

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF STUDENTS' MASTERY ON PHRASAL VERBS
ON THEIR TRANSLATION SKILL OF THE FOURTH SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN
METRO**



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

1442 H/ 2021 M

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METRO**

**Presented as a Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Department**

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

The Title : THE INFLUENCE OF STUDENTS' MASTERY ON
PHRASAL VERBS ON THEIR TRANSLATION SKILL OF
THE FOURTH SEMESTER STUDENTS OF ENGLISH
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: THE INFLUENCE OF STUDENTS' MASTERY ON PHRASAL VERBS ON THEIR TRANSLATION SKILL OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO written by: DEBI KHOLIA HARTINI, Student Number 1601070074, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, April 15, 2021 at 13.30-15.00 p.m.

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**THE INFLUENCE OF STUDENTS' MASTERY ON PHRASAL VERBS
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METRO**

ABSTRACT

BY:

DEBI KHOLIA HARTINI

The main aim of this research was to know whether students' mastery on phrasal verbs influences the students' translation skill at the fourth semester students of English Education Department at IAIN Metro. The researcher investigated whether any positive and significant influence of students' mastery on phrasal verbs influences the students' translation skill at the fourth semester students of English Education Department at IAIN Metro.

The method of this research was quantitative research in the form of pre-experimental design carried out at the fourth semester in English Education Department at IAIN Metro. The population of this research was the fourth semester students. The sample of this research was 25 students in the fourth semester in English Education Department at IAIN Metro. In collecting data, the researcher used test (pre-test and post-test), and documentation.

The result of this research, show that the result of sig. 2 tailed in this research is 0.00. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of students' mastery on phrasal verbs in translation skill.

Keywords: phrasal verbs, translation skill, quantitative research.

PENGARUH PENGUASAAN PHRASAL VERBS SISWA PADA KEMAMPUAN TERJEMAHAN PADA SISWA SEMESTER EMPAT JURUSAN PENDIDIKAN BAHASA INGGRIS DI IAIN METRO

ABSTRAK

Oleh:

DEBI KHOLIA HARTINI

Tujuan utama penelitian ini adalah untuk mengetahui apakah penguasaan phrasal verbs siswa mempengaruhi kemampuan terjemahan siswa di siswa semester empat jurusan pendidikan Bahasa Inggris di IAIN Metro. Peneliti mencoba menyelidiki apakah ada pengaruh positif dan signifikan dari penguasaan phrasal verbs siswa mempengaruhi kemampuan terjemahan siswa di siswa semester empat jurusan pendidikan Bahasa Inggris di IAIN Metro.

Metode penelitian ini adalah penelitian kuantitatif dengan desain pra-eksperimental yang dilakukan di siswa semester empat di IAIN Metro. Populasi penelitian ini adalah siswa semester empat. Sampel penelitian ini adalah 25 siswa semester empat jurusan pendidikan Bahasa Inggris di IAIN Metro.

Berdasarkan hasil penelitian, menunjukkan bahwa hasil sig. 2 tailed dalam penelitian ini adalah 0,00. Jelas bahwa jika probabilitas atau Sig. > α (0,05), hipotesis alternatif (H_a) diterima. Ini berarti bahwa ada pengaruh positif dan signifikan dari variabel X pada variabel Y. Dengan kata lain, H_a diterima dan H_0 ditolak. Oleh karena itu, disimpulkan bahwa penelitian ini berhasil membuktikan bahwa ada pengaruh positif dan signifikan dari penguasaan phrasal verbs siswa pada kemampuan terjemah.

Kata kunci: phrasal verbs, kemampuan terjemah, penelitian kuantitatif.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, 28th January 2021
The writer



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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan di sebutkan dalam daftar pustaka.

Metro, 28 Januari 2021

Penulis



DEBI KHOLIA HARTINI

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MOTTO

وَمَا مُحَمَّدٌ إِلَّا رَسُولٌ ۖ قَدْ خَلَتْ مِنْ قَبْلِهِ الرُّسُلُ أَفَإِنْ مَاتَ أَوْ قُتِلَ انْقَلَبْتُمْ عَلَى

أَعْقَابِكُمْ وَمَنْ يَنْقَلِبْ عَلَى عَقْبَيْهِ فَلَنْ يَضُرَّ اللَّهَ شَيْئًا ۗ وَسَيَجْزِي اللَّهُ

الشُّكْرِينَ

“And Allah will give reward to those who are grateful”. *QS. (Ali Imran: 144)*

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

Allah SWT

My beloved parents,

(Mr. As Kholil and Mrs. Titin Suhartini)

My sponsor and co-sponsor

(Ahmad Subhan Roza, M. Pd and Ning Setio Wati, M. Pd)

My lovely friends, who always support me by giving the wonderful motivation to me,

My beloved almamater State Institute for Islamic Studies of Metro

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Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled “The Influence of Students’ Mastery on Phrasal Verbs on Their Translation Skill of the Fourth Semester Students of English Education Department at IAIN Metro”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunity, the researcher would like to express her deepest gratitude especially to:

1. Dr. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
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3. Ahmad Subhan Roza, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
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The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, January 28th 2021



Debi Kholia Hartini
1601070074

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the best choices for anyone to improve their communication skills. In certain countries, individuals use English as a second language and use languages to connect every day. English is the official language for business communications in most countries today. Nobody may deny the effects of globalization on culture and business. It has truly changed the way we communicate with people all over the world. There are four language skills (reading, writing, speaking, and listening) for learning English. Furthermore, learning English is not without understanding the meaning. The process of understanding the meaning is more likely in translation.

The translation is the mechanism by which the meaning of a text in one language is transferred or replaced by a text in another language.¹ Also, Bassnet says that “translation involves the rendering into the target language of a source language (SL) text.”² The significance of translation learning for students is to understand the nature of the communication feature, in addition to the concept of translation. Therefore, it can simply be said, based on the above argument, that translation is the method of

¹Fadhil Muhammad, M. Zaim, and An Fauzia Rozani Syafei, ‘An Analysis of Methods of Translation Used by the Third Year Student of English Department of Universitas Negeri Padang in Translating Short Narrative Text from English to Bahasa Indonesia’, *English Language Teaching Study Program of FBS Universitas Negeri Padang*, E, 6 (March 2017): 382.

²Susan Bassnett, *Translation Studies*, 3rd ed. (London and New York: Routledge Taylor & Francis Group, 2002), 12.

transmitting the meaning of one language and finding an equivalent meaning in the other language to get the message that is being transmitted.

In the study, the translation has a role among which one is the grammar. Grammar is formal multidimensional mechanisms and functional systems forms of signaling to mean in different ways at different times.³ It means grammar is one of the systems or underlying principles that describes the structure of language and meaning. Besides, from the grammar, we can understand a good meaning that doesn't fall apart from the grammar. Furthermore in learning grammar, grammar has several important passages one of them is 'phrasal verb' in the translation context.

A phrasal verb is either phrase consisting of a combination of verbs between preposition, adverb, or both, has a single meaning though separate parts of the word.⁴In addition, Basil Hatim and Jeremy Munday say that these levels include the level of the term, collocation, idiom, structure of knowledge, cohesion, and pragmatics.⁵So from this statement above, the writer assumes that the phrasal verb is an important thing and one of the aspects should be mastery by the students in teaching the English process.

³Mohammad Alzu'bi Akram, 'Effectiveness of Inductive and Deductive Methods in Teaching Grammar', *Australian International Academic Centre, Australia* 6 (2 April 2015): 187, <http://dx.doi.org/10.7575/aiac.all.v.6n.2p.187>.

⁴Mark Koprowski, 'Investigating the Usefulness of Lexical Phrases in Contemporary Coursebooks', *Oxford University Press* 59 (4 October 2005): 322–23.

⁵Basil Hatim and Jeremy Munday, *Translation (An Advanced Resource Book)* (London and New York: Routledge Taylor & Francis Group, 2004), 22.

Moreover, the researcher had investigated the students' translation skill problem by conducting a pre-survey among the students of the fourth-semester in English Education Department at IAIN Metro. The pre-survey is done on Friday, April 24th, 2020, based on the students' of the fourth semester result on data of translation analysis of the task that students' answer of phrasal verbs in translation. Data on students' translation problems obtained from the analysis of the task that students' answer. Data on students' translation problems obtained from the pre-survey were evaluated based on the translation assessment that include accuracy and readability assessment. The students' should achieve grade good to be categorized in complete assessment. The categorization of translation skill of the fourth semester in English Education Department at IAIN Metro is shown in the following table:

Table 1
Data of the student's translation skill of the fourth semester of
class C of the English Education Department Program at IAIN
Metro in the Academic Year of 2020/2021

No	Name	Accuracy		Readability	
1	A	2	Fair	1.4	Bad
2	AALS	2.3	Fair	1.3	Bad
3	AFD	1.2	Bad	1	Bad
4	AML	1.8	Fair	1.3	Bad
5	AMS	2.4	Fair	2.2	Fair
6	ASDL	2.7	Good	1.2	Bad
7	AS	3	Good	1.4	Bad
8	BA	2.8	Good	1.1	Bad
9	CDP	1.6	Fair	1.4	Bad
10	DSI	2.7	Good	1.3	Bad
11	DM	2.5	Fair	1.1	Bad
12	ENYS	2.9	Good	1.2	Bad
13	EIT	2	Fair	1.3	Bad
14	EN	1.3	Bad	1.2	Bad

15	FF	2.4	Fair	1.2	Bad
16	FM	1.8	Fair	1.2	Bad
17	IA	1.9	Fair	1.3	Bad
18	MFA	2.2	Fair	1.4	Bad
19	MF	2.7	Good	1	Bad
20	MRTS	2.6	Good	2.5	Fair
21	NPR	1.5	Fair	1.3	Bad
22	VAN	3	Good	2.4	Fair
23	WD	2.8	Good	2.1	Fair
24	YM	2.6	Good	2.3	Fair
25	ZE	2.9	Good	2.5	Fair

(Source: Score List from the Analysis of the task that students' answer given by the English Teacher on April 24th, 2020)

By the end of the data pre-survey, data had been collected from 25 students, 2 of whom got score bad, 12 of who got score fair, and 11 of whom got score good in accuracy assessment, besides that in readability assessment 18 of whom got score bad, and 7 who got score fair. Thus, based on the above explanation, the researcher assumes that in the English Education Department of the IAIN Metro, the term that cannot be translated word for word induced by the different levels of English phrasal verbs is difficult to understand by most of the students in the fourth semester. It deals with the form or arrangement of the words. Therefore, it is important to determine what a word is, whether or not it is the primary unit of meaning in language, what meaning it may express, and how languages differ from the way they, but not others, tend to express certain meanings. For instance, when learners translate a single word or it can stand alone, they can search for a dictionary to get a meaning.

The researcher presents three previous studies that endeavor to incorporate these different areas of research to offer broader and more

beneficial guidelines for students. First, it comes from Dwi Indah Mutiara S, Ahmad Sofwan, and Pasca Kalila, the study focus on describe the techniques used in the Totto-Chan novel for translating phrasal verbs, locating the phrasal verbs in SL to TL, and describing the translation accuracy of the phrasal verbs.⁶Second, the study focuses on the research process, I Dewa Ayu Devi Maharani Santika, I Gusti Vina Widiadnya Putri, and Ni Wayan Suastini, the study focus on the research method which used qualitative research to evaluate the data using descriptive analysis to find variant terms in choosing the equivalents of the given phrasal verbs.⁷The third study was written by Cagri Tugrul Mart focus of such studies in the presentation of phrasal verb through context to improve the students' level of understanding teaching phrasal verb in translation.⁸ This paper thus attempts to advance the ideas of Dwi Indah Mutiara S, Ahmad Sofwan, and Pasca Kalila, focus on finding the phrasal verbs in the SL to TL and identify translation quality of the phrasal verbs. Such as focus on choosing the equivalents of the phrasal verbs given, like I Dewa Ayu Devi Maharani Santika, I Gusti Vina Widiadnya Putri, and Ni Wayan Suastini. Moreover, Cagri Tugrul Mart by focusing improves the students' level of understanding teaching phrasal verbs in translation.

⁶Dwi Indah Mutiara S, Ahmad Sofwan, and Pasca Kalisa, 'An Analysis of English Phrasal Verb Translation in Totto-Chan Novel: The Little Girl at The Window', *Universitas Negeri Semarang*, n.d., Agustus 2017.

⁷I Dewa Ayu Devi Maharani Santika, I Gusti Vina Widiadnya Putri, and Ni Wayan Suastini, 'The Translation of Phrasal Verbs into Indonesia', *Politeknik Negeri Bali* 2, no. 1 (June 2018).

⁸Cagri Tugrul Mart, 'How to Teach Phrasal Verbs', *Ishik University* 5 (1 June 2012).

In addition, the mastering phrasal verb is one of the requirements to make the students easier to learn spoken in English as well as easier students in translating. In translating, the writer assumes that students have a low performance to the differentiated purpose of phrasal verb in sentences. Most students must have English grammar competence, especially in translation. Because without having English grammar competence they will not be able to make a good translation in English and understands the meaning of the sentences. Furthermore, besides having English grammar competence, the students have to knowledge changing one language to another language to operate with grammatical structure and lexical items at various stages in the translation process. So from this statement, in the process of translation, we have to make sure every sentence or paragraph that we translate is readable and coherent.

Therefore, in this research, the researcher would like to study with the title "The Influence of Students' Mastery on Phrasal Verbs on their Translation Skill of the Fourth Semester Students of English Education Department at IAIN Metro".

B. Problem Identification

Considering the background of the study that has been presented above, the writer identifies the problems as follows:

1. The students have a low ability on phrasal verbs.
2. The students were passive to used phrasal verbs in translation.

3. The students were difficult to explore their phrasal verbs in translation.

C. Problem Limitation

The researcher narrowed the problem in the study based on the examination of the impact of student mastery on phrasal verbs on the communication skills of the student from the problem formulation above. The investigator only analyzes the fourth-semester students of English Education Department at State Islamic Institute of Metro (IAIN) as the focus of the analysis.

D. Problem Formulation

The problems that will be studied in this research are formulated as follows:

1. Is there any a significant influence of student's mastery of phrasal verbs on their translation skill at the State Islamic Institute of Metro for the fourth-semester students of the English Education Department?

E. Objectives and Benefits of the Research

1. Objectives of the Research

The objectives of the research are to figure out: (1) to know whether there is any influence of student's mastery of phrasal verbs on their translation skill for the fourth-semester students of the English Education Department at the State Islamic Institute of Metro.

2. The Benefit of the Study

a. For the students

Such research can be useful in learning phrasal verbs, especially in translation, as knowledge.

b. For the lecturers

This research can be useful in teaching translation phrasal verbs as additional knowledge, especially in translation.

c. For others researchers:

The outcome of this analysis can be used in performing a study related to phrasal verbs as knowledge or guide.

F. Previous Research

This research will be carried out by considering some prior researchers.

1. The First Prior Research

“Dwi Indah Mutiara S, Ahmad Sofwan, and Pasca Kalisa performed the first previous research with the research title ”An Analysis of English Phrasal Verbs Translation in the Totto-Chan Novel: the title girl at the window”. The aims of the first previous

study are (1) to define the techniques used in the totto-chan novel verb to translate phrasal verb (2) To explain in the totto-chan novel the consistency of the phrasal verb translation. A descriptive qualitative approach is the type of analysis used in the first previous study. The data are analyzed by finding the phrasal verbs in the source language and the target language. Centered on Mona Baker's theory, the translation strategies are studied. The researcher, meanwhile, uses the principle of Nababan to consider the translation consistency of the phrasal verbs. The outcome of the first previous research shows that (1) there are 35 data translated using a similar meaning and form idiom, 155 phrasal verbs translated using a similar meaning idiom but a different form, 5 phrasal verbs translated by paraphrase, and 5 phrasal verbs are translated by omission; it indicates that the most technique used to use the idiom of similar meaning but the different form (2) is 80.67 percent of the accuracy level of the translation of this novel's phrasal verbs, suggesting that the translation is correct, The level of acceptability is 83.17%, which tells us that the translation is acceptable, and the level of readability is 92.33%, which reveals that the translation of this novel is highly readable.

There are similarities and variations between the first previous study and this study. In the research subject, the similarity between the first prior research and this research lies. In the analysis process and the study sample, the distinction between this analysis and the first

prior research lies. Quantitative analysis is the research the approach used in this study. Although qualitative analysis is the method of study from the first prior studies. Students in the fourth semester of the English Education Department at the State Islamic Institute of Metro will engage in the study sample. The data is analyzed by identifying the phrasal verbs in the source language and the target language while a sample of the first previous research using the data. Centered on Mona Baker's theory, the translation strategies are studied. The researcher, meanwhile, uses the principle of Nababan to consider the translation consistency of the phrasal verbs.⁹

2. The second prior research

I Dewa Ayu Devi Maharani Santika, I Gusti Vina Widiadnya Putri, and Ni Wayan Suastini conducted the second previous research, with the research title “The translation of phrasal verbs into Indonesian”. A qualitative study that used descriptive analysis to interpret the data is the research approach used in the second previous research. The data were translations of an English text into the Indonesian language made in some private schools in Denpasar by primary school teachers. The results of the second previous study are (1) in choosing the equivalents of the phrasal verbs given, there were variant words. (2) Most of the equivalents of the phrasal verbs were important in the source language with their baseline meaning. (3) Translation by more neutral/ less

⁹Mutiara S, Sofwan, and Kalisa, ‘An Analysis of English Phrasal Verb Translation in Totto-Chan Novel: The Little Girl at The Window’.

expressive terms was the usual technique used; where the equivalents chose to have less expressive terms than in the source of their language, but where their meanings are similar to the meanings in the source language.

There are similarities and differences between the second previous study and this research. In the research subject, the similarity between the second prior research and this research lies. In the analysis process and the study sample, the distinction between this analysis and the second prior research lies. The research methodology used in this study is quantitative analysis. Even though the method of study from the second previous research is qualitative analysis. The study sample will be performed by students in the fourth semester of the English Education Department at the State Islamic Institute of Metro. A sample of the second previous study using the findings was the translation of an English text into the Indonesian language by primary school teachers in some private schools in Denpasar.¹⁰

3. The Third Prior Research

The third previous study was performed by Yudi Juniardi, John Pahamzah, and Dwiki Harimurti with the research title “An Analysis of Students’ Phrasal Verbs Translation at English Department of Sultan Ageng Tirtayasa University”. The goal of the third previous research is to find out the translation techniques of the students about

¹⁰Santika, Putri, and Suastini, ‘The Translation of Phrasal Verbs into Indonesia’.

the phrasal verbs whether or not they are aware that the translation of phrasal verbs involves an understanding of the nature of the combination of the verbs and particles that create them and how precise their translation is. In this study, the research approach used in the third prior research is a descriptive qualitative methodology and performed a test to obtain translation data from students. The students in the fifth semester of the English Education Department, Untirta Serang, are a sample of the third prior study. The outcome of the third previous study indicates that students use literal and semantic translation to translate phrasal verbs, and with 83 percent, the most prevalent form used by students is semantic translation.

There are similarities and distinctions between this study and the third prior research. The similarity between the third previous research and this research lies of the research topic. The difference between this analysis and the third previous study lies in the testing method and the study sample. The research methodology used in this study is quantitative analysis. Despite the qualitative study from the third previous research in the type of science. In the fourth semester of the English Education Department at the State Islamic Institute of Metro, the study sample would include students. While the fifth semester

students of the Department of English Education, Untirta Serang, are a sample of the third previous research.¹¹

¹¹Yudi Juniardi, John Pahamzah, and Dwiki Harimurti, 'An Analysis of Students' Phrasal Verbs Translation at English Department of Sultan Ageng Tirtayasa University', *TransCan Prceedings*, 2016.

CHAPTER II

THEORETICAL REVIEW

A. Concepts of Mastery

The writer will give a brief description of mastery before analyzing the phrasal verbs and the translation. Mastery is a great skill or knowledge; control or power.¹² The other definition of mastery is full command or understanding of a subject is complete; excellent ability; expertise; command power; control; victory or supremacy.

B. Concepts of Phrasal Verbs

1. Definition of Phrasal Verbs

In English, we sometimes found that there is a verb accompanied by preposition while it has a completely different meaning, and we call it a phrasal verb. According to McCarthy and Felicity, phrasal verbs are verbs that consists a preposition, adverb, a verb, and two particles to look forward to or as in getting on with.¹³ It means that phrasal verb is a verb that comes with preposition or adverb. In the same line, Gairns and Redman state in their book that phrasal verbs have three words that consist of a base verb and at least one particle (preposition or adverb).¹⁴

¹²A. P Cowie and Alan Evison, *Oxford Learner's Pocket Dictionary* (Oxford: Oxford University Press, 1989), 230.

¹³Michael McCarthy, Felicity O'Dell, and Cambridge University Press, *English Phrasal Verbs in Use: Advanced: 60 Units of Vocabulary Reference and Practice: Self-Study and Classroom Use* (Cambridge [i pozostałe: Cambridge University Press, 2017), 6.

¹⁴Ruth Gairns and Stuart Redman, *Idioms and Phrasal Verbs: Advanced; [Ideal for Self-Study]*, Oxford Word Skills (Oxford: Oxford University Press, 2011), 5.

Furthermore, Downing and Locke say that a phrasal verb is a combination of two words consisting of both lexical and particle-like; *calm down, bring up, find out, give away, and hang up*.¹⁵In line with Redman, Redman states that a verb that combines an adverb or preposition is a phrasal verb.¹⁶In other words, Azar said that the term phrasal verb refers to a combination between verb and preposition to produce a special meaning.¹⁷

There are many definitions of phrasal verbs which are mentioned above, it can be concluded that a phrasal verb is a verb that combines with a preposition and/ or adverb which given a different meaning to the verb. The meaning sometimes cannot be guessed word by word and sometimes can be understood by guessing from the context. For example: “look after” if we translate it word by word, it will become “melihat setelah” but the real meaning is ”merawat”.

2. Types of Phrasal Verbs

Based on Scott Thornbury’s phrasal verb has four types to being mastery of phrasal verb, so it so very important to learn the differences about it. The first is intransitive, intransitive means don’t have a direct object. The second is transitive separable, transitive separable means we can separate the words and put the direct object in the middle. The

¹⁵Angela Downing and Philip James Locke, *English Grammar: A University Course*, 2. ed (London: Routledge, 2006), 336.

¹⁶Stuart Redman, *English Vocabulary in Use: Pre-Intermediate and Intermediate* (Cambridge, U.K: Cambridge University Press, 1997), 36.

¹⁷Betty Schramper Azar, *Understanding and Using English Grammar*, 2nd ed (Englewood Cliffs, N.J: Prentice Hall Regents, 1989), 26.

third is transitive inseparable, transitive inseparable means we can take a direct object but we cannot infix that direct object in the middle of phrasal verbs, and the last is three parts phrasal verbs, three parts phrasal verbs means last parts to easily understand learn the classify or the differences of phrasal verbs.¹⁸

3. Classified of Phrasal Verbs

According to Gethin that who is classified of phrasal verbs in two types, namely;¹⁹

- a. The adverbial phrasal verb means a verb that is a combination of adverbial particles with a formula that produces a new vocabulary.
 1. The particles are better if comes before or after the noun object, even though preempt the noun object but is included in the long modification between phrasal verbs and clause. For example:
 - I **looked up** the word in my dictionary. I **looked it up** in my dictionary.
 - She **switches off** the light. Or she **switches** the light **off**.
 2. Particles come after the object when they have a personal trait like me or you and those who have an infinite

¹⁸Scott Thornbury, *How to Teach Vocabulary*, 13.impr (Harlow: Longman, Pearson Education, 2013), 123.

¹⁹Hugh Gethin, *Grammar in Context: Proficiency Level English*, New ed., reprinted (London: Collins, 1991), 133.

pronoun and stand for the noun used with a/an. For example:

- My mom in the market now, so I pick my mom up.
- I buy a science book. Every Monday the science book He brings one round for me.

3. The phrasal verbs imitate personal pronouns directly, while it precedes nouns, the same is true of an adverbial particle. For instance:

- The Principles have begun to incorporate new guidelines for 2021.
- I'm happy it didn't put all the students together at once.

b. Prepositional phrasal verbs

A prepositional phrasal verb is often a verb in which a preposition and an adverb are merged.²⁰ The preposition comes before the object in the prepositional phrase, even though the pronoun is an adverbial mixture of particles in a three-word phrasal verb or not.

4. Word Order of Phrasal Verbs

There are two other types of classifying on phrasal verbs based on Betty Azar, as follows:

²⁰Gethin, 133.

- a. A separable phrasal verb is a verb that is separated by the objects.

For example:

- 1) **I call** someone to pick me up.
- 2) **I call in** someone to pick me up.

- b. A non-Separable phrasal verb is a transitive phrasal verb that does not allow an object in the phrasal verb to be placed between the verb and particle in a sentence. For example:

- 1) **I ran into** my mom at the airport yesterday.
- 2) **I ran into** her at the airport yesterday.²¹

C. Concept of Translation Skill

1. Definition of Translation

There are several hypotheses about translation today. Newmark noted that translation converts the meaning of a text into another language by translating it according to the wishes or intentions of the author.²² This definition emphasizes the translation into the target language text of the meaning of the source language text as what the author wants or intends to do. Then, Lawrence said that by using a bookmark chain to form a source-language text, translation is the translation that is replaced with the power of interpretation in the target language.²³ This implies that the translator has attempted to recreate the source language message into the target language. Catford

²¹Azar, *Understanding and Using English Grammar*, 26.

²²Peter Newmark, *A Textbook of Translation* (New York: Prentice-Hall International, 1988), 5.

²³Lawrence Venuti, *The Translator's Invisibility: A History of Translation* (London; New York: Routledge, 1995), 17.

also said that translation is a method of substituting textual material for identical textual material in one language (SL) in another language (TL).²⁴ In addition, Bell notes that translation, to maintain the language of semantics and the term form, is another representation of a language (or target language) of what has been conveyed from a language different from a previous language or source.²⁵ This implies that translation is a system by which one language is replaced by an expression meaning with a semantic language and a word form. In the context of some socio-cultures, Hatim and Munday say that translation is the process of transposing a written text from SL to TL, which is the product of the translators who translate.²⁶ Translation may be said to be a procedure carried out by the translator to pass the data to other individuals.

It can be inferred, based on the above definitions, that translation is an attempt to transform the SL text into TL; the purpose of the translation is the same as that of the author. Therefore, translation in this study means that the meaning and style of each language are included in the translation process from the English language into the Indonesian language.

²⁴J. C. Catford, *A Linguistic Theory of Translation: An Essay in Applied Linguistics*, 5th impr, Language and Language Learning 8 (Oxford: Oxford Univ. Press, 1978), 20.

²⁵Roger T. Bell and Christopher Candlin, *Translation and Translating: Theory and Practice*, Applied Linguistics and Language Study (London ; New York: Longman, 1991), 20.

²⁶Hatim and Munday, *Translation (An Advanced Resource Book)*, 6.

2. Types of Translation

The translator should know the types of translation. Because by knowing the types of translation, the translator can decide which type is more appropriate to translate the source-language text. In his article on Linguistic Aspects of Translation, Roman Jakobson on Bassnett distinguished three types of translation:

- a. Intralingual translation or rewording requires the transformation of the text into another text depending on the meaning of the translation; all texts are written in the same language.
- b. The right interlingual translation or translation is to rewrite the mean or message of the source language to the target language by the translator
- c. Intersemiotic translation or transmutation it scopes of interpretation a text into different form or system.
- d. (Interpretation of verbal signals by nonverbal symbol systems signals).²⁷ Intralingual translation thus refers in the same language to reorganization. For example, we may write or explain when we rephrase an expression in the same language to clarify something. Intersemiotic translation happens when there is a translation of the written language. In music, video, or painting, for instance.²⁸ For Jakobson, 'interlingual' translation is 'proper

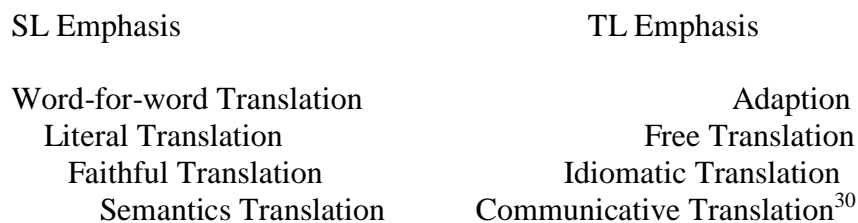
²⁷Bassnett, *Translation Studies*, 23.

²⁸Jeremy Munday, *Introducing Translation Studies: Theories and Applications* (London; New York: Taylor & Francis e-Library, 2010), 5, <http://site.ebrary.com/id/10370235>.

translation' between two verbal languages (e.g. Chinese and Arabic, English and Spanish).²⁹

3. Method of translation

As we know that method is a manner or form of procedure to accomplishing something. It means that the translation method is a way or procedure to translate something. Newmark divided the method of translation into two perspectives; those are source language (SL) emphasis and target language (TL) emphasis. Emphasis will consist of four methods. Newmark put all the methods into a flattened V diagram below:



Focus on the source language means that the process of translation follows the structure, lexis, and culture of the source language; while focus on the target language means that the process of translation follows the structure, lexis, and culture of the target language so that it is more understandable.

a. Source Language Emphasis

1) Word-for-word Translation

²⁹Jeremy Munday, *The Routledge Companion to Translation Studies* (London; New York: Routledge, 2009), 6.

³⁰Newmark, *A Textbook of Translation*, 45.

This method transforms SL from word to word into TL. There is no change in the SL word-order and the word is clearly translated using the identical meaning in TL.

2) Literal Translation

This method is simply by translating the text from SL into TL literally. The SL grammatical structures are converted into the nearest TL equivalent words but it is still translated literally.

3) Faithful Translation

In faithful translation, this method tries to translate the word into TL but it still keeps the grammatical structure from SL. It sometimes translates feels awkward.

4) Semantics Translation

This method is the same with faithful translation but the differences are more accurate. After all, it does not keep SL grammar, more aesthetic. After all, it looks more natural as a result, more flexible because it allows the translator's intuitive empathy with the original.

b. Target Language Emphasis

1) Adaptation

In translation, this is the "free" form and is typically used in plays and poetry. Typically the themes, characters, plots stay the same, but the culture of SL is transformed into TL culture and the text is rewritten.

2) Free Translation

This is the second method in target language emphasis. This method usually paraphrases and reproduces the content but it is not the same with the original form.

3) Idiomatic Translation

This method reproduces the "message" from the source language, but the wrong interpretation seems to be given. It occurs because colloquialisms and idioms in TL that do not exist in SL are used by the translator.

4) Communicative Translation

This method attempts to produce the text with the exact meaning from SL into TL so that the text will be acceptable and comprehensible to the reader.

4. The Procedures of Translation

In translation, there are some procedures that we have to know, those are:

a. Translation

It means that rendering sound or changing the alphabet from SL into TL.

b. Borrowing

This is the procedure that keeps the SL word because there is no equivalent word in TL.

c. Literal

It is systemic and conceptual communication, one-to-one.

Borrowing and word-for - word translation may be part of it.

d. Transposition

This procedure is to try to replace the grammatical structure from SL into the grammatical structure in TL so it will have the same meaning. For example: "How are you?" is translated into "Bagaimana kabar mu?"

e. Modulation

This procedure changes the lexical elements. Modulation and transposition are two primary translation processes and can take place at the same time. For example: "No Smoking" is translated into "Dilarang merokok"; with "Dilarang" the word "No" has modulation.

f. Adaptation

When the other is not appropriate, this technique is used. Adaptation, even though it is not similar, using a situation analogous to the SL situation. For instance, "sandal" is an adjustment to "sandal".

g. Omission

When there is no translation from SL into TL, the part will be omitted. For example: "lack of confidence" is translated into "kurang percaya diri". The word "of" is omitted.

h. Adding

This is the process of translation to find the equivalent meaning of SL by adding the specific word to TL. It can happen because of grammatical differences between SL and TL. For example: “Saya penari” translated into “I am a dancer”. The word “a” is an addition from TL.

i. Subtraction

This is the opposite of addition. In subtraction, it decreases the text from SL into TL. For example: “sandal jepit” translated into “sandal”. The subtracting word is “jepit”.

j. Expanded

This procedure means that the word will be expanded from SL into TL. For example, the word “rose” translated into “bunga mawar”. The expanded word is “bunga”.

5. Translation Quality Assessment

To evaluate the quality of translation, an evaluation is required. Translation goods are not always successful. There are many errors in interpreting a text occasionally. Readers need to pay attention, therefore, to the translation product. There are several ways of determining a translation's accuracy. There are three aspects in assessing the translation quality such as Accuracy, Readability and

Naturalness aspect.³¹ This research measures the translation from the accuracy, readability, and naturalness aspect.

1. Accuracy Aspect

The most important aspect of translation is accuracy. It becomes one of the factors which determine the quality of translation. According to Roswani Siregar, accuracy means checking whether the meaning of the source text (ST) is similar to the target text (TT).³² Besides that the accuracy in translation has objectives, there are; to check the equivalence of information in a text and to find another problem by comparing SL and TL.³³

In the other Roswani Siregar explains that the result can be said accurate if the meanings are accurately transferred, and it can be said less accurate if the meaning of words transferred accurately but still needs the improvement, and in inaccurate if the source texts are inaccurately transferred into the target language. In some case, Nababan explains the quality category of accuracy in translation as follow³⁴:

- 1) Good : The meaning of words, terms, phrases, clauses, sentences are conveying accurately and there is no distortion of meaning.

³¹Dedy Yulianto, Widhiya Ninsiana, and Subhan Ahmad Roza, 'Investigating English Indonesian Translation of Intransitive Phrasal Verbs in Brown's Principle of Language Learning and Teaching', *Pedagogy Journal of English Teaching* 7 (1 June 2019): 43.

³²Roswani Siregar, *Translation Ideology*, 1st ed. (Pustaka Bangsa Press, 2017), 56.

³³Siregar, 56.

³⁴Yulianto, Ninsiana, and Roza, 'Investigating English Indonesian Translation of Intransitive Phrasal Verbs in Brown's Principle of Language Learning and Teaching', 43.

- 2) Fair : Most of the meaning of the words, terms, phrases, clauses, and sentences has been translated accurately. However, there is still a distortion of meaning or there is the meaning which is omitted that disrupts the integrity of the message.
- 3) Bad : Meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into the target language or even deleted.

2. Readability Aspect

Readability is related to the level of fluency in the target language. Readability deals with how natural and easy a translation is read by the reader. The text is said to be readable if the reader can understand the text easily. In line with the theory from Roswani Siregar explains the criteria in readability have three criteria, as follow: 1) it can be said readable if the text can be understood easily; 2) it can be said less readable if in general, the text can be understood, but there are certain parts should be re-read to comprehend; 3) it can be said not readable if the text is difficult to comprehend.³⁵

In some case, Nababan explains the quality category of accuracy in translation as follow:³⁶

³⁵Siregar, *Translation Ideology*, 2017, 57.

³⁶ Yulianto, Ninsiana, and Roza, 'Investigating English Indonesian Translation of Intransitive Phrasal Verbs in Brown's Principle of Language Learning and Teaching', 43.

- 1) Good : Words, terms, phrases, clauses, and sentences can be easily understood by the reader.
- 2) Fair : Most of the translations can be understood by the reader, but certain parts must be read more than one time to understand the translation.
- 3) Bad : The translation is difficult for the reader to understand.

3. Naturalness Aspect

Naturalness is a test to confirm whether the form of the translated text is natural and equivalent to the TT. In the naturalness aspect, the meaning in ST is conveyed accurately; the meaning in TT uses a standard grammatical pattern and vocabulary, and the translated text should represent an ordinary context in TT.³⁷ Meanwhile, Siregar explains the quality category of accuracy in translation as follow:³⁸

- 1) Good : Translation feels natural; where the technical term has been commonly used and familiar to the reader; while the phrases, clauses, and sentences used are not confirmed with Indonesian standards.
- 2) Fair : The translation feels natural, but consists few uncommon technical terms, or contains slight grammatical errors.

³⁷ Siregar, 57

³⁸ Siregar, 67.

- 3) Bad : Translation feels unnatural, and consisting of technical terms that are uncommonly used and unfamiliar to the reader; the phrases, clauses and sentences do not confirm the Indonesian standard.

Those are the categories for assessing the accuracy, readability, and naturalness aspect of translation in phrasal verbs from English into Indonesian.

D. Hypothesis of the Research

The null hypothesis (Ho) and the alternative (Ha) hypothesis are two types of hypotheses in this quantitative study. The null hypothesis often assumes that the groups being tested will not vary. The alternative hypothesis, by contrast, predicts that there would be a different group. The conditions for the hypothesis test were as follows:

1. Alternative (Ha) Hypothesis

In the fourth-semester students of the English Education Department at IAIN Metro, there is a positive and important effect of the mastery of phrasal verbs by students on the translation skills.

2. Hypothesis Null (Ho)

In the fourth-semester students of the English Education Department at IAIN Metro, there is no positive and important effect of the mastery of phrasal verbs by students on the translation skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The author uses quantitative analysis in this review. By gathering numerical data interpreted using mathematically validated techniques (particular statistics), quantitative analysis describes phenomena.³⁹ It implies that to describe a specific phenomenon, quantitative analysis is simply about gathering numerical data.

Two variables are used in this study by the investigator; they are an independent variable (X) and a dependent variable (Y). Mastery (X) of phrasal verbs is the independent variable, and translation capacity is the dependent variable (Y). In arranging the research, the researcher used a pre-experimental design with one group pre-test and post-test.

Before the experimental procedure, the pre-test is performed and the post-test is performed after the experimental treatment. This study is intended to examine whether the mastery of phrasal verbs by students has a positive and important impact on the translation skills of students in the fourth-semester students at IAIN Metro of English Education Department.

³⁹ Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (London; Thousand Oaks: Sage Publications, 2004), 1.

B. Population and Sampling Technique

1. Population

The population is the interest group for the researcher, the group to which the researcher would like to generalize a study's findings.⁴⁰ Moreover, the population of this research is the student's fourth semester of English Education Department at IAIN Metro in the Academic Year of 2020/2021. The total number of students is 152 students.

2. Sample

The sample is any part of a population of people about whom data is collected.⁴¹ In this research, there are 25 students that were taken randomly.

3. Sampling Technique

This research is needed sample as an example to describe population conditions. Donal Ary defined sample is a portion of a population.⁴² Meanwhile, Marcyzk defined the sample as "a subset of the population".⁴³ In other words, the sample is part of the population that will be researched. Sampling technique is a way to decide the sample which is appropriate with the data source and gives attention

⁴⁰Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012), 92.

⁴¹Fraenkel, Wallen, and Hyun, 91.

⁴²Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 148.

⁴³Geoffrey R. Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology*, Essentials of Behavioral Science Series (Hoboken, N.J: John Wiley & Sons, 2005), 18.

in characteristic and distributing population to get representative sampling. The sampling technique applied in this research was purposive clustering sampling that is determined sample by using consideration. The researcher had chosen the students from C-class, because his class got the lowest English ability especially in their understanding of phrasal verbs in their translation skill that are very poor.

C. The Operational Definition of Variables

An operational definition is a definition based on a characteristic of things that will be defined, observed, and measured. Meanwhile, the variable can be described in the research study as a function or attribute of interest that can take on various values and is not constant.⁴⁴Based on the quotations above, it can be inferred that the operational definition of a variable is the indication of how to measure the variable. Furthermore, the following of the operational definitions of variable:

1. Independent Variable

The Independent variable is a variable that causes, influences, or affects outcomes. It also called treatment, manipulate, or predictor variables.⁴⁵In this research, the independent variable is phrasal verbs mastery that can be defined as to gain the total number of words mastered of students. The independent variable is variables that are

⁴⁴ Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics* (New York: NewburyHouse, 1982), 12–15.

⁴⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed (Thousand Oaks, Calif: Sage Publications, 2009), 50.

antecedent to the dependent variable. In this case, the independent variable (X) is phrasal verb mastery. The researcher will give the test for the students to identify the verbs in a sentence.

The indicators of independent variable are 1) students master about phrasal verb and apply the word of phrasal verbs in translation 2) the students able to use phrasal verbs in oral or written.

2. Dependent Variables

The dependent variable was a variable that depends on the independent variable. It was the result of the influence of the independent variable.⁴⁶ Dependent variables in this research are translation skill that can be defined as the ability of students to get information from the print page to get the meaningful message, knowledge, suggestion which is sent by the researcher. The dependent variable is the variable that is observed and evaluated by the investigator to assess the independent variable's influence. A variable that is a result of or dependent on previous variables is the dependent variable. The dependent variable (Y) is translation output in this case.

The indicators of dependent variable are 1) the students able to translate text from English to Indonesian 2) the students able to translate text from Indonesian to English. In this research, the researcher will send the text from the source language (SL) to the target language (TL), English to Indonesian, so students must

⁴⁶Creswell, 50.

understand how to interpret the sentence in order to decide the variable as a result of the test.

D. Data Collection Technique

The researcher will use some techniques to obtain accurate data at the English Education Department at IAIN Metro. In collecting the data, the researcher will use the technique such as:

1. Test

The test is a way that is used to measure a person's ability or knowledge in a given domain.

a. Pre-test

To know students' mastery of phrasal verbs treatment, the researcher will be using the pre-test to get information or data. The data will be analyzed after the treatment which has been given to the students.

b. Post-test

The pos-test had given after treatment. For example, the researcher can ask the students to predict what will happen next base on the picture or topic that has given to the students. Then, the data would be compared to the pre-tests data. The post-test was done after the treatment to find out influence the students' mastery of phrasal verbs in translation.

2. Documentation

Documentation the method which is used to get information from the written language of the document (for example books, magazines, rule, note, and others). The researcher used the documentation method to get detailed information about the history of the institute, the sum of the lecture, employers, students, and organizational structure of the fourth semester of English Education Department at IAIN Metro in Academic Year of 2020/2021.

E. Research Instrument

The research instrument in this research holds the test which has explained follows:

1. Instrument Blueprint

The researcher uses pre-test before treatment as a control and post-test instrument after treatment as an experimental. The researcher about student's mastery on phrasal verbs in translation skill so the research instrument which is used in present research is in the form of written test, here is the blue print:

- b. The instrument which is used in test in this research will include the pre-test and post-test about phrasal verb in translation result. The researcher uses the objective test that is written tests. After getting the data from the students, the researcher compared the scores in order to measure whether there is any significant

influence students' mastery on phrasal verbs toward students' translation skill.

c. The instrument which will be used in documentation method was documentation guidance, as follow;

- 1) Documentation about the institute history of IAIN Metro.
- 2) Documentation about the buildings of IAIN Metro.
- 3) Documentation about the condition of the students of IAIN Metro.
- 4) Documentation about the quantity of the students of IAIN Metro.
- 5) Documentation about the location sketch of IAIN Metro.

2. Instrument Calibration

The researcher used the instrument with using the pre-test and post-test. The pre-test used to get the score before the treatment conducted. This test used to know the knowledge of students in translation skill. The researcher used objectives tests.

F. Data Analysis Technique

To answer the question "Is there any positive significant influence of students' mastery on phrasal verb on their translation skill at the fourth semester of English Department in IAIN Metro. The researcher applied inferential statistic to find out the significant different between pre-test and post-test in pre-experimental class. The formula of t-testis illustrated as follow:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{s_1^2 + s_2^2}{n}}}^{47}$$

Notes:

t = Two-sample Test

\bar{x}_1 = Mean score of sample 1

\bar{x}_2 = Mean score of sample 2

r = correlation between two sample

s_1 = Standard deviation of sample 1

s_2 = Standard deviation of sample 2

s_1^2 = Variance of sample 1

s_2^2 = Variance of sample 2

n = Total of the sample

In addition, in testing the influences of a variable to another variable SPSS (statistical package for the social science) is outer native way to computer the influence. In this case, in investigating the influence variable x to variable y in pre-experimental study the researcher will use SPSS22.0. T-

⁴⁷Barry H. Cohen, *Explaining Psychological Statistic* (Canada: John Wiley & Sons, 2013), 340.

test is use to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:⁴⁸

1. opening SPSS 13.0 applications for windows
2. Loading the excel file with all the data.
3. Opening *Show data view*.
4. Copying the grades of pre-test and post-test in the data view
5. Opening variable view by changing VAR. 1 to be pre-test and VAR-2 to be post-test.
6. Editing label VAR.1 to be pre-test and VAR.2 to be post-test.
7. Selecting analyze, compare means, paired sample T-Test.
8. Moving pre-test and post-test to the right.
9. Selecting OK.

Independent Sample T-Test Guidelines;

- a. If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (H_0) is rejected.
- a. If the probability or Sig. $> \alpha$ (0.05), then the alternative hypothesis (H_a) is accepted.

⁴⁸Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005), 186–88.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. RESEARCH RESULT

1. Description of Research Location

a. The Brief History of (IAIN) Metro

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province; it was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of my favorite universities, IAIN Metro has a vision and mission, Its vision was to Become an Innovative Islamic College of Education in Socio-Ecotechno-Preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some mission, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in research management through scientific studies, learning models and research, Growing Socio-Ecotechno-Preneurship of academicians in the implementation of three pillars of the university, Implement a professional and cultivated institutional management system based on the information technology.⁴⁹

IAIN Metro was built on April 23 to 25, 1997 based on the Decree of President RI No. 11, 1997 on March 21, 1997. The

⁴⁹Taken from <http://metrouniv.ac.id>, accessed on January 22nd, 2021

establishment of IAIN could not be separable from the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religious figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty, and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to the decision of President of Indonesia No. 27, 1963, to accomplish Al-Jami'ah, YKIL should at least have three faculties. In Tanjung Karang, finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affairs Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang ". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.⁵⁰

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of the establishment of STAIN Jurai Siwo Metro.

⁵⁰Taken from <http://metrouniv.ac.id>. accessed on January 22nd, 2021

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art, and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M. Ag. By inviting all the alumni of all generations to the grand reunion event of Saturday, July 28, 2010, last.

The change of status IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses. The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No. 71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change from the State Islamic College (STAIN) Jurai Siwo metro.

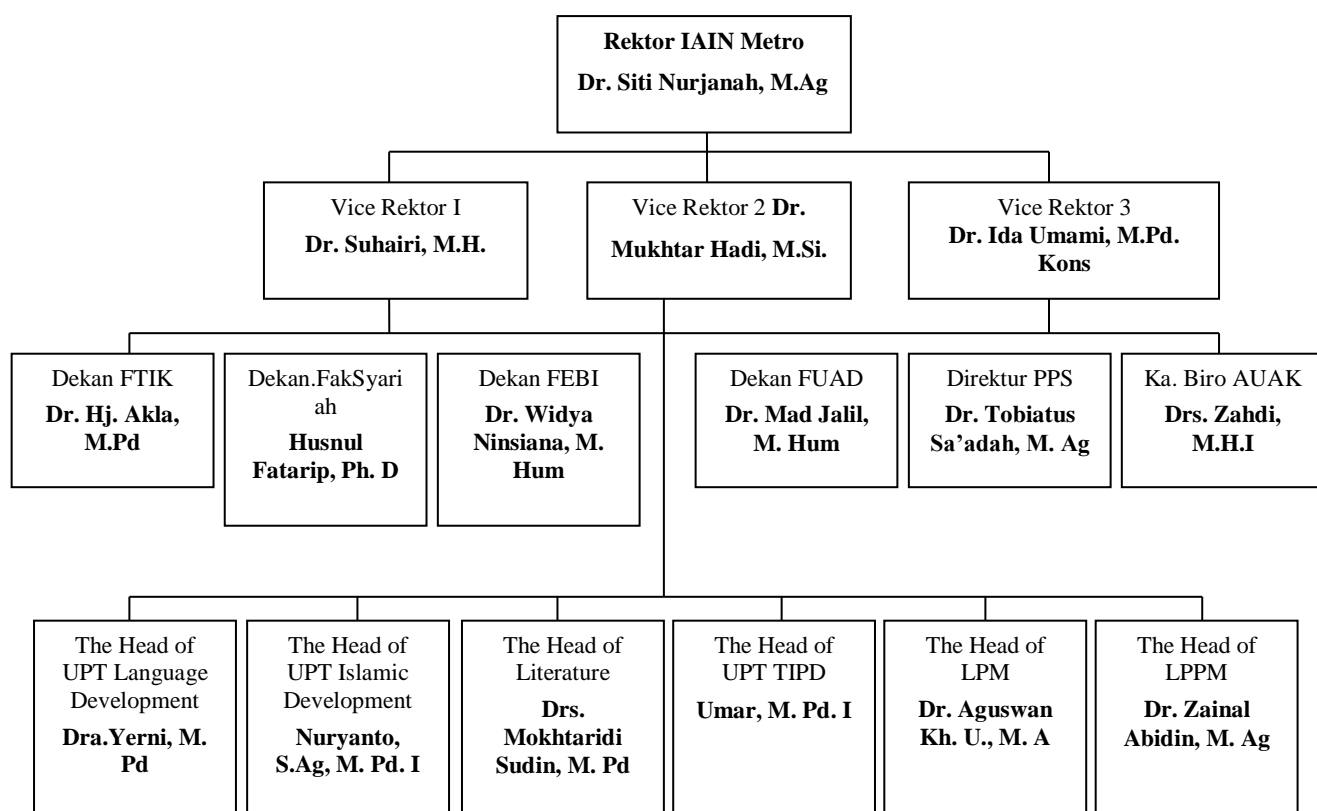
Concerning the amendment, all the assets, employees, rights, and obligations of each STAIN are transferred to the IAIN's assets, employees, rights, and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN world also encourage the formation of new faculties which would be born following the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.⁵¹

b. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2019/2020 as follows:

Figure 1
The Organization Structure of IAIN Metro



⁵¹Ibid.

c. The facilities of IAIN Metro

To support lecturers and students, there are some facilities in the State Institute for Islamic Studies of Metro; it can be shown in the table below:

Table 2
Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit and BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro- Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee unit	1	-

Source: Documentation of State Institute for Islamic studies of metro

d. The Population Students in IAIN Metro

The total of the students in State Institute for Islamic Studies of Metro is 7454 students.

Table 3
Total of the students active in State Institute for Islamic Studies of Metro 2020/2021

No	Departments	Program	Students
1.	Tarbiyah Department	TBI (English Education Program)	759
		PAI (Islamic Education Program)	1233
		PBA (Arabic Education Program)	251
		PGMI (Islamic Elementary School Education Program)	548
		TPM (Mathematic Education Program)	209
		TPB (Biology Education Program)	197
		PIAUD (Islamic Childhood Education Program)	219
		TIPS (Social Knowledge Education Program)	184
2.	Economy Business Faculty	SI Syari'ah banking program (SI PBS)	933
		AKS (Islamic accountant)	242
		Islamic economy program (ESY)	1049
		Pilgrimage management (MHU)	118
3.	Syari'ah Department	Islamic law program (AS)	391
		Islamic economy law program (HeSy)	519
		Islamic constitutional law (HTNI)	117
4.	Islamic Announcement and Communication Department	Islamic communication and broadcasting program (KPI)	274
		Language and Arabic literature program (BSA)	50
		Islamic extension guidance (BPI)	24

Source: Documentation of SISMIK in State Institute for Islamic Studies of Metro the date of January 22nd, 2021

e. The Condition of Lecturers of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2019/2020 based on the educational background as follows:

Table 4
Total of Lecturers Educational Background of TBI in IAIN Metro

No	Educational Background	Total
1	S1	-
2	S2	28
3	S3	4
TOTAL		32

Source: Documentation of IAIN Metro academic year 2020/2021 taken from the General Bureau.

f. The Profile of English Education Department

English Education Department (Tadris Bahasa Inggris/ TBI) was one of the Strata I (SI) majors of Tarbiyah and Teacher Training Faculty in State Institute for Islamic Studies of Metro which was established in 2007. Historically SI TBI IAIN Metro was opened in 2002.

The legal and operational license of TBI is based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28, 2007. According to the Implementation License of Department from the General Director, TBI was located in IAIN Metro in Jl. Ki. Hajar Dewantara 15A Metro City.

English Education Department (TBI) has a vision in implementing education, namely: Making English Education

Department highly qualified in English education and knowledge of English education and literature based on faith and Ihsan and moral and ethical values of a community like and state. The vision then was enlarged in some missions, namely: Creating a program of English education not only of high quality but also useful for Indonesian people to meet the needs of the real world work both in the field of education and in non-education at national and international levels.

In the line with the above statement, TBI always tries to develop quality in the teaching and learning process. Indeed, it would be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

The assessment toward TBI students was always holistic in that it contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, the English department consistently develops a conducive academic atmosphere so that a dynamic, open, and polite relationship could be created among the academy parts. Thirdly, from the output dimension (alumni), every student who was graduated from the English Education Department of IAIN Metro was expected to be professional in English.

To give attention to the importance of English, IAIN Metro makes some jargons to represent the college, and one of the jargons was bilingual. Bilingual here was meant as utilizing English and the Arabic language in academic life. This shows that IAIN Metro

considers English an essential key to take a part in international communication. By using this jargon, the college was struggling of familiarizing the two international languages among the lecturers, the students, and even among all employees working in the college such as security, cleaning service, servant, and so on. Even though the attempts to make English used in daily activities on campus were not fully realized, several programs supporting the realization of spreading English are conducted until now.

The first program was the “English Intensification Program”. This was a special program aimed at giving English skills, especially speaking, to all students so that not only the students majoring in English who could speak English but also those enrolled in other majors such as PAI, PBA, Economics, and so forth. As a result, it was offered for all freshmen students both English and non-English major students. For them, the program was compulsory that all first-year students, with no exception, are required to enroll in this program. The certificate of this program was one of the requirements that the students must accomplish to register undergraduate examination called *munaqosyah*. Meaning to say, if the student does not get the certificate, he was not allowed to take *munaqosyah* examination.

The second policy that shows the importance of English in IAIN Metro was the involvement of English in courses in all departments besides in English department in the college. The courses are Bahasa

Inggris I and Bahasa Inggris II. Thus, this was also an obligatory lesson for all students. Unlike the English Intensification program, this program was included in the students' transcript. This program was aimed at equipping the students with English ability since much of the knowledge was delivered through English written books. So, it was expected that their insight could be wider and better.

The next urgent program was obliging the TOEFL test as one of munaqosyah requirements. The program was also held by the Language Center and provided for at least the fourth-semester students. As it was known that TOEFL was an internationally-recognized test which was taken by million people for various purposes such as getting a job, continuing education, passing the examination and so many others. The TOEFL test in IAIN Metro was conducted once a week, on Saturday, The program was made with no payment. The total of TBI students in IAIN Metro was 747students.

2. The Description of Research Result

The result of this research is described based on the problem formulation: "Is there any positive and significant influence of students' mastery of phrasal verbs on their translation skill in the fourth semester in the English Education Department at IAIN Metro?". To describe the result of this research, the researcher explained the following parts:

a. The Description of the Students' Mastery on Phrasal Verbs

This researcher collected the data of students' mastery on phrasal verbs as *X* variable and the students' translation skill as *Y* variable by using test method. In conducting the test, the researcher used a multiple-choice completion. The instruction of this test is to choose the correct answer by eliminating the wrong answer. The researcher gave 10 questions of student's mastery on phrasal verbs test to know their comprehension of phrasal verbs in the text. The test was conducted on December, 13th 2020. The results of the test can be shown as follows:

Table 5
The Result of Students' Mastery on Phrasal Verbs Test

No.	Students' Name	The Score of PV Test
1	AS	50
2	A	80
3	AML	60
4	AALS	80
5	ASDL	80
6	BA	70
7	CDP	60
8	EA	70
9	EIT	40
10	EN	80
11	FF	50
12	FR	80
13	MFA	60
14	MJ	50
15	ML	70
16	NPR	60
17	PA	90
18	RAM	70
19	RY	50
20	RW	60

21	SN	70
22	SM	60
23	SZ	50
24	VA	80
25	YAD	60
Average		65.2
The Highest Score		90
The Lowest Score		40

Source: The results of phrasal verbs test at the fourth semester students of English Department in IAIN Metro on December 13th, 2020.

Based on the table above, the researcher measured the class interval by using Suharsimi's formula as follows:⁵²

R = The highest score-the lowest score

= 90-40

= 50

K = Total of categories =3

P = $\frac{R}{K}$

= $\frac{50}{3}$

= 16,66= 17

The description of presentation category interval data can be seen in the table below:

Table 6
Frequency Distribution of Students' Mastery on Phrasal Verbs Result

Score	Frequency	Category	Percentage
74-90	7	High	28%
57-73	12	Fair	48%
40-56	6	Low	24%
Total	25		100%

⁵²Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Renika Cipta, 2010).

Based on the table frequency distribution above, it can be inferred that 25 students' as samples in this research had various skills in grammar especially in phrasal verbs. There were 7 (28%) students in the fourth semester of class C in the English Education Department Program of IAIN Metro who get score 74-90 as high category, 12 (48%) students' who get score 57-73 as a fair category, and 6 (24%) who get score 40-56 as low category. To assume the results of the data of students' mastery on phrasal verbs, the researcher classifies into four levels of students' mastery on phrasal verbs. The four levels can be explained as follows:

0 – 2 = Poor

2 – 4 = Fair

5 – 7 = Good

8 – 10 = Excellent⁵³

From the data above, the mean of 65.2 was between 5 – 7. In essence, it can be known that the fourth-semester students' mastery of phrasal verbs was at a medium level indicating that they were good at understanding phrasal verbs.

b. The Data of the Students' Translation Skill

After knowing the score of students' test on phrasal verbs, the research goes to next to conduct the data on translation. In collecting the data, the researcher gave a test of translation skill that used text translation, to

⁵³zulfa dewi kartika, 'The Influence of Students' Mastery on Phrasal Verbs toward Students' Translation Skill (a Correlative Study for the Sixth Semester Students of English Department of IAIN Salatiga in the Academic Year of 2015/2016)' (slatiga, State institute for islamic studies, 2016), 47.

translate from English to Indonesian. The results of students' translation inaccuracy aspect can be shown as follows:

1) Accuracy Aspect

Table 7
The Result of Students' Translation Skill on Accuracy Aspect

No.	Students Name	Score	Average Score	Criteria
1	AS	70	2.1	Less Accurate
2	A	60	2.0	Less Accurate
3	AML	65	2.0	Less Accurate
4	AALS	98	2.6	Accurate
5	ASDL	74	2.2	Less Accurate
6	BA	80	2.3	Less Accurate
7	CDP	91	2.5	Less Accurate
8	EA	88	2.4	Less Accurate
9	EIT	29	1.4	Not Accurate
10	EN	40	1.6	Less Accurate
11	FF	25	1.4	Not Accurate
12	FR	27	1.4	Not Accurate
13	MFA	68	2.1	Less Accurate
14	MJ	73	2.2	Less Accurate
15	ML	96	2.6	Accurate
16	NPR	79	2.3	Less Accurate
17	PA	35	1.5	Less Accurate
18	RAM	42	1.7	Less Accurate
19	RY	51	1.8	Less Accurate
20	RW	36	1.6	Less Accurate
21	SN	40	1.6	Less Accurate
22	SM	26	1.4	Not Accurate
23	SZ	59	1.9	Less Accurate
24	VA	55	1.9	Less Accurate
25	YAD	67	2.1	Less Accurate
MEAN			1.9	Less Accurate

Source: The results of translation test at the fourth semester students of English Department in IAIN Metro on December 20th, 2020

Based on the table above, the researcher found that from 25 participants, 2 students got an accurate translation, 21 students got less accurate, and 2 students' who an inaccurate translation. Meanwhile, Nababan classified the quality categories of accuracy in the translation are

good/accurate with an average score of 2.6 – 3 with if the meaning of words, terms, phrases, clauses, sentences were conveyed accurately and there is no distortion. After that, it is said fair/less accurate with an average of 1.5 – 2.5, if most of the meaning has been translated accurately, and it is said bad/inaccurate with an average of 1 – 1.4 if the meaning were transferred inaccurately into the target language.⁵⁴

So it can be concluded that from the fourth semester in English Education Department has less accurate ability in translation that from 25 students, 21 students got score 1.5 – 2.5 with an average of 1.9, which is where most the meaning of the words, terms, phrases, clauses, and sentences have been translated accurately but still need the improvement.

2) Readability Aspect

Readability is related to the level of fluency in the target language. Readability deals with how natural and easy a translation is read by the reader. The assessment criteria for readability level provides as follow: (1) it is said to be good/readable with an average score of 2.6 - 3 if the content of the text (words, phrases, clauses, and sentences) can be understood easily. (2) It is said to be fair/less readable with average 1.5 – 2.5 if generally the content of the text can be understood, but there are certain parts should be re-read to comprehend. (3) It is said bad/not readable with an average score of 1 – 1.4 if the text is difficult to

⁵⁴ Yulianto, Ninsiana, and Roza, 'Investigating English Indonesian Translation of Intransitive Phrasal Verbs in Brown's Principle of Language Learning and Teaching', 43.

comprehend.⁵⁵ The results of students' translation in readability aspect can be shown as follows:

Table 8
The Result of Students' Translation Skill on Readability Aspect

No.	Students' Name	Score	Average Score	Criteria
1.	AS	32	1.5	Less Readable
2.	A	24	1.4	Not Readable
3.	AML	28	1.4	Not Readable
4.	AALS	30	1.5	Less Readable
5.	ASDL	35	1.6	Less Readable
6.	BA	38	1.6	Less Readable
7.	CDP	42	1.7	Less Readable
8.	EA	44	1.7	Less Readable
9.	EIT	30	1.5	Less Readable
10.	EN	28	1.4	Not Readable
11.	FF	25	1.4	Not Readable
12.	FR	42	1.7	Less Readable
13.	MFA	37	1.6	Less Readable
14.	MJ	35	1.6	Less Readable
15.	ML	28	1.4	Not Readable
16.	NPR	24	1.4	Not Readable
17.	PA	37	1.6	Less Readable
18.	RAM	42	1.7	Less Readable
19.	RY	46	1.8	Less Readable
20.	RW	30	1.5	Less Readable
21.	SN	48	1.8	Less Readable
22.	SM	38	1.6	Less Readable
23.	SZ	29	1.4	Not Readable
24.	VA	30	1.5	Less Readable
25.	YAD	35	1.6	Less Readable
MEAN			1.5	Less Readable

Source: The results of translation test at the fourth semester students of English Department in IAIN Metro on December 20th, 2020.

According to the result of the readability aspect given to the 25 participants in assessing the readability aspect, the researcher found that there were 18 students which were less readable, and 7 students' were not

⁵⁵ Roswani Siregar, *Translation Ideology* (Pustaka bangsa Press, 2017), 68.

readable. So it can be concluded that from the fourth semester in English Education Department has less readable ability in translation than from 25 students, 18 students got score 1.5 – 2.5 with an average of 1.5 which is where the text can be understood but still to re-read to more comprehend.

3) Naturalness Aspect

Naturalness text aims to confirm whether the form of the translated text is natural and equivalent to the TT.⁵⁶ In naturalness assessment, the score of 3 is given to acceptable translation. An acceptable translation feels natural where the technical term has been commonly used and familiar to the reader, next, the less natural translation is weight 2 if the characterized with naturalness but the technical terms are not commonly used, or contains slight grammatical errors. Finally, unnatural translation is scored 1, where the target language text feels unnatural, technical terms used are uncommonly used and unfamiliar to the reader.⁵⁷ Besides, the unnatural translation is also characterized by deletion or omission of important information on the target language.

⁵⁶ Siregar, 59.

⁵⁷ Siregar, 105.

Table 9
The Result of Students' Translation Skill on Naturalness Aspect

No.	Students' Name	Score	Average Score	Criteria
1.	AS	34	1.5	Less Naturalness
2.	A	42	1.7	Less Naturalness
3.	AML	38	1.6	Less Naturalness
4.	AALS	50	1.8	Less Naturalness
5.	ASDL	28	1.4	Not Naturalness
6.	BA	35	1.5	Less Naturalness
7.	CDP	30	1.5	Less Naturalness
8.	EA	39	1.6	Less Naturalness
9.	EIT	42	1.7	Less Naturalness
10.	EN	36	1.6	Less Naturalness
11.	FF	40	1.6	Less Naturalness
12.	FR	33	1.5	Less Naturalness
13.	MFA	29	1.4	Not Naturalness
14.	MJ	47	1.7	Less Naturalness
15.	ML	39	1.6	Less Naturalness
16.	NPR	26	1.4	Not Naturalness
17.	PA	44	1.7	Less Naturalness
18.	RAM	30	1.5	Less Naturalness
19.	RY	35	1.5	Less Naturalness
20.	RW	49	1.8	Less Naturalness
21.	SN	38	1.6	Less Naturalness
22.	SM	36	1.6	Less Naturalness
23.	SZ	27	1.4	Not Naturalness
24.	VA	43	1.7	Less Naturalness
25.	YAD	30	1.5	Less Naturalness
MEAN			1.5	Less Naturalness

Source: the results of translation test at the fourth semester students of English Department in IAIN Metro on December 20th, 2020.

4) Accuracy, Readability and Naturalness Aspect

After knowing the score of students' test on phrasal verbs and translation skill actually in accuracy, readability and naturalness aspect, the researcher goes to the next step SPSS in calculating the

influence of students' mastery of phrasal verb on their translation skill
at the fourth semester of English Department in IAIN Metro.

Table 10
The Result of Students' Translation Skill on Accuracy and
Readability Aspect

No.	Students' Name	Test of Accuracy Aspect	Test of Readability Aspect	Test of Naturalness Aspect	Total	Average
1	AS	70	32	34	136	45.3
2	A	60	24	42	126	42
3	AML	65	28	38	262	46.5
4	AALS	98	30	50	178	59.3
5	ASDL	74	35	28	137	45.6
6	BA	80	38	35	153	51
7	CDP	91	42	30	163	54.3
8	EA	88	44	39	171	57
9	EIT	29	30	42	101	33.6
10	EN	40	28	36	104	34.6
11	FF	25	25	40	90	30
12	FR	27	42	33	102	34
13	MFA	68	37	29	134	44.6
14	MJ	73	35	47	155	51.6
15	ML	96	28	39	163	54.3
16	NPR	79	24	26	129	43
17	PA	35	37	44	116	38.6
18	RAM	42	42	30	114	38
19	RY	51	46	35	132	44
20	RW	36	30	49	115	38.3
21	SN	40	48	38	126	42
22	SM	26	38	36	100	33.3
23	SZ	59	29	27	115	38.3
24	VA	55	30	43	128	42.6
25	YAD	67	35	30	132	44
Means		58.96	34.28	36.8	135.28	43.43

Source: The results of translation test at the fourth semester students of English Department in IAIN Metro on December 20th, 2020.

Based on the result of the post-test above, it was investigated that the average grade is 135.28 from the accuracy, readability and naturalness aspect. It shows the students' mastery of phrasal verbs in translation. After getting the complete data, the researcher investigated the influence of students' mastery of phrasal verbs on their translation skills in the fourth semester in the English Education Department at IAIN Metro by using SPSS.

3. Testing of Hypothesis

After collecting the data of the students' mastery on phrasal verbs on their translation skill through phrasal verbs test and translation test, the data were analyzed to investigate whether there is a positive and significant influence of students' mastery on phrasal verbs on their translation skill for the fourth semester in English Education Department at IAIN Metro. In testing the hypothesis of this research, the researcher has formulated the alternative hypothesis (H_a) and the null hypothesis (H_0) was as follows:

- a. Null hypothesis (H_0): There is no a positive and significant influence of students' mastery on phrasal verb on their translation skill at the fourth semester of English Department in IAIN Metro.
- b. Alternative hypothesis (H_a): There is a positive and significant influence of students' mastery on phrasal verb on their translation skill at the fourth semester of English Department in IAIN Metro.

In testing of hypothesis, the researcher applied SPSS in calculating the influence of students' mastery of phrasal verbs on their translation skills in the fourth semester of the English Department in IAIN Metro. The steps of application of SPSS were as follows:

- 1) Opening SPSS 13.0 applications for windows
- 2) Loading the excel file with all the data,
- 3) Opening *Show data view*.
- 4) Copying the grades of pre-test and post-test in the data view
- 5) Opening variable view by changing VAR. 1 to be pre-test and VAR-2 to be post-test.
- 6) Editing label VAR.1 to be pre-test and VAR.2 to be post-test.
- 7) Selecting analyze, compare means, paired sample T-Test.
- 8) Moving pre-test and post-test to the right.
- 9) Selecting OK.

After performing a series of SPPSS calculations in variable X (phrasal verbs) tests to variable Y (translation skill), the researcher obtained the results described as follows:

T-Test

```
NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
T-TEST PAIRS=VAR00001 WITH VAR00002 (PAIRED)
/CRITERIA=CI (.9500)
/MISSING=ANALYSIS.
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PV Test	65.2000	25	12.94862	2.58972
	Translation Test	43.4320	25	7.83405	1.56681

The phrasal verbs test has an average score of 65.2 out of 25 students. Std. the deviation was 12.94862 with std. error 2.589726, and translation test has an average score of 43.4320 out of 25 students. Std. The deviation was 7.83405 with std. error 1.56681.

		N	Correlation	Sig.
Pair 1	PV & Translation Test	25	.137	.515

The paired sample correlations table shows correlation values that indicate the relationship of the two variables in a paired sample. This is obtained from the Pearson Bivariate correlation coefficient (with a significant 2-tailed) for each variable pair entered.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PV Test Translation Test	21.76800	14.18810	2.83762	15.91144	27.62456	7.671	24	.000

Based on the table the average score from phrasal verbs test and translation test has a score of 21.76800 with std. the deviation was 14.18810 which is to show the standard deviation of the difference score. Besides that std. error mean was 2.83762 which are to show the standard error of the difference in values used in calculating test statistics and confidence intervals (lower and upper bound). After std. error means is a t-

test to show test statistics indicated by t for paired test, where the t values were 7.671, and after the t -test, to show the degree of freedom from testing with the symbol df with a value of 24. The final result or sig (2-tailed), to show the p -value or significance of the test result corresponding to the t -test statistics and the degree of freedom with a significance of 0.000 which is smaller than 0.05 ($0.000 < 0.05$). It can be concluded that the alternative hypothesis (H_a) is accepted and hypothesis zero (H_0) is Rejected. It means that there is a positive and significant influence of variable X on variable Y . Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of students' mastery of phrasal verbs on student's translation skills in the fourth semester in the English Education Department in IAIN Metro.

B. Discussion

The result of this research is related about how is the students' mastery of phrasal verbs, how is the students' translation skill, and how much is the influence of students' mastery of phrasal verbs on students' translation skill for the fourth semester in the English Education Department at IAIN Metro. The result of this research is discussed as follow:

1. How is the students' mastery on phrasal verbs?

Referring to the first problem formulation of this research is about how is the students' mastery of phrasal verbs for the fourth semester of the English Education Department at IAIN Metro; the researcher

investigated the students' mastery of phrasal verbs through a test to the students. The results of the test in the fourth semester of the English Education Department, students' ability in translating phrasal verbs from English into Indonesian was placed on the level of *good* with the mean score of 65.2, the highest score was 90 and the lowest score was 40.

This means the students' ability in translating phrasal verbs based on context English to Indonesian was *good*. It could be seen that the higher score was 90 which was put in the *good category*. In line with the statement from Annisa that in analyzing the data from students' test, they tended to omit the particle of the phrasal verb which was the important part of it, because without the particle the phrasal verbs are only a verb which has the usual meaning.⁵⁸ In the Annisa result, the highest score of the students was 85.7, and the lowest score 9.2 with a mean score of 68.1 in the level of quite a *good category*.⁵⁹

Based on the result of previous research and this research, the researcher concludes that the result of the test about phrasal verbs of the students' in translation skill has a good ability in translating phrasal verbs.

⁵⁸ Finny Annisa, Saunir Saun, and Don Narius, 'The Ability of English Department Students of UNP in Translating Phrasal Verbs in Sentences from English into Indonesian', *FBS Universitas Negeri Padang*, D, 5, no. 1 (n.d.): 248.

⁵⁹ Annisa, Saun, and Narius, 247.

2. How is the students' of the translation skill?

Referring to the second research objective of this research is about how is the students' translation skill; the researcher concluded the result of this research based on analysis of students' translation test about phrasal verbs. The researcher has three criteria assessments in analyzing the test in translation, the criteria assessment was accuracy, readability, and naturalness. From the three assessment criteria, the researcher found problems in students' mastery of phrasal verbs on their translation skills are grammatical. The students' problem in translating phrasal verbs was when the students identifying the phrasal verbs because the phrasal verbs have literal meanings, which means that their meaning can be deduced from the component of meaning.⁶⁰ Al Nasarat statement in translating phrasal verbs, the students should pay attention to the component, such as a verb and preposition, verb and adverb, or both.⁶¹

Nahid also said that the lack of grammatical devices can make the translation of the entire conceptual information very difficult.⁶² So, the students' should be work hard with each phrasal verb when

⁶⁰N Ismatova et al., 'The Problems of Translating Some Phrasal Verbs from English into Uzbek', *Philadelphia, USA* 81, no. 01 (2020): 761, <https://dx.doi.org/10.15863/TAS.2020.01.81/137>.

⁶¹Salman A Al Nasarat, 'The Dilemma of Learning Phrasal Verbs among EFL Learners', *Australian International Academic Centre PTY.LTD* 9, no. 2 (2018): 119, <http://dx.doi.org/10.7575/iaic.all.v.9n.2p.119>.

⁶²Nahid Yarahmadzahi, Ali Beikian, and Freshteh Nadri, 'A Study of Persian Translation of English Phrasal Verbs in Harry Potter and the Order of the Phoenix', *Canadian Center of Science and Education* 31 (201 3): 60, <https://doi.org/10.5539/ijel.v3n1p60>.

identifying the text. The researcher found the result of this research based on data results from the accuracy, readability, and naturalness aspect. The accuracy was 68.82; readability was 67.2, and naturalness was 62.11 with a means of 93.42. The result of the students' translation test showed that the grammatical was most the frequent one and it was supported by the result of the data. On the other, most students argued that the most difficult of translating phrasal verbs in identifying the meaning at the same time meet the lexical and grammatical of the target language.

3. How much is the effect of students' mastery of phrasal verbs on their translation skills?

Referring to the third problem formulation of this research is about how much is the influence of students' mastery of phrasal verbs on their translation skill, with students' mastery on phrasal verbs as (x variable) and translation skill as (y variable). The researcher analyzes the collected data using SPSS 16.0 windows. The data are presented by the researcher as follows:

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PV Test Translation Test	21.76800	14.18810	2.83762	15.91144	27.62456	7.671	24	.000

Based on the table above, the data showed that the result of sig. 2 tailed in this research is 0.00. If the probability or Sig. > α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant influence of variable x on variable y . In the other words, to know how much phrasal verbs affect in translation in the class by squaring *correlation* (r). It appears that phrasal verbs against translation techniques in the class are $0.137^2 = 0.018$ (1.8%). So in the class there is an influence phrasal verb on translation techniques by 1.8 %. Finally, it can be concluded that this research successfully proves that there is a positive and significant influence of students' mastery of phrasal verbs on their translation skills for the fourth-semester students of the English Department in IAIN Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. In this chapter, the researcher briefly describes the conclusion of the research which includes the result of research. It deals with the problem formulation which is to test if there is a positive and significant influence of students' mastery on phrasal verbs on their translation skill. In conducting this study, the researcher conducted a phrasal verbs test with an average score of 65.2. After the phrasal verbs test, the researcher conducted a translation test with an average score of 135.28 from accuracy, readability and naturalness aspect.

The result of this research, show that the result of sig. 2 tailed in this research is 0.00. It is clear that if the probability or Sig. $> \alpha$ (0.05), the alternative hypothesis (H_a) is accepted. In the other words, to know how much phrasal verbs affect in translation in the class by squaring *correlation* (r). It appears that phrasal verbs against translation techniques in the class are $0.137^2 = 0.018$ (1.8%). So in the class there is an influence phrasal verb on translation techniques by 1.8 %. Finally, it can be concluded that this research successfully proves that there is a positive and significant influence of students' mastery of phrasal verbs on their

translation skills for the fourth-semester students of the English Department in IAIN Metro.

B. SUGGESTION

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

1. For the Students

It is suggested that the students to be more active in learning English, particularly in learning phrasal verbs in translation skill. Therefore, the students can understand the material of a phrasal verb which teacher has given and influences their comprehension especially in translation skill.

2. For the Teachers

It is recommended that the teacher to be more creative in motivating the students in learning English and to teach the phrasal verbs. Teachers could utilize the sophisticated technology such kind of internet, power point presentation, etc. Teaching learning process is not teacher centered anymore, teachers as a facilitator should be able to make the students find their knowledge actively. Surely, the teachers should master the topic that they are teaching in the classroom.

3. For the Researcher

The writer of the research under the title *“The Influence of Students’ Mastery on Phrasal Verbs on Their Translation Skill of the Fourth Semester Students of English Education Department at IAIN*

Metro” hopes that the result of her research could be a reference for better research.

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LAMPIRAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-2817/ln.28.1/J/TL.00/10/2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Metro, 27 Oktober 2020

Kepada Yth.,

1. Ahmad Subhan Roza, M.Pd. (Pembimbing I)
2. Ning Setiowati, M.Pd (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : DEBI KHOLIA HARTINI
NPM : 1601070074
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : THE INFLUENCE OF STUDENTS' MASTERY ON PHRASAL VERBS ON THEIR TRANSLATION SKILL OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb



SURAT TUGAS

Nomor: B-3107/In.28/D.1/TL.01/11/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **DEBI KHOLIA HARTINI**
NPM : 1601070074
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF STUDENTS' MASTERY ON PHRASAL VERBS ON THEIR TRANSLATION SKILL OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro

Pada Tanggal : 30 November 2020

Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dra. Sri Patonah MA

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Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA JURUSAN PBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.


Sehubungan dengan Surat Tugas Nomor: B-3107/In.28/D.1/TL.01/11/2020, tanggal 30 November 2020 atas nama saudara:


Nama : **DEBI KHOLIA HARTINI**
NPM : 1601070074
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF STUDENTS' MASTERY ON PHRASAL VERBS ON THEIR TRANSLATION SKILL OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

30 November 2020
Wakil Dekan I,

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-851/In.28/S/U.1/OT.01/10/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DEBI KHOLIA HARTINI
NPM : 1601070074
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070074.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 November 2020
Kepala Perpustakaan

Mokhtaridi Sudin, M.Pd
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Tahun : 2016

yang menyerahkan buku berjudul Qualitative Data Analysis

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CURRICULUM VITAE



Debi Kholia Hartini was born on July 21th, 1998 in a little village namely Banjar Kertahayu, Way pengubuan, center Lampung. She is the first child of one younger brother from a good couple Mr. As Kholil and Mrs. Titin Suhartini.

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