

**THE CORRELATION OF THE GRAMMAR MASTERY AND THE
TRANSLATION COMPETENCE IN NARRATIVE TEXT**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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**ENGLISH STUDY PROGRAM
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2024**

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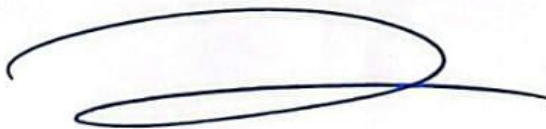
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Is the result of my own original work, and all sources of information used have been clearly cited in there fERENCE list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

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ABSTRACT

Ristiana, Ria. The Correlation of the Grammar Mastery and the Translation Competence in Narrative Text. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Chyntia Heru Woro Prastiwi, M. Pd, (II) Dr. Fuadul Matin, S.S., M.Pd.

This study examines the relationship between students' grammar mastery and their translation competence, with particular emphasis on the translation of narrative texts. In the Indonesian context, where English is learned as a foreign language, many students continue to depend on literal, word-for-word translation strategies. As a result, they frequently produce grammatical inaccuracies and misinterpret the intended meaning because of the structural differences between Indonesian and English. This research adopted a quantitative correlational design to analyze the relationship between grammar mastery (Variable X) and translation competence (Variable Y). The study was conducted exclusively at MAN 2 Bojonegoro and involved 21 twelfth-grade students from the Language Program (Kelas Bahasa) as the research sample. Data were obtained through two assessment instruments, namely a multiple-choice grammar mastery test and a narrative text translation test. The results of the Pearson Product-Moment Correlation analysis showed that the obtained correlation coefficient (r -count) was 0.479, exceeding the critical value of the r -table (0.433) at a significance level of $\alpha = 0.05$. This result indicates a moderate positive correlation between the two variables. The findings suggest that grammar mastery contributes significantly to the quality and accuracy of students' translations. Therefore, English teachers are encouraged to strengthen students' grammatical awareness during translation activities to minimize literal translation errors and enhance their overall translation competence.

Keyword: Grammar Mastery, Translation Competence, Narrative Text

ABSTRAK

Ristiana, Ria. The Correlation of the Grammar Mastery and the Translation Competence in Narrative Text. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Chyntia Heru Woro Prastiwi, M. Pd, (II) Dr. Fuadul Matin, S.S., M.Pd.

Penelitian ini mengkaji hubungan antara penguasaan tata bahasa siswa dan kompetensi penerjemahan mereka, dengan penekanan khusus pada penerjemahan teks naratif. Dalam konteks Indonesia, di mana bahasa Inggris dipelajari sebagai bahasa asing, banyak siswa masih bergantung pada strategi penerjemahan harfiah, kata per kata. Akibatnya, mereka sering menghasilkan kesalahan tata bahasa dan salah menafsirkan makna yang dimaksud karena perbedaan struktural antara bahasa Indonesia dan bahasa Inggris. Penelitian ini menggunakan desain korelasi kuantitatif untuk menganalisis hubungan antara penguasaan tata bahasa (Variabel X) dan kompetensi penerjemahan (Variabel Y). Penelitian ini dilakukan secara eksklusif di MAN 2 Bojonegoro dan melibatkan 21 siswa kelas XII dari Program Bahasa (Kelas Bahasa) sebagai sampel penelitian. Data diperoleh melalui dua instrumen penilaian, yaitu tes penguasaan tata bahasa pilihan ganda dan tes penerjemahan teks naratif. Hasil analisis Korelasi Produk-Momen Pearson menunjukkan bahwa koefisien korelasi (r -count) yang diperoleh sebesar 0,479, melebihi nilai kritis tabel r (0,433) pada tingkat signifikansi $\alpha = 0,05$. Hasil ini menunjukkan bahwa penguasaan tata bahasa berkontribusi secara signifikan terhadap kualitas dan akurasi terjemahan siswa. Oleh karena itu, guru bahasa Inggris didorong untuk memperkuat kesadaran tata bahasa siswa selama kegiatan terjemahan.

Keyword: Penguasaan Tata Bhasa, Kemampuan Menerjemahkan, Naratif Teks

MOTTO

قَاِنَّ مَعَ الْعُسْرِ يُسْرًا

*"Maka sesungguhnya bersama kesulitan ada kemudahan. (QS. Al-Insyirah:
5)"*

PREFACE

All praise and gratitude are due to Allah SWT for His countless blessings, mercy, and guidance, which have enabled the writer to complete this skripsi entitled "The Correlation of the Grammar Mastery and the Translation Competence in Narrative Text." This skripsi is submitted as one of the requirements for obtaining the Sarjana (Bachelor's) degree in the English Education Study Program, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro.

This research was motivated by the fact that many Indonesian students, as learners of English as a foreign language, still tend to translate texts literally, word for word, which frequently results in grammatical inaccuracies and shifts in meaning. Based on this issue, the writer was interested in scientifically examining the relationship between grammar mastery and translation competence, particularly in narrative texts, using a quantitative correlational research design. This study was conducted with twelfth-grade students of the Language Program at MAN 2 Bojonegoro, using a grammar mastery test and a narrative text translation test as the research instruments, which were then analyzed using the Pearson Product-Moment correlation technique.

The writer acknowledges that this skripsi could not have been completed without the guidance, support, and assistance of many individuals. Therefore, sincere gratitude is extended to all those who contributed academically and personally throughout the research and writing process. The writer acknowledges that this thesis still has limitations in its content, presentation, and data analysis. It is hoped that this study will contribute to English language teaching, particularly in grammar mastery and translation competence in narrative texts, while also serving as a useful reference for future research.

Bojonegoro, July 8th 2026

Ria Ristiana

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The author offers praise and thanks to God Almighty for all His mercy, blessings, and guidance, which have enabled the author to successfully complete this thesis titled “**The Correlation of Grammar and Translation Competence in Narrative Text**” which is submitted in partial fulfillment of the requirements for the Bachelor's degree at IKIP PGRI Bojonegoro.

I realize that this skripsi could never have been completed without the assistance, direction, and encouragement of numerous people along the way. For that reason, I would like to sincerely convey my deepest thanks and appreciation to:

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10. My sincere appreciation is extended to my beloved sister, Anis Mayasari, my brother-in-law, my uncle, and my aunt, whose endless love, prayers, care, encouragement, and unconditional support have always strengthened me during the ups and downs of this journey.
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TABLE OF CONTENT

APPROVAL SHEETS	ii
LEGITIMATION	iii
STATEMENT OF AUTHENTICITY	iv
ABSTRACT	v
ABSTRAK	vi
MOTTO	vii
PREFACE	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	xi
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Formulation of the Problems	4
C. Objectives of the Study	4
D. Significances of the Study	4
E. Definition of Terminologies	5
CHAPTER II REVIEW OF RELATED LITERATURE	9
A. Review of Previous Studies	9
B. Theoretical Review	11
C. Theoretical Framework	19

D. Research Hypothesis	20
CHAPTER III	22
RESEARCH METHODOLOGY	22
A. Research Design	22
B. Research Settings	23
C. Population, Sample, and Sampling	24
D. Data Collection Techniques	25
E. Data Analysis Techniques	25
F. Data Validation Techniques	27
CHAPTER IV	28
RESEARCH FINDINGS AND DISCUSSION	28
A. Research Findings	28
B. Discussion	32
CHAPTER V CONCLUSION AND SUGGESTION	36
A. Conclusion	36
B. Suggestion	37
REFERENCES	40

LIST OF TABLE

Table 3.1 Correlation of Grammar Mastery and Narrative Text ...**Error! Bookmark not defined.**

LIST OF FIGURES

2. 1 Structure of Narrtive Text	17
2. 2 Correlation Grammar Mastery and Narrative Text	20
3. 1 Grammar Test Score	28
3. 2 Narrative Test Score.....	29
3. 3 Scatter Plot of Grammar Mastery (X) and Translation Competence (Y)	32

LIST OF APPENDIXES

Appendix 1 Grammar Test	42
Appendix 2 Translation Test	46
Appendix 3 Scoring Technique of Grammar Test	47
Appendix 4 The Results of Students' Grammar Scores	50
Appendix 5 The Results of Students' Translation Scores	51
Appendix 6 The Students' Grammar Work	52
Appendix 7 The Students' Translation Work	56

CHAPTER I

INTRODUCTION

A. Background of Study

Indonesia is one of the countries that uses English as a foreign language. Therefore, translation is crucial in understanding written and spoken language, especially in English language learning. The process of converting meaning from a source language into an equivalent text in a target language with the goal of maintaining both meaning and style is known as translation (Alaudinova, 2024). The practice of "reproducing in the receptor language the closest natural equivalent of the source-language message" is one of the numerous definitions of translation that are frequently used. Although it does not specifically mention it, this definition views translation as a phenomena that occurs between two languages and, thus, also encompasses translation between two cultures (Kałużna, 2021).

Similar to translation, mastery of grammar is also a fundamental aspect of language learning. Grammar is the set of structural principles that govern how sentences, clauses, and phrases are constructed in any language. These guidelines allow users to properly communicate meaning by combining words in the right ways (Babu, 2020). Word order, agreement, tense, and other constraints that guarantee well-formed sentences are all part of grammar. It covers the classification and use of nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. By arranging words into coherent sentences, grammar is the

fundamental set of rules and structures that facilitate efficient communication. Accurate language production and comprehension depend on it.

Mastery of grammar affects language skills, one of which is translation. Grammar and translation are closely related because good grammar comprehension and application are essential for producing accurate, clear, and comprehensible translation. Translation is not limited to transferring the lexical meaning of individual words from one language to another. Instead, it is a complex process that involves conveying the intended meaning by considering various aspects, including word choice, grammatical structure, communicative context, and the cultural background of the source text. Therefore, a successful translation should achieve equivalence between the source text and the target text, ensuring that the original message is accurately and appropriately conveyed (Nugroho, 2007). This greatly affects the quality of the translations produced by students. Grammar serves as the foundation for constructing correct sentence structures in both the source and target languages. Grammatical errors can cause distortion of meaning, ambiguity, or even misunderstanding in the translation, especially in technical or scientific texts that demand high precision (Nurdin et al., 2024).

Students' low ability to apply grammar rules is one of the problems when translating. Students tend to translate texts literally without paying attention to the grammar of the target language, namely English, whose grammatical elements are very different from Indonesian. Differences in grammatical structure between languages (e.g., word order, tenses) require translators to make grammatical adjustments or transformations to preserve meaning. Mastery of grammar greatly

determines the quality and accuracy of translation results. Grammar is not only a set of rules, but also an important tool for maintaining meaning, clarity, and acceptability in the translation process.

Based on language transfer theory (interlingual and intralingual transfer), translation errors are often caused by limited grammar mastery and the influence of L1 structure. Many students still use word-for-word translation methods, which result in low translation accuracy. The application of grammar can provide accuracy in meaning and nuance intended by the writer or speaker.

Translation is used selectively by English teachers in class to explain difficult concepts and grammar, and to increase students' metalinguistic awareness. Translation also functions as a thinking tool and social mediation in foreign language learning at many text type. One of them is narrative text. Narrative text is a type of text that tells a series of events, both real and fictional, with the main purpose of entertaining, conveying a moral message, or building social understanding. Narrative text is a type of text that tells a series of events, both real and fictional, with the main purpose of entertaining, conveying a moral message, or building social understanding. Because narrative text tells a sequence of events, this text is closely related to the concept of time, the use of specific verb forms, and other grammatical elements. Therefore, mastery of grammar is closely related to the quality of translation, especially in narrative texts.

This study aims to ensure that students do not understand a text based solely on word-for-word translation, but also realize that learning grammar is important and greatly affects the quality of their translations. Therefore, with this study,

students are expected to pay attention to grammar concepts in their translation process.

B. Formulation of the Problems

Based on the background of the study, the writer formulates the problem statements as follows: What is the correlation between grammar mastery and translation competence?

C. Objectives of the Study

As stated in the research problem, the objective of the research are to find the impact of grammar mastery and student's competence in translation and the correlation between grammar mastery and the translation competence especially in narrative text.

D. Significances of the Study

1. Theoretical Significance

This study was conducted to determine whether there is a strong relationship between grammar mastery and translation skills among students. This is reinforced by the fact that grammar and translation are still part of the current curriculum. Therefore, this study can be used as a reference for teachers in determining the appropriate teaching methods based on the findings of this study. Especially for narrative texts that have distinctive linguistic characteristics such as the simple past tense, action verbs, adverbs of time, and the use of direct sentences, grammar is the main foundation for narrative texts to be translated well, easily understood, and effectively convey their meaning.

2. Practical Significance

The large number of students who still translate word by word made researchers realize that not many students are aware of the relationship between grammar and the translation process. This research aims to make teachers more aware of translation learning that is integrated with grammar concepts. In addition, teachers are also expected to be able to determine the appropriate methods for teaching translation and grammar.

E. Definition of Terminologies

1. Grammar Mastery

The Greek word *grammatike* (*techne*), which means “art of letters” and refers to “philology and literature is where the word “grammar” originates. It may have originated from the Greek term “gramma”, which means “letter”, the Latin word “grammatica”, which means “grammar”, “philology”, and the Old French word “gramaire”, which means “grammar”, “learning”. Linguistics defines grammar as the collection of structural rules that influence how sentences, clauses, and phrases are constructed in a given language (Babu, 2020). In other research grammar also define as the study of the system of language that show the arrangement of the word that include pr onunciation, meaning of words, and history of words or etymology (Azizah et al., 2022). Grammar state as the set rule of what people speak and write (Cook and Sutter, 1980 in Yuliawati, 2018).

From these definitions, grammar mastery is the ability to understanding to apply the rules of system language in speaking or reading. In language learning research, "grammar mastery" refers to a learner's capacity to comprehend and apply grammar rules, such as sentence structure, proper word forms, and elemental arrangement, in order to generate accurate and meaningful sentences in

the target language (e.g., English). It entails using grammatical principles correctly in both writing and speaking in addition to simply understanding them (Yuliawati, 2018).

2. Translation Competence

In general translation competence define as the translator ability to transfer language of the text from the source language to the target language accurately, precisely, and satisfactory by due regard to the linguistic aspect, cultural knowledge, and the translation strategies (Yao, 2024). Translation competence included in multidimensional abilities which require not only language skills but also cultural, textual, and strategic skills that enable translators to produce high-quality translations appropriate to the context of communication.

In education context, translation competence defines as a competence that developed through and training, that include language knowledge, translation strategy, and also culture knowledge to produce accurate translation (Salamah, 2021). In this study, translation competence refers to the student's ability to apply their grammar understanding and skill in their translation process.

From several statements above, it can conclude that translation competence is a multidimensional ability that goes beyond mere language mastery. It requires the integration of linguistic knowledge, cultural understanding, and appropriate translation strategies in order to produce translations that are accurate, precise, and contextually appropriate. This competence is not something that translators are born with, but rather a skill that

can be developed through continuous learning and practice, particularly in an educational context. In line with this understanding, the present study defines translation competence as students' ability to apply their grammatical understanding and skills throughout the process of translating a text.

3. Narrative Text

Oxford Advance Learner's Dictionary define narrative text as the text that tell the act or process of feeling a tale that describes events, particularly in a novel or story (A. S. Hornby in Faculty, 2016). According to Otong Setiawan, type of text that tells a story of legend and resolution in order to entertain and amuse readers (Faculty, 2016). Pardiyo give his opinion about narrative text as a story that discusses past activities or events that are problematic and teach readers a lesson (Faculty, 2016). According to the Curriculum 2004, a narrative text is one of the texts that serves to entertain, amuse, and deal with actual or various experience in different ways (Faculty, 2016).

From the definitions above we can conclude that narrative text is a text that tells how an event occurred, including the problem, solution, and sequence of events, with the aim of entertaining and conveying a message to the reader.

Anderson state that these are four generic structures of the narrative text (Faculty, 2016). There are:

a. Orientation/ exposition

The primary characters and sometimes a few supporting characters are introduced to the readers here. Usually, there is some indication of the location and time of the action.

b. Complication

A number of serious situations, during which we typically anticipate a problem or complication of some kind, push the complication along. The primary characters will be complicated, and the oven will (temporarily) prevent them from accomplishing their objective.

c. Climax

Here, the narrator describes the character's response to the problem. It encompasses their emotions and actions. The events might be recounted using flashbacks or chronological sequence, which is the order in which they occur. The narrator's perspective is presented to the audience.

d. Resolution

The implication/ problem may be resolved better or worse, but usually it is rarely completely unresolved.

e. Reorientation

This the optional part. This part contains closure of the event.

According to the Otong Setiawan Djauhari, language future of the narrative text includes:

1. nouns
2. individual participant
3. past tense
4. conjunction
5. action verb
6. saying verb.