

a. Analyzing the Source Language (SL)

To translate the source language into the target language, the translator has to read the whole text of source language by reading and understanding the content of message of the text in order to know what the writer or author wants to convey so that the authenticity of the source language message is still maintained or original when it is already translated into the target language.

b. Transferring the Message

The next step is transferring the message. In this transfer phase, the material of the source language that has been analyzed before has been analyzed and traced in the first stage transferred in the mind of the translator from the source language into the target language. At this stage this stage the work of the brain operates in order to find the originality and equivalency of some information understood on the first stage.

c. Restructuring

The last stage of translation is restructuring, it means that the translator rearranges the target language text based on the intent of the researcher of the source language text so that the result of the translation has an appropriate and good readability, style, and language rules or grammatical structure that are appropriate and acceptable within the target language. If there is an error or mistake

of translation, the translator can check and revise by comparing and matching the content of message between those two languages.

According to Suryawinata in Nababan, (1999) stated that there are three stages of translating process which should be passed by the students. Firstly is analysis. In these stages, the student should analyze the text in the form of source language text. When they have understood, they should transfer the message text from source language text into target language text or receptor language. In this step, the students should translate it into English. If their mastery in simple present tense is high, probably they will be easy to translate the text. The last step is restructuring. In this step, the students should evaluate and revise what they have been done before. In this step, it can be said that the text that has been translated by them will be evaluated by the process which is called as rereading, and then, when this process has done, the students will know where the part of their translation that should be revised. All of the processes have proposed to increase their translation result". It means that, to get better translation result, the students should arrange the structure through the process of restructuring.

D. Conceptual Framework

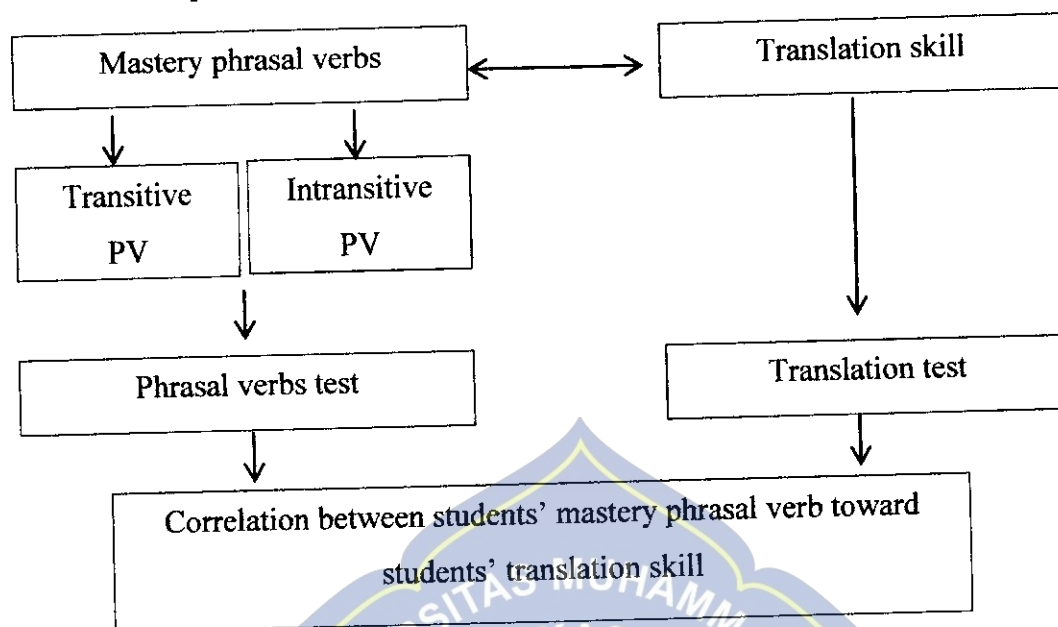


Figure 2.2 Conceptual Framework

The variable of this study are students' mastery on phrasal verb and their translation skill. Phrasal verb mastery of the students analysed by phrasal verb test and translation skill analysed by translation test as well. Then, the writer went to the next step was to computed the collecting data used descriptive statistic and frequency to show the general image of phrasal verb mastery by students and their translation skill using IBM SPSS Statistic 28 (Statistical package for the social science) to get the result of this study.

E. Hypothesis

In this research, the researcher put hypothesis that:

1. H₀ : "There is a correlation between students' mastery on phrasal verbs and their translation skill in the fifth semester students of English Education Department in Muhammadiyah University of Makassar.

2. H1 : “There is no a correlation between students’ mastery on phrasal verbs and their translation skill in the fifth semester students of English Education Department in Muhammadiyah University of Makassar.



CHAPTER III RESEARCH METHOD

A. Research Design

Since the main purpose of this research was to investigate whether there is any correlation between students' mastery on phrasal verb with students' translation skill, the type of this research was the quantitative research. Quantitative research begun with a problem statement and involved the formation of a hypothesis, a literature review, and a quantitative data analysis.

Based on the research problem that investigated the correlation between two variables, this research classified into correlation method. Creswell (2012) states correlation research design, investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables or sets of score. The type of research used in this study was a correlational study, which emphasized numerical data analysis and commonly done using a statistical formula.

B. Research Variable

The term of variable could not be separated from the research. It showed the units that are examined. According to statement of Arikunto (2010) stated that a variable is the object of the research or a variable can be the main view of the research.

In this research, the researcher divided the variable into two parts, i.e. x and y variable. The X variable determined the students' mastery on phrasal verb, and the Y variable determined the students' translation skill.

C. Population and Sample

1. Population

The explanation of population according to statement of Muijis (2004) stated that "The population is the group you want to generalize your findings to". In this research, the researcher used the population at the fifth semester of English department in Muhammadiyah University of Makassar. The total number of the students were 147 students.

2. Sample

To find the result of this research, the researcher took sample at the fifth semester of English department in Muhammadiyah University of Makassar. There were 20 students that took randomly. The researcher used the random access sampling to get the sample because the students have the same quality and homogeny, there were no classifications.

D. Research Instrument

Research instrument were methods that researcher chose and used to collect data in a systematic and efficient manner. In this research, to collect data of the correlation between variable X and Y, the researcher used two main instruments to collect the data. The instruments were made using google form than gave the link to the students.

1. Phrasal Verb Test

The test used in phrasal verb. The test was multiple choices completion, consisted of 10 items finding the deleting word of a sentence about phrasal verb.

2. Translation Skill Test

For translation skill, the researcher also used multiple choices completion, consisted of 10 items finding the deleting word of a sentence.

E. Procedure of Data Collection

The writer used test method to obtain the data. Test is the questions list or practices that are used to measure the perspicacity or knowledge, skill, ability, inelegancy, talent, or proclivity of an individual or groups (Hadi, 2012). In this research, the writer used multiple-choice completion in this research. According to Madsen (1983), "multiple choice completion is kind of item constructed by deleting a word from a sentence". It made the students depend on context clues and sentence meaning.

Two kinds of test constructed in this research based on the variables of the study stated on the objectives of the research. The first was the phrasal verb mastery test, which consisted of 10 items. The second was the students' translation skill, the students were asked to translate 10 items that also contained of phrasal verbs into Indonesian equivalent. These tests designed to show the students' mastery in phrasal verb and their translation skill.

As described above, the researcher used two instruments to obtain the data. Those were students' phrasal verb mastery test and the students' translation skill. To measure the data, the researcher did as follows:

1. To begin with, the researcher did reliability data with 5 students out of the samples.
2. After doing reliability data, the researcher share link zoom to 20 samples.
3. The researcher provided information about test will give to the students and what the student should do via zoom
4. The researcher gave some explanations about phrasal verb and translation.
5. The researcher shared the link of test to the students in form of multiple choices with time limit 45 minutes to answer.

F. Data Analysis

1. Scoring

The test consisted of 20 items which divided into two kinds of test variation. The first test was choosing the deleting word of a sentence about phrasal verb (X variable) that consisted of 10 items. The second test was also consisted of 10 items of translation (Y variable) of phrasal verb. Each item has one score, the researcher used the scale 1-10 in scoring the test.

After knowing the result and the score of the two variables the students' mastery on phrasal verb and students' translation skill, the

researcher went to the next step computed the collected data using descriptive statistic and frequency to show the general image of students' mastery on phrasal verb and students' translation skill using IBM SPSS Statistics 28.

Table 3.1 Interval score

NO	SCORE	Criteria
1	8 – 10	Excellent
2	5 – 7	Good
3	2 – 4	Fair
4	0 – 2	Poor

Source: Lecture Notes (in Zulfa Dewi Kartika, 2016)

The researcher classified in advance the level of students' mastery phrasal verb and students' translation skill used interval score above after analyzing the data of students' phrasal verb and their translation skill used descriptive statistics in IBM SPSS statistics 28.

2. Analysis of the Data

The researcher tabulated the data from the students in order to draw a conclusion from the data. The researcher used a Pearson correlation coefficients formula process which is developed by Karl Pearson in analyzing the data. Pearson correlation coefficient defined the relationship between two interval indications. Interval indication is an indication that uses a measuring scale that has the same spaces (Hadi, 2011). In other word, Santoso (2000) says that coefficient bivariate correlation/product moment Pearson measures the tight

relationship between the results observation from the population that has two variant (bivariate). This measurement presupposed that the sample from the population has two variants and has the normal distribution.

After analyzing the data using the IBM SPSS Statistics 28 (Statistical Package for the Social Science), the researcher could get the result about the correlation between students' mastery on phrasal verb toward students' translation skills. Furthermore, the researcher compared the result with the hypothesis to know the answer of the research problems.

Table 3.2 Interpretation of value

Value	Interpretation
0.0-0.19	There is a very weak correlation between variable X and Y, so that tend to be neglected.
0.20 - 0.39	There is a weak correlation between variable X and Y
0.40 - 0.69	There is an enough correlation between variable X and Y
0.70 - 0.89	There is a high correlation between variable X and Y
0.90- 1.00	There is a very high correlation between variable X and Y

Source: Hartono, 2004 (in Zulfa Dewi Kartika, 2016)

In analyzing the data, the researcher used the Pearson correlation coefficients whose magnitudes are between 0.90 and 1.00 indicate variables which can be considered very highly correlated. Correlation coefficients whose magnitudes are between 0.70 and 0.89 indicate variables which can be considered highly correlated. Correlation coefficients whose magnitudes are between 0.40 and 0.69

indicate variables which can be considered enough correlated. Correlation coefficients whose magnitudes are between 0.20 and 0.39 indicate variables which have a low correlation. Correlation coefficients whose magnitudes are less than 0.39 have little if any (linear) correlation.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter presents the study's findings in order to provide comprehensive answers to the research questions. As mentioned in chapter I, the objective of this research was to know is there any correlation between students' mastery on phrasal verb between students' translation skill for the fifth semester students of English department in Muhammadiyah University of Makassar in academic year 2020/2021.

Therefore, to know the answer of the research problem, the researcher used the statistical analysis. To begin with, the researcher used the statistical descriptive analysis in IBM SPSS Statistics 28 to know the students' mastery on phrasal verb and how their translation skill.

Furthermore, the researcher used the bivariate correlation in IBM SPSS Statistics 28 to know the answer of the research problem is there any correlation between students' translation skill with students' translation skill.

The researcher divided the study into 3 parts were the pilot study, the descriptive analysis of the test of students' mastery on phrasal verb and students' translation skill, and the correlation between students' mastery on phrasal verb with students' translation skill.

1. The pilot study

This pilot study was conducted to know the reliability of the test method. The participants consisted of five students of fifth semester of English department in Muhammadiyah Makassar, were asked to do the same test will give to the subjects of this research. The participants in this pilot study were chosen randomly that outside of the subjects. Therefore, the result was more reliable.

The following data are the participants of this pilot study:

Table 4. 1 Participants' data of the pilot study

No	Name	Score of X variable	Score of Y variable
1	Student 1	8	9
2	Student 2	6	5
3	Student 3	5	8
4	Student 4	7	10
5	Student 5	6	5

After knowing the result of students' mastery on phrasal verb and students' translation skill of the pilot study, the researcher arranged the participants' data then processed the data using reliability in IBM SPSS Statistics 28 and the finding as bellow:

Table 4. 2 Reliability analysis of the pilot study test

Case Processing Summary			
		N	%
Cases	Valid	5	100.0
	Excluded ^a	0	.0
	Total	5	100.0
Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.565	2

From the result of reliability above, the consistency of the test was 0.565 means that test gave to the subjects has a reliability to apply in the field of the research.

2. The descriptive analysis of the students' mastery on phrasal verb and translation skill

In collecting data, the researcher used 2 variables were students' mastery on phrasal verb as X variable and students' translation skill as Y variable using test method. The test was multiple choice completions used in this research. The instruction of the test was choosing the correct answer by eliminating the wrong answers. The scoring of the test used 1-10 scale. The score of tests can be seen below:

Table 4. 3 *Score X and Y variable test*

No	Name	X Score	Y Score
1	Student 1	7	8
2	Student 2	8	7
3	Student 3	6	9
4	Student 4	9	8
5	Student 5	8	9
6	Student 6	5	7
7	Student 7	9	10
8	Student 8	8	7
9	Student 9	8	7
10	Student 10	5	4
11	Student 11	7	9
12	Student 12	7	7
13	Student 13	7	5
14	Student 14	5	7
15	Student 15	7	6
16	Student 16	4	6
17	Student 17	8	9
18	Student 18	4	9
19	Student 19	4	4
20	Student 20	7	7

Had known the scores of the test of students' mastery on phrasal verb and students' translation skill, the researcher went to the next step to compute the collected data using descriptive statistic to know the general result of the test.

a. Descriptive analysis of students' mastery on phrasal verb

Computing the collected data of X variable or students' mastery on phrasal verb using the descriptive statistic and frequency in IBM SPSS Statistics 28 to know how is the students' mastery on phrasal verb at the fifth semester of English department in Muhammadiyah university of Makassar in academic year 2020/2021. The finding can be seen below:

Table 4. 4Frequency of X Variable

Frequency of X variable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	15.0	15.0	15.0
	5	3	15.0	15.0	30.0
	6	1	5.0	5.0	35.0
	7	6	30.0	30.0	65.0
	8	5	25.0	25.0	90.0
	9	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The data showed the minimum score of the X variable was 4, the maximum score was 9, and the modus or the score mostly appeared was 7 with 30% or there were 6 students got 6 score from 20 students.

Table 4. 5 Descriptive Statistic of X Variable

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Phrasal verb	20	4	9	6.65	1.631
Valid N (listwise)	20				

The descriptive statistic table showed the mean of the students' scores of X variable was 6.65 and the standard deviations a measure of how spread out numbers were. The score was 1.631. The researcher classified in advance the level of students' mastery on phrasal verb used three intervals:

Table 4. 6 Interval Score

8 – 10	Excellent
5 – 7	Good
2 – 4	Fair
0 – 2	Poor

Based the intervals above, 6.65 was among 5 – 7. Consequently, the data could conclude that the fifth semester students' mastery on phrasal verb was in medium level. It indicated that the fifth students were good in understanding phrasal verb.

b. Descriptive analysis of students' translation skill

Similar at the previous X variable, the researcher also computed the data of Y variable or the students' translation skill using descriptive statistic and frequency in IBM SPSS Statistics 28 to know how is the translation in the fifth semester students of English department in Muhammadiyah university of Makassar in academic year 2020/2021. The result data presented as the following table:

Table 4. 7 Frequency of Y variable

Frequency of Y Variable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	10.0	10.0	10.0
	5	1	5.0	5.0	15.0
	6	2	10.0	10.0	25.0
	7	7	35.0	35.0	60.0
	8	2	10.0	10.0	70.0
	9	5	25.0	25.0	95.0
	10	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The frequency of Y variable data showed that the minimum score of the translation skill was 4, the maximum score was 10, and the modus or the score mostly appeared was 7 with 35% or there were 7 students got the 7 score from 20 students.

Table 4. 8 Descriptive Statistic of Y Variable

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Translation skill	20	4	10	7.25	1.682
Valid N (listwise)	20				

The descriptive statistic table shows the mean of students' translation test score is 7.25 and the standard deviation score is 1.682. Similar to X variable, the researcher classified the level of students' translation skill using three intervals:

Table 4. 9 Interval Score

8 – 10	Excellent
5 – 7	Good
2 – 4	Fair
0 – 2	Poor

The mean score of the students' translation test was 7.25 meant that it placed in 5 – 7. Hence, the result could conclude that the fifth semester students' translation skill was in the same level with students' mastery on phrasal verb indicating they have good skill in translation.

3. The correlation of students’ mastery on phrasal verb with students’ translation skill.

This section the researcher analyzed the collected data of X and Y variable to know the correlation between students’ mastery on phrasal verb with students’ translation skill for the fifth semester students of English department in Muhammadiyah university of Makassar in academic year 2020/2021. The data was acquired after computing the data using weight cases with the X variable (phrasal verb) then analyzed using bivariate correlation in IBM SPSS Statistics 28.

The finding of correlative analysis between students’ mastery phrasal verb with their translation skill are presented on the following table:

Table 4. 10 The Correlation of X and Y Variable
Correlations

		Phrasal verb	Translation skill
Phrasal verb	Pearson	1	.456 [*]
	Correlation		
	Sig. (2-tailed)		.043
	N	20	20
Translation skill	Pearson	.456 [*]	1
	Correlation		
	Sig. (2-tailed)	.043	

	N	20	20
*. Correlation is significant at the 0.05 level (2-tailed).			

Notes:

Pearson Correlation = The score of coefficient correlation between variables

Sig. (2-tailed) = The significance test of coefficient correlation

N = The sum of the score

Based on the correlation table above, the value of sig. was 0.043, the 2 variable has the same value of sig. according to the rule, that it is convention that if the values is less than 0.05, then the correlation is considered significant. Due to having value 0.43, the sig. was less than 0.05 meant that there was a significant correlation between students' mastery on phrasal verb with students' translation skill.

Similar to the previous, the value of the Pearson correlation has the same number for the 2 variables as well. The Pearson correlation value range from -1 to +1, with negative numbers representing a negative correlation as one variable increases, the other variable decreases and the positive numbers representing a positive correlation as one variable increases, the other also increases. The stronger the association between the variables, the closer the value is to -1 or +1.

In the correlation table above, the researcher hypothesized a positive correlation between students' mastery on phrasal verb with

students' translation skill. As the Pearson correlation value was 0.456. This result of correlation compared with the level of correlation value that the score is 0.456 was existing among 0.40 – 0.69 indicated there was an enough correlation between variable X and Y. according to Hartono (2004):

Table 4. 11 Interpretation of Value

Value	Interpretation
0.0-0.19	There is a very weak correlation between variable X and Y, so that tend to be neglected.
0.20 - 0.39	There is a weak correlation between variable X and Y
0.40 - 0.69	There is an enough correlation between variable X and Y
0.70 - 0.89	There is a high correlation between variable X and Y
0.90- 1.00	There is a very high correlation between variable X and Y

In spite of indicating that the result of the IBM SPSS Statistics 28 result has an enough correlation. The researcher concluded that the students' mastery on phrasal verb has a significant on the students' translation skill for the fifth semester students of English department in Muhammadiyah university of Makassar in academic year 2020/2021. When the student understands the phrasal verb well, their translation skill improves; when they do not understand the phrasal verb, they encounter translation difficulties.

B. Discussion

Learning phrasal verbs is an important part of mastering English grammar, especially for English Department students. Students could not properly translate the text containing the phrasal verb if they did not understand the phrasal verb. Furthermore, by mastering the phrasal verb, students will be more creative in their sentence construction. They can combine two sentences into one to make it more efficient. "Phrasal verbs are combination of a verb and a particle. A particle can be an adverb (such as "out" or "away") for instances: "go out", "put away", or it can be a preposition (such as "with" or "from") for example: "deal with", "shrink from". Some phrasal verbs have two particles; both an adverb and a preposition for example: "get on with", "stand up for". (Potter, 2005). Means phrasal verb made up of 2 words that cannot be separated from word to translate. It can produce new meaning when translating it word by word. It is one of the difficulties student faces when learn English.

According to the explanation above, mastery of phrasal verbs was critical in translation. In general, a technique for understanding and comprehending the entire context of the text or conversation from the source language to the target language is required in translation. As Nida and Taber stated in Chapter II, three technical devices were used in delivering the message or meaning: analysis, transfer, and restructuring.

The first discussion is the result of the research how is students' mastery on phrasal verb at the fifth semester students in English

Department. In collecting data, the researcher found the mean score of students' mastery on phrasal verb was 6.65. This result showed that the fifth semester students were in the medium level on mastery phrasal verb. It could indicate that the students were good in understanding phrasal verb. The result was different with Kadri (2007) result research found that the students' phrasal verb was still unsatisfactory.

The second discussion is there are some fifth semester students' who admit that they do not know the term 'phrasal verbs' and also do not understand its use, but when mentioned some examples of phrasal verbs, they claim to have heard of it and know its meaning. Which is more complex in the context of different sentences, many fail to understand the correct meaning of these phrasal verbs, research conducted by Fauziah (2010).

The third discussion is the fifth semester students' translation skill. Translation is also one of the difficulties the students faces when learning English. The student should focus on changing the context rather than the shape. "Translation is studying the lexical and grammatical structure the original language or source language by analyzing to complete its meaning, then it is reorganizing the same meaning using the appropriate lexical and grammatical structure which in the form of receptor language or target language" Djuharie (2014).

To know the result of the fifth students' translation skill, the test multiple choices used to obtain the data. The test consisted of 10 items

about translation. The students were asked to translate the test consists of phrasal verb into bahasa Indonesia. In collecting data, the researcher found the mean score of students' translation skill was 7.25. This result showed that the fifth semester students were in the same level with students' mastery phrasal verb. It could indicate that the students were had good skill in translating. The result was different with Zulfa Dewi Kartika (2016) result research found that the students' translation skill was in high level indicating that the student has an excellent skill in translating.

The last discussion is the correlation between students' mastery on phrasal verb with students' translation skill. The researcher analyzed the data using IBM SPSS Statistics 28. The analyzed data showed that there was a significant correlation between students' mastery phrasal verb and their translation skill with the value less than 0.05. Moreover the Pearson correlation value was 0.456 indicating an enough significant correlation. It meant the data support the H0 was accepted and the H1 was rejected. The result similar with the research did by Zulfa Dewi Kartika (2016) where there was a significance correlation between students' mastery on phrasal verbs and their translation ability. Although the level of correlation was different, where the previous findings by Zulfa Dewi Kartika, only found a weak correlation but in this research the researcher found an enough correlation between students' mastery on phrasal verbs and their translation skill.

Based on the findings above, the researcher concluded that there was a significant correlation between the students' mastery on phrasal verb between students' translation skill for the fifth semester students of English department in Muhammadiyah university of Makassar in academic year 2020/2021. In other words, it could say that students' mastery phrasal verb was quite influence their translation skill. When the student understands the phrasal verb, their translation skill increases.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the final finding, how is the students' mastery phrasal verb at the fifth semester students in English Department showed they were in the medium level on mastery phrasal verb. It could indicate that the students were good in understanding phrasal verb. For students' translation skill shows that the fifth semester students were in the same level with students' mastery phrasal verb. It could indicate that the students were had good skill in translating. The correlation between students' mastery on phrasal verb with students' translation skill was found there is an enough correlation between students' mastery on phrasal verb with students' translation skill for fifth semester students of English department in Muhammadiyah university of Makassar in academic year 2020/2021. The Pearson correlation showed 0.456 and it is significant, means that the students mastery on phrasal verb is quite influence the students' translation skill.

B. Suggestion

Based on those conclusions, the researcher would like to make some recommendations to English teachers, students, and other researchers. The researcher hopes they will find it useful. English teachers should be creative and innovative in their teaching of phrasal verbs.

1. For Teacher

Teachers could use a variety of methods that students enjoy, such as a picture, song, ball, puzzle, and so on. The teaching-learning process is no longer centered on the teacher; instead, teachers as facilitators should be able to help students actively seek out their knowledge. Teachers could also use a movie to teach phrasal verbs; students could find the phrasal verb sentences in the movie's dialogue. Teachers must, without a doubt, be knowledgeable about the subject matter that they are teaching in the classroom.

2. For Students

Students particularly those in the English Education Department, should master the phrasal verb, which has an impact on their translation skill. Even though phrasal verbs are uncommon in grammar books, it is critical for students to master them in order to improve or even improve their English, both spoken and written.

3. For the other research

The researcher of the research under the title the correlative between students' mastery on phrasal verb with students' translation skill (A Correlative Study for the fifth Semester Students of English Department in Muhammadiyah University of Makassar in academic year 2020/2021) hopes that the result of her research could be a reference for a better research.

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The students' mastery on phrasal verb (X variable)

Name :

Student Number :

Instructions:

1. Read the following questions carefully
2. Choose the correct answer

Questions:

1. The flower ____ a strange odor.
a. Gave in
b. Gave out
c. Gave off
d. Gave up
2. Mark told me he didn't steal my jeans, but I didn't his lies.
a. Hear about
b. Fall for
c. Doze off
d. Fall over
3. At 05.30, the alarm In Tika's room.
a. Comes around
b. Fills in
c. Goes off
d. Find out
4. The maid the clean sheet The bed.
a. Was (the clean sheet) up
b. Put (the clean sheet) to
c. Put (the clean sheet) on
d. Let (the clean sheet) out
5. The wheater is horrible, isn't it? I hope it later.
a. Clear up
b. Clear on
c. Clear off
d. Clear of

6. That's mine! It ... right now or I will tell mom.
- a. Give (it) back
 - b. Put (it) on
 - c. Figure (it) out
 - d. Show (it) up
7. The mother told her son to his toys.
- a. Put away
 - b. Put down
 - c. Put off
 - d. Put on
8. After Teddy's parents died, his aunt Betty him to her house.
- a. Took (him) in
 - b. Let (him) out
 - c. Hold (him) up
 - d. Let (him) off
9. the CD player so we can dance.
- a. Turn away
 - b. Turn back
 - c. Turn off
 - d. Turn on
10. Would you my cat for me this weekend?
- a. Look up
 - b. Look after
 - c. Keep off
 - d. Let in

Source: Zulfa dewi Kartika. 2016. *The influence of students' mastery on phrasal verb toward students translation ability.*

The Students' Translation Skill test (Y Variable)

Name:

Student Number:

Instructions:

1. Read the following questions carefully
2. Translate it with the correct answer

Questions:

1. You can put off your shoes here.
 - a. Kamu dapat melepas sepatumu disini
 - b. Kamu dapat memakai sepatumu disini
 - c. Kamu dapat menurunkan sepatumu disini
 - d. Kamu dapat mengambil sepatumu disini
2. He will get into trouble if he drinks alcohol.
 - a. Dia akan mulai bermasalah jika dia minum alkohol
 - b. Dia akan mendapat masalah jika dia minum alkohol
 - c. Dia akan keluar dari masalah jika dia minum alkohol
 - d. Dia akan menghindari masalah jika di minum alkohol
3. While studying, she dropped off.
 - a. Ketika sedang belajar, dia pingsan
 - b. Ketika sedang belajar, dia mampir
 - c. Ketika sedang belajar, dia tertidur
 - d. Ketika sedang belajar, dia keluar

4. The terrorists tried to blow up the station.
 - a. Para teroris mencoba untuk merampok stasiun
 - b. Para teroris mencoba untuk meledakkan stasiun
 - c. Para teroris mencoba untuk merusak stasiun
 - d. Para teroris mencoba untuk membunyikan stasiun.
5. The students handed in their papers and left the class.
 - a. Para siswa memegang tugas mereka dan meninggalkan kelas
 - b. Para siswa mengambil tugas mereka dan meninggalkan kelas
 - c. Para siswa menyobek tugas mereka dan meninggalkan kelas
 - d. Para siswa menyerahkan tugas mereka dan meninggalkan kelas
6. My mother promised to look after my cat while I was gone.
 - a. Ibuku berjanji akan melihat kucingku ketika aku pergi
 - b. Ibuku berjanji akan merawat kucingku ketika aku pergi
 - c. Ibuku berjanji akan menjenguk kucingku ketika aku pergi
 - d. Ibuku berjanji akan melirik kucingku ketika aku pergi
7. I ran across my old roommate at the reunion.
 - a. Aku berlari dengan teman sekelasku pada saat reuni
 - b. Aku menabrak teman sekelasku pada saat reuni
 - c. Aku bertemu dengan teman sekelasku pada saat reuni
 - d. Aku melihat teman sekelasku pada saat reuni
8. Her husband walked out on her and their three children.
 - a. Suaminya meninggalkannya dan ketiga anaknya
 - b. Suaminya berjalan keluar masuk dengannya dan ketiga anaknya

- c. Suaminya hidup dengannya dan ketiga anaknya
 - d. Suaminya mengambilnya dan ketiga anaknya
9. First-graders really look up to their teachers.
- a. Kelas satu melihat guru mereka
 - b. Kelas satu sangat menghormati guru mereka
 - c. Kelas satu sangat memperhatikan guru mereka
 - d. Kelas satu sangat menyerupai guru mereka
10. It isn't easy to bring up children nowadays.
- a. Itu tidak mudah untuk membawa anak pada jaman sekarang
 - b. Itu tidak mudah untuk menjaga anak pada jaman sekarang
 - c. Itu tidak mudah untuk melahirkan anak pada jaman sekarang
 - d. Itu tidak mudah untuk mendidik anak pada jaman sekarang

Source: Zulfa Dewi Kartika. 2016. *The influence of students' mastery on phrasal verbs toward student translation skill.*

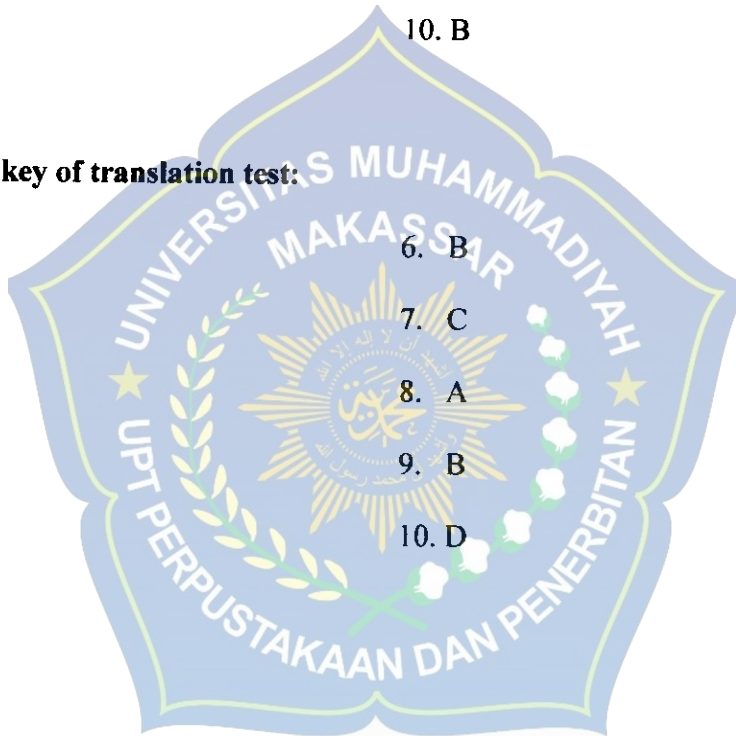
The answer key

The answer key of phrasal verb test:

- | | |
|------|-------|
| 1. B | 6. A |
| 2. A | 7. A |
| 3. D | 8. C |
| 4. B | 9. D |
| 5. A | 10. B |

The answer key of translation test:

- | | |
|------|-------|
| 1. A | 6. B |
| 2. B | 7. C |
| 3. C | 8. A |
| 4. B | 9. B |
| 5. D | 10. D |



SCORE OF X AND Y VARIABLE TEST

No	Name	X Score	Y Score
1	Student 1	7	8
2	Student 2	8	7
3	Student 3	6	9
4	Student 4	9	8
5	Student 5	8	9
6	Student 6	5	7
7	Student 7	9	10
8	Student 8	8	7
9	Student 9	8	7
10	Student 10	5	4
11	Student 11	7	9
12	Student 12	7	7
13	Student 13	7	5
14	Student 14	5	7
15	Student 15	7	6
16	Student 16	4	6
17	Student 17	8	9
18	Student 18	4	9
19	Student 19	4	4
20	Student 20	7	7



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl Sultan Alauddin, NO 259 Makassar 90221 Tlp. (0411) 866972, 981593, Fax (0411) 865588

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SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Mustika

NIM : 105351129216

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	12 %	25 %
3	Bab 3	8 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	0 %	5 %

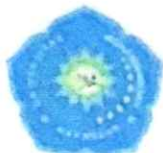
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 18 Januari 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursmah S. Hlm. M.L.P.
NIM. 964 591



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LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 864588 Makassar 90221 E-mail: lp3munismuhmakassar@gmail.com



Nomor : 5285/05/A 6-II/XII/1443/2021
Lamp : 1 (satu) rangkap Proposal
Hal : Izin Penelitian

13 Jumadil Awal 1443 H
17 Desember 2021 M

Kepada Yth,
Saudara : **Mustika**
No. Stambuk : **105351129216**
Fakultas/ Prodi : **FKIP/ Pend. Bahasa Inggris**
di –
Tempat

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Nomor: 8000/FKIP/A.4-II/XII/1443/2021 Tanggal 17 Desember 2021, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Penelitian di Universitas Muhammadiyah Makassar dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul: **"The Correlation Between Students' Mastery on Phrasal Verb With Students Translation Skill"**

Yang akan dilaksanakan dari tanggal 22 Desember 2021 s/d 22 Februari 2022

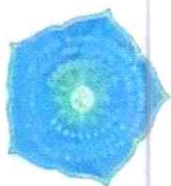
Demikian disampaikan kepada bapak atas perkenan dan persetujuan bapak diucapkan Jazaakumullahu khairan katsiraan.

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LP3M,

Dr. Abubakar Idhan, MP.
NBX1 101 7716

Tembusan yth;
1. Rektor Unismuh
2. Arsip



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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Mustika
NIM : 105351129216
Judul Penelitian : The Correlation between Students' Mastery Phrasal Verb with Students' Translation Skill (A Correlative Study for the Fifth Semester Students of English Department in Muhammadiyah University of Makassar in Academic Year 2020/2021)
Tanggal Ujian Proposal : 04 Desember 2021
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	20 / 12 / 2021	Reliability Data	Dr. Ummi Khairah Syam, S.pd, m.pd	
2	23 / 12 / 2021	Pembagian angket	Dr. Ummi Khairah Syam, S.pd, m.pd	
3	24 / 12 / 2021	Scoring Collecting Data	Dr. Ummi Khairah Syam, S.pd, m.pd	
4	25 / 12 / 2021	Scoring & Analyzing data	Dr. Ummi Khairah Syam, S.pd, m.pd	




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Ketua Program Studi,
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Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807



SURAT KETERANGAN PENELITIAN
Nomor : 1234/FKIP/05/A.5-VI/1/1443/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Mustika
No. Stambuk : 105351129216
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 20 Desember 2021 s.d 25 Desember 2021 dalam rangka penyusunan skripsi dengan judul :

"The Correlation between Students' Mastery Phrasal Verb with Students' Translation Skill (A Correlative Study for the Fifth Semester Students of English Department in Muhammadiyah University of Makassar in Academic Year 2020/2021)".

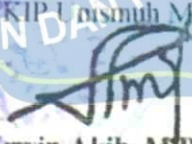
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04 Jumadil Akhir 1443 H

Makassar

06 Januari 2022 M

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Erwin Akib, M.Pd, Ph.D
NBM. 860 934



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LETTER OF ACCEPTANCE
0397/BG-FKIP/LOA/B/1/1443/2022

Dear MUSTIKA

It is our pleasure to inform you that, after reviewing your paper:
**THE CORRELATION BETWEEN STUDENTS' MASTERY PHRASAL VERB
WITH STUDENTS' TRANSLATION SKILL**

The manuscript ID: 621

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) 2809-5707. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlta@bg.unismuhmakassar.ac.id

Makassar, 24 January 2022 M
21 Jumadil Akhir 1443 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



DOCUMENTATION



Gambar 1 The responses of the instrument



Gambar 2 Explain what will do via zoom



CURRICULUM VITAE



Mustika, was born on July 22nd 1998 in Enrekang. She is the third child of Mangngali and Sampe N. in 2006 the researcher was a students of elementary school in SDN 150 Baibo in Enrekang regency until fifth grade and moved to elementary school SDI Durikumba in Mamuju and graduated in 2010. In addition, at the same year the researcher registered in junior high school at SMP Negeri 1 Karossa and graduated in 2013. Furthermore, the researcher registered in vocational high school at SMK Negeri 1 Karossa and majoring in multimedia and graduated in 2016. In 2016, the researcher registered to study of English Education Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title “The Correlation between Students’ Mastery on Phrasal Verb with Students’ Translation Skill”.