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UIN SUSKA RIAU

BY

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UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

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**THE CONTRIBUTION OF STUDENTS' GRAMMAR MASTERY
TOWARD THEIR ABILITY IN TRANSLATING INDONESIAN
TO ENGLISH AT ENGLISH EDUCATION DEPARTMENT
OF UIN SUSKA RIAU**



UIN SUSKA RIAU

BY

CICI AYU LESTARI

SIN. 11714202620

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled **“The Contribution of Students’ Grammar Mastery toward Their Ability in Translating Indonesian to English at English Education Department of UIN SUSKA RIAU”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, September 4th, 2023



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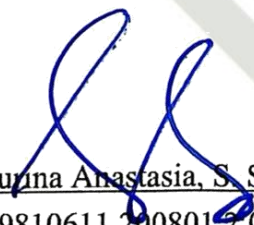
The thesis entitled *The Contribution of Students' Grammar Mastery toward Their Ability in Translating Indonesian to English at English Education Department of UIN SUSKA RIAU* was written by Cici Ayu Lestari, SIN. 11714202620. It had been accepted and approved to be examined on the final examination of an Undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

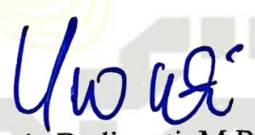
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ABSTRACT

Cici Ayu Lestari (2023): The Contribution of Students' Grammar Mastery toward Their Ability in Translating Indonesian to English at English Education Department of UIN SUSKA RIAU

The purpose of this study was to determine the contribution of students' grammar mastery with students' ability in translating Indonesian to English at English Education Department of UIN SUSKA Riau. The approach of this study was quantitative method with correlation design. The data of this study were collected from 20 students of class VI D by using purposive sampling technique. In collecting data, the researcher distributed grammar mastery test and translation test. The researcher used Spearman Rho correlation and SPSS 25.0 to analyze the relationship and the amount of contribution of grammar mastery to translation ability. The result showed that the sig.value was 0.658. It was bigger than 0.05 (sig (2 tailed) ≥ 0.05), meaning that the null hypothesis (H_0) was accepted and alternative hypothesis (H_a) was rejected. In conclusion, there is no a significant contribution between students' grammar mastery and their ability in translating Indonesian to English at English Education Department of UIN SUSKA Riau.

ABSTRAK

Cici Ayu Lestari (2023): Kontribusi Penguasaan Tata Bahasa Siswa terhadap Kemampuan menerjemahkan Bahasa Indonesia ke Bahasa Inggris di Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU

Tujuan dari penelitian ini adalah untuk mengetahui kontribusi penguasaan tata bahasa mahasiswa dengan kemampuan mahasiswa dalam menerjemahkan Bahasa Indonesia ke Bahasa Inggris di Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau. Pendekatan penelitian ini adalah metode kuantitatif dengan desain korelasi. Data penelitian ini dikumpulkan dari 20 mahasiswa kelas VI D dengan menggunakan teknik purposive sampling. Dalam mengumpulkan data, peneliti membagikan tes penguasaan tata bahasa dan tes menerjemahkan. Peneliti menggunakan korelasi Spearman Rho dan SPSS 25.0 untuk menganalisis adanya hubungan dan besaran kontribusi penguasaan tata bahasa terhadap kemampuan menerjemahkan. Hasil penelitian menunjukkan bahwa nilai sig.value sebesar 0.658. ini lebih besar dari 0.05 (sig (2 tailed) ≥ 0.05), artinya hipotesis null (H_0) diterima dan hipotesis alternative (H_a) ditolak. Kesimpulannya, tidak ada kontribusi antara penguasaan tata bahasa siswa dengan kemampuan siswa menerjemahkan Bahasa Indonesia ke Bahasa Inggris di Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau.

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ملخص

شيشي أيو ليستاري، (٢٠٢٣): مساهمة إتقان الطلاب لقواعد اللغة في القدرة على الترجمة من الإندونيسية إلى الإنجليزية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو

الهدف من هذا البحث هو معرفة مساهمة إتقان الطلاب لقواعد اللغة في القدرة على الترجمة من الإندونيسية إلى الإنجليزية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. ومدخل البحث المستخدم هو طريقة البحث الكمي بتصميم ارتباطي. وتم جمع البيانات من ٢٠ طالبا للفصل الدراسي السادس "د"، تم الحصول عليهم من خلال تقنية أخذ العينات الهادف. وفي جمع البيانات، تم القيام باختبار إتقان القواعد اللغوية واختبار الترجمة. واستخدمت الباحثة تقنية ارتباط سبيرمان رو وبرنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٥.٠ لتحليل الارتباط بين إتقان الطلاب لقواعد اللغة والقدرة على الترجمة وتحليل مدى الارتباط. ونتيجة البحث ذلك على أن قيمة سييج 0.658. هذا أكبر من ٠.٠٥ (سييج (٢ ذيل) ≤ ٠.٠٥)، وذلك بمعنى أن الفرضية المبدئية مقبولة والفرضية البديلة مقبولة. ونتيجة البحث هي أنه ليس هناك مساهمة إتقان الطلاب لقواعد اللغة في القدرة على الترجمة من الإندونيسية إلى الإنجليزية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو.

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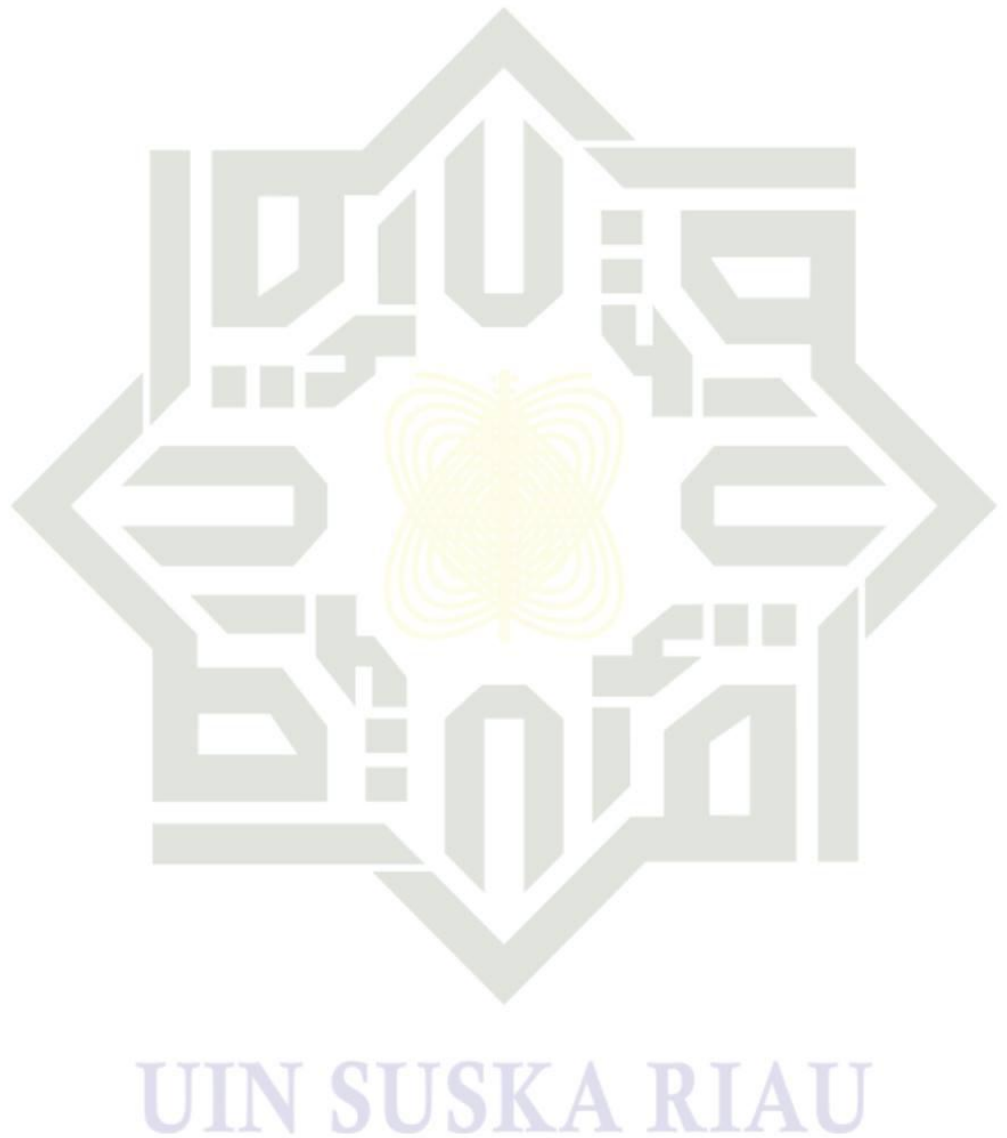
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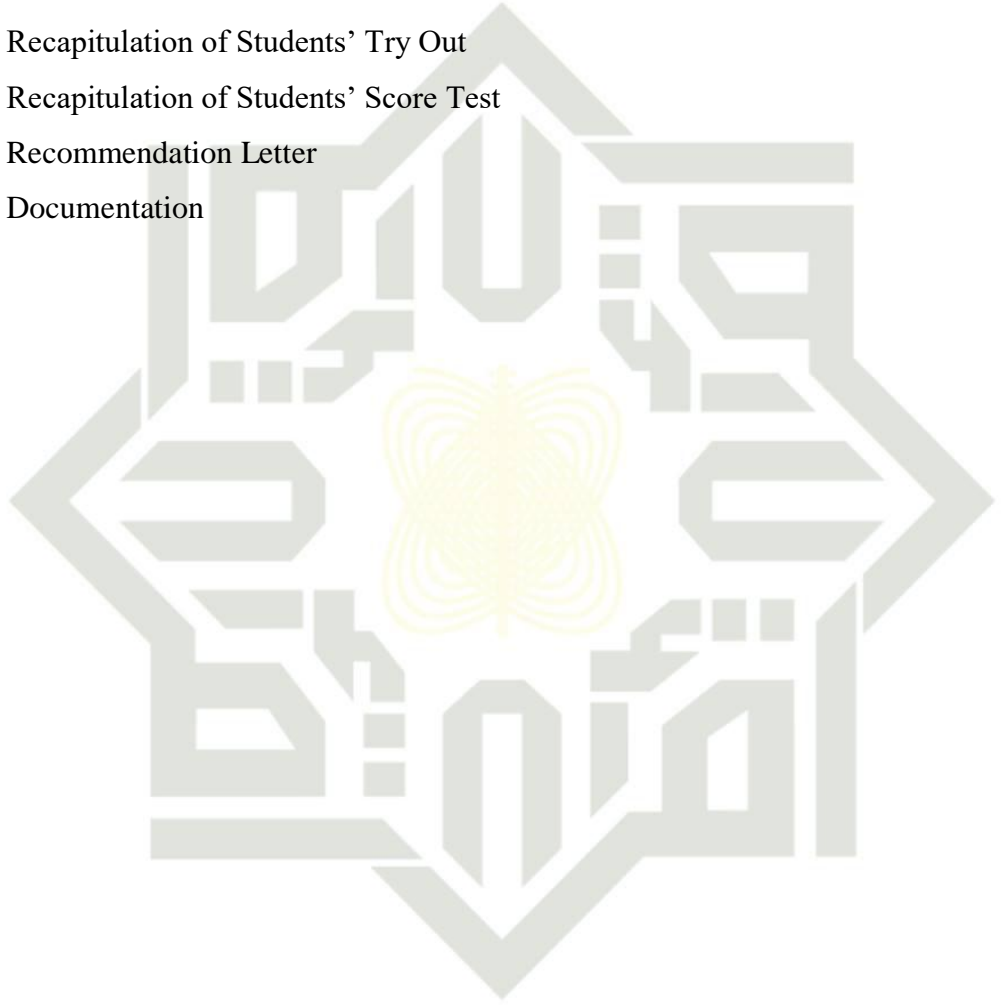
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CHAPTER I INTRODUCTION

A. Background of the Research

Nowadays, English is one of the most important languages in the world. Most countries in all over the world used English as their second language. English makes it easier for foreigners to communicate with each other. Also there are many books written in English form and many speeches spoken in English. That is why English involved in curriculum and considered as the first foreign language taught in most schools in the world, and likewise in Indonesia.

In Indonesia itself, English has been taught for many years since in elementary school up to the higher education. Even the government makes English subject as one of tests in national final exam. It shows how important English for communication and even education. Since English has been introduced and as the foreign language. EFL students cannot be separated from translation activity.

Translation is the process of interpreting one language into different language. According to Brislin (1976), translation is general term that refers to the transfer of thoughts and ideas from one language to another language, whether the languages are written or oral form, whether the languages have established orthographies or not, or whether one or both languages are based on signs, as with signs of deaf. It means that translation is important to connect two different languages by providing source language to target



language in order to produce the information in the source language become acceptable and understandable. It can be concluded that translation is the process of transferring message from source language with closest natural meaning both the term and style of target language (Salam, Akil, & Rahman, 2017).

However, translation is not an easy job that anyone can be done by everyone. One of the problems in translation is that every language has their own rule and system. When students translate a language into another language, they have to know the grammatical of the target language. Without knowing the grammar of a language, someone cannot be said to have learned that language (Wignall et al. 1999). It is because the differences between source language and target language can make the result in translation changes.

The differences between of grammar system have been a barrier in translation process. Theoretically, English and Indonesian have different grammar in constituting a sentence. It is supported by Moentaha (2006) the different of both grammatical system is one of the difficulties in translation. Thus, grammar is an important part, because grammar is a rule to write appropriately. In line with Gerot and Wignel (1994), stated that grammar is language theory, about how language is put on together and how it works. To produce a good translation, translators should comprehend grammar structure of both source language and target language because all language skills of a translator are needed in the work of translation.

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In relation to the translation above, grammar is a very important aspect in the translation process because without grammar mastery students will not be able to receive and transmit messages correctly. In line with Baker (2011), she emphasizes the importance of grammar in her book by proposing different levels of grammatical equivalence. This shows that grammar plays a major role in expressing a condition or translating a text. Furthermore, Newmark (cited in Manfredi, 2008) states that the importance of grammar must be taken into account.

In English education study of UIN SUSKA RIAU, there are some subjects about grammar namely Basic English Grammar, Intermediate English Grammar, and Advance English Grammar. The students of English Education have been taught the structure of grammar which useful to help students to learn about grammatical systems of the language, such as words, phrases, clauses, sentences, tenses, and so on. These parts of grammar can be used in translation process.

Related to the discussion above, the researcher conducted a preliminary research which investigated the phenomena in the field. The researcher interviewed some students and the researcher got that the students get it difficult to translate texts from Indonesian to English or English to Indonesian. This is due to their lack of knowledge about vocabulary and grammar such as phrases, tenses, sentence patterns, sentence structures and so on. They become easier because they know more vocabulary and master grammar, especially when using text tenses. However, some of the students got high score in



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grammar subject in English Education Department but most of them got average score. Most of the students know the concept of grammar that they have learned but getting difficult to put the grammar into sentence correctly. Based on the phenomena above, the researcher conclude that there is a problem between students' ability in translating Indonesian to English which related with grammar subject. Based on the preliminary research above, it can be concluded that students' grammar mastery have contribution in their translation ability.

However, limited study on exploring the contribution of students' grammar mastery and their ability in translating Indonesian to English contents found, such as study which is conducted by Oktari (2019), who was found that there is significant correlation between grammar mastery and translation ability. In that research she used a limited amount of sample and only focuses on seventh semester students as a sample. In addition, a study by Aunana (2013) showed that there is positive correlation between student's mastery and translation skill of the second semester students which measured by documentation and test and the overall academic performance which measured by Product Moment Formulation from Karl Pearson. In this case, the researcher will use limited number of samples, thus, this research is to find out the contribution of students' grammar mastery toward their ability in translating Indonesian to English. On the other hand, no research about the contribution of students' grammar mastery toward their ability in translating Indonesian to English has been conducted at UIN SUSKA Riau is one of the

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reason why the researcher this topic.

Based on the background of the problem above, the researcher is interested to investigate the contribution of students' grammar mastery and students' ability in translating Indonesian to English. Because of that reason the researcher writes **“The Contribution of Students' Grammar Mastery toward Their Ability in Translating Indonesian to English at English Education Department of UIN SUSKA RIAU”**.

B. Problem of the Research

1. Identification of the Problem

Based on the background of the problem stated above, there were many problems that can be investigated and found that some students the students have difficulties in translating a text from Indonesian to English or English to Indonesian. This is due to their lack of knowledge about vocabulary and grammar such as phrases, tenses, sentence patterns and so on. They become easier because they know more vocabulary and master grammar, especially when using text tenses. However, some of the students got high score in grammar subject in English Education. Most of the students know the concept of grammar that they have learned. Based on the phenomena above, the researcher concluded that there is a problem between students' ability in translating Indonesian to English which got the difficulties in the grammar subject.

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2. Limitation of the Problem

In this graduating paper the researcher needs to limit the problems in this research. This research used two variables, they are students' grammar mastery (X) is the independent variable and their ability in translating text from Indonesian to English (Y) is the dependent variable. The researcher deals with analyzing of the students' grammar mastery and their ability in translating text from Indonesian to English made by the sixth semester students.

3. Formulation of the Problem

The problems of this research can be formulated in the following questions:

1. How is the students' grammar mastery at the sixth semester students of English Education Department?
2. How is the students' ability in translating Indonesian to English at the sixth semester students of English Education Department?
3. Is there any significant contribution of students' grammar mastery toward their ability in translating Indonesian to English at the sixth semester students of English Education Department?

C. Objective and Significance of the Research**1. Objective of the Research**

Related to the formulation of the problem above, the objectives of this study can be shown as follows:

1. To find out the students' grammar mastery at the sixth semester

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students of English Education Department?

2. To find out the students' ability in translating Indonesian to English at the sixth semester students of English Education Department?
3. To find out whether there is or not a significant contribution of students' grammar mastery toward their ability in translating Indonesian to English at the sixth semester students of English Education Department.

2. Significance of the Problem

This research has theoretical significance and practical significance. Theoretically, this study aims to find out the contribution of grammar mastery and the ability of students in translating Indonesian to English. Ability of student in using corrects grammar and translating texts in acceptable target language. The results of this research can be used as references material to another research based on the similar topics.

Practically, this study aims to help lecturer to evaluate students' mastery in grammar and students' ability in translating Indonesian to English. Then, the researcher hopes this study will give new knowledge to the researcher itself about grammar mastery and the ability in translating Indonesian to English as an English student.



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D. Definition of the Key Term

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1. Contribution

According to Cresswel (2008), a contribution is a thing that is given to a person or organization. In this research, contribution is defined as the contribution of students' grammar mastery toward their ability in translating Indonesian to English.

2. Grammar Mastery

Grammar is a set of rules that determine how entities such as words and sentences can be combined in a language (Baker, 1992). While mastery according to Cambridge Advance Dictionary is defined as learning or understanding something completely and having no difficulty in sing it. In this research, grammar mastery refers to the students' performance in using the correct structure of English by changing the form of Indonesian structure correctly.

3. Translation

According to Catford (as cited in Krisdiana, 2017) Translation is textual replacement material in one language (SL) with equivalent textual material in another language. The source language (SL) is transferred to target language (TL) based on the equivalence. In this research, Translation ability refers to the ability of the students in transferring the meaning of Indonesian to English.

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CHAPTER II LITERATURE REVIEW

A. Theoretical Framework

1. Grammar

Grammar is one of the language components that students must master in order to learn English, as Indonesian grammar rules differ from English. According to Baker (1992), grammar is a set of rules that determine how entities such as words and sentences can be combined in a language. Furthermore, Thornbury (1999) stated that grammar is not only the study of what forms (sounds, words, sentences, texts) are possible in a language, but also the study of the meanings conveyed by those forms. It is assumed that information is not only given about how language is structured and how it works, but also about systems and patterns of word choice and combination, as well as about sentence structure. Knowing grammar means correctly understanding the meaning of the text.

According to Larsen-Freeman (2003) grammar is about the word order in sentences or so-called syntax and the process of formation or morphology. Meanwhile, Brinton (2000) states grammar in linguistic is the term used to refer the rules or principles by which a language works. It can be concluded that grammar is the system of rules which manages or governs the arrangement of words in a sentence and the process of formation of words. Furthermore, the state or quality of being able to apply these rules of grammar is called grammar ability.

Mastering grammar helps EFL students express their goals more effectively and accurately, this also happens in written communication such as translating text. Penny (1996) stated that grammar does not only affect how language units are combined to make them look correct, but is also a meaning effect. Students must understand the grammar so that the intended meaning is not misunderstood, since the grammar rules of Indonesian is differ from English.

From the definition above, it can be concluded that grammar is a set of rules that is used to learn a language to express the meaning correctly and accurately.

a. Definition of Grammar Mastery

Grammar mastery is understood as knowledge of and ability to use grammatical structure of a language and them effectively in communication (Brown, 2007). Murtini, Padmadewi, and Putra (2013) stated grammar mastery refers to the students understanding in using correct rules of English by changing the form of words correctly and joining them into sentence. By mastering grammar, students can easily communicate and share their ideas with people naturally because they have known the basic rules of the language.

Furthermore, Styaningrum (2019) stated that grammar mastery is the mastery of formal rules about word forms and word applications in sentence to create correct and meaningful sentence. Grammar mastery in the comprehension of sentence structure,

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sentence element, and also include the comprehension of simple clause and complex clause. Moreover, mastering grammar is of the ways to help students master all of English skills.

In this study, grammar mastery refers to students' competence and performance in applying correct English rules by correctly changing word forms and combining them into sentences. Basically, everyone's mastery of grammar can be different as it depends on their mother tongue or culture.

b. Assessment of Grammar Mastery

In the research by Samad (2015), the assessment of grammar is based on the mastery of grammar aspect of English course. The study of grammar in English is often subdivided into syntax and morphology, the former dealing with the structure sentences, and latter with the structure of words. There are three assessments of grammar, they are words, phrases, and sentences.

1. Words

Words are the smallest free forms found in language. “Free” means the word can be stand on its own (DeCapua, 2008). The words may be farther divided according to the function that each word has in subject-verb relationship. Each of these functions is classified as different part of speech. The words that form the main core of the sentence-around which all the other word “cluster” are part of speech which known as noun (pronoun) and adverb, the

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words that modify the central core words are part of speech called adjective and adverb, the words that indicate a particular kind of connecting relationship between these four part of speech are called preposition conjunction (Frank, 1972).

Frank (1972) also stated that the central core of a sentence, the part is absolutely necessary for a complete sentence, consists of word which is the most important word in the subject (often called simple-subject).

Soge (1989) stated that, According to adherents Of Traditional Grammar, the words in English are classified into ten: Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Article, Numeral, Conjunction, and Interjection. Besides, adherents of Modern Grammar are classified the words in English into four classes, as follows:

Class I: Noun

Class II: Verb

Class III: Adjective

Class IV: Function Words

Both of the classifications above are the same in particular because function words in Modern Grammar include type of words number 4 to 10 in Traditional Grammar.



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2. Phrases

According to Blake and Moorhead (1993) a phrase is a group of words which have a grammatical relationship to each other which together to form a structural unit. A phrase operates as an element in clause structure. In English grammar, a phrase is a group of two or more word standing together as a conceptual unit, typically forming a component of a clause (Nordquist, 2018). In line with Crystal (1987) explained that phrase is a term used in grammatical unit analysis which refers to a single element of structure containing more than one word, one word as a head and the other words as modifiers, and lacking the subject-predicate structure typical of clause.

According to, According to Krane (2016), a phrase is a group of words without both a subject and predicate. Phrases combine words into a larger unit that function as a sentence elements. For example, a participle phrase can include adjectives, nouns, prepositions and adverbs: as a single unit, however, it function s as one big adjective modifying a noun (or noun phrase).

Based on the definition above, it can be concluded that a phrase is a term in grammatical unit without both subject and predicate which combined words into larger unit, typically forming a component of a clause.

The following types of phrases according to Krane (2016)



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are:

1. Noun Phrases - “*The crazy old lady in the park feeds the pigeons every day*”, noun phrase which consists of noun and all of its modifiers, which can include other phrases ((like the prepositional phrase *in the park*).
2. Appositive Phrase - “*Bob, my best friend, works here*” or “*My best friend Bob works here*”. An appositive (single word, phrase, or clause) renames another noun, not technically modifying it.
3. Gerund Phrase - “*I love baking cakes*”. A gerund phrase is just a noun phrase with a gerund as its head.
4. Infinitive Phrase - “*I love to bake cakes*”. An infinitive phrase is a noun phrase with an infinitive as its head. Unlike the other noun phrases, however, an infinitive phrase can also function as an adjective or an adverb.
5. Verb Phrase - The verb phrase can refer to the whole predicate of a sentence “*I was watching my favorite show yesterday*” or just the verb or verb group “*was watching*”.
6. Adverbial Phrase - The adverbial phrase has two definitions; some say it’s a group of adverbs “*very quickly*”, while others say it’s any phrase (usually a *prepositional phrase*) that acts as an adverb.



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7. Adjectival Phrase - adjectival phrases can either refer to a group of adjectives "*full of toys*" or any phrase (like a *participial* or *prepositional phrase*) that acts as an adjective.
 8. Participial Phrase - "*Crushed to pieces by a sledgehammer, the computer no longer worked*" or "I think the guy *sitting over there* likes you." A participial phrase has a past or present participle as its head. Participial phrases always function as adjectives.
 9. Prepositional Phrase - "*The food on the table* looked delicious". A prepositional phrase, which has a preposition as its head, can function as an adjective, adverb, or even as a noun.
 10. Absolute Phrase - "*My cake finally baking in the oven, I was free to rest for thirty minutes*". Absolute phrases have subjects and modify the entire sentence, not one noun. Almost a clause, the absolute phrase can include every sentence element except a finite verb. For example, "*My cake finally baking in the oven*" would be its own sentence if you just added one finite verb: "My cake *was* finally baking in the oven".
3. Sentences

According to Lehmann in (Srijono, 2001) sentence is a series of selected syntactic items which combined into a unit in accordance with certain patterns of arrangement, modification, and

intonation in any given language. Lehmann in (Srijono, 2001) also explained about sentence patterns and sentence types. They are:

1. Sentence Patterns

English sentence has many variations that sometimes difficult to understand by people who are just learning English. Therefore, the introduction of the patterns of English sentences should be applied to those who want to learn English. All sentences in the English language are divided into ten patterns determined by the presence and functions of nouns, verbs, adjectives, and adverbs.

2. Sentence Types

Sentence patterns are the basis to form a sentence, which can form a simple sentence, compound sentence, complex sentence, or compound complex sentence.

- a. Simple Sentence, A sentence consists of an independent clause, so it contains a subject and a verb. It does not contain either a dependent clause or another simple sentence. Examples of simple sentence:

The dog barked

Tom reads newspapers

- b. Compound Sentence, a sentence consists of two or more simple sentences joined by:

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- A comma followed by a coordinating conjunction (and, but, or, nor, for, yet, so): *The dog barked, and the cat yowled.*
 - A semicolon: *The dog barked; the cat yowled.*
 - A comma, but only when the simple sentences are being treated as items in a series: *The dog barked, the cat yowled, and the rabbit chewed.*
- c. Complex Sentence, a sentence consists of a combination of an independent clause and a dependent clause.
- Example of complex sentence:
- The dog that was in the street howled loudly*
- d. Compound Complex Sentence, a sentence consists of a combination of a compound sentence and a complex sentence.
- Example of compound complex sentence:
- As the dog howled, one cat sat on the fence, and the other licked its paws*

2. Translation**a. Definition of Translation**

Nida and Taber (1982) in Budianto and Fardhani (2010) say that translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, terms of meaning and terms of style. It contains some elements that should be

taken into report by a translator in performing his/her task: reproducing the message, equivalence, natural equivalent, closet equivalent, priority on meaning and also style. The translator should try to reproduce the message contained in the source language. In this matter, what the translation should do in translating is to create the equivalent message, not the form in the target language.

According to Larson “Meaning Based Translation” (1984), translation is basically a change of form. Talking about the form of a language, it refers to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written In translation, the form of the source language is replaced by the form of the receptor (target) language. It indicates that the translator should try to find the equivalent of form between the form of the source language and that of the target language.

Brisling (1990) states that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another language (target), whether the languages are in written or oral form, whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf. It means that, translation is transferring thoughts and ideas from one language to another language which the language can be in a spoken form which is called interpretation or in written form which is called

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translation. However, the process of translation and the criteria of a good translation are not clearly stated.

From the definition above, the researcher concludes that translation is a process of transferring the meaning from the source language (SL) by equivalent material into the target language (TL).

b. Procedures of Translation

Procedures of translation are used as a technical in translating phrase to phrase, sentence to sentence. According to Suryawinata and Hariyanto (2003) in Budianto and Fardhani (2010), the procedures can be divided into two types: structural and semantic procedures.

1. Structural Procedures

These procedures which deal with structural problems may be divided into three procedure, they are addition, subtraction, and transposition.

1. Addition means the addition of words in the target language as required by the target language structure. For example:

She is a nurse.

(dia perawat)

In the example above, the word “is” and “a” should be added in the sentence to make the English structure can be acceptable.

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2. Substraction means that the reduction of the structural elements in the target language in order to be structurally acceptable. For example:

He is an engineer.

(dia insinyur)

From the example above shows that in translation the words “*is*” and “*an*” are not included in target language.

3. Transposition is used to translate clauses or sentences (Suryawinata and Hariyanto, 2003). The translator uses this procedure by changing the original structure of the source language in target language sentences to produce an equivalent effect. The change is made by changing the plural into singular form, the position of adjectives, or the structures of sentences as a whole (Newmark, 1988). For example:

Musical instruments can be divided into two basic groups.

(alat musik bisa dibagi menjadi dua kelompok besar)

In the example, *alat musik* (singular) becomes *musical instruments* (plural) and position of adjective is also changed into different “rules” between *Bahasa Indonesia* and English. *Alat musik bisa dibagi menjadi dua kelompok besar* is the source language, and *Musical*

instruments can be divided into two basic groups is the target language.

2. Semantic Procedures

1. Borrowing, according to Suryawinata and Hariyanto (2003), borrowing covers transliteration and naturalization.

Transliteration is a translation procedure that maintains the source language words, such as: *mall, sandal, orang utan*, respectively. Naturalization is the adaptation of the source language words to the target language words, for example, the words *kampong, sarung, bamboo* in *Bahasa Indonesia* is translated into *kampong, sarong, bamboo*, respectively in English.

2. Cultural Equivalent means a translation of a source language cultural word into the target language cultural word, an approximate translation is the result (Newmark, 1988). In this procedure, a specific cultural word in the source language is rendered into a specific cultural word in the target language, For example: the word “*pencakar langit*” in source language is translated into “*skycrappers*” in target language.

3. Descriptive Equivalent. According to Newmark (1988) and Suryawinata and Hariyanto (2003), a descriptive equivalent try to the meanings or function of the source language. This

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procedure is adopted since the source language word has a close relationship with a culture of specific word and the use of the cultural equivalent cannot give an expected level of accuracy. For example, the word of “*memanggul*” is translated into “*carry on one’s shoulder*” in English. The source language is translated into the target language and also the target language describes the components of meanings of the source language word.

4. Synonym is used if there is no a clear one-to-one equivalent between the source language and the target equivalent word and if the used of componential analysis may disturb the plot of the target language sentences (Newmark, 1988; Suryawinata and Hariyanto, 2003). For example: the word “*cute*” is translated into “*lucu*” although the real meaning of “*cute*” should show a small size, beauty, funny, etc.
5. Reduction and Expansion. Reduction means the reduction in component of the source language such as “*automobile*” that becomes “*mobil*”. Expansion is the opposite of reduction, for example the translation of the word “*whale*” is “*ikan paus*” not just paus, since the paus means “*the pope*”.
6. Addition is done on the basis of the consideration of transparency of meaning (Suryawinata and Hariyanto,

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2003). This procedure is usually applied to help when translating words related to culture, technique or other sciences. For example, the word “*predator*” is translated into “*predator*” in Bahasa Indonesia but for the sake of clarity, the translator gives additional information about what predator is in the footnotes to explain more the meaning of the words.

7. Official Translation is use of an official translation that has been standardized by the responsible institution. For example the phrase “*read only memory*” is translated into “*memori simpan tetap*”.
8. Omission or Deletion is done since the word or the part of the text is not so important for the source language text and is rather difficult to translate (Suryawinata and Hariyanto, 2003). For example:
 SL: “*sama dengan Raden Ayu ibunya,*” katanya lirih.
 TL: “*just like her mother,*” she whispered.

In the translation, *Raden Ayu* is not translated into target language, because it will not influence the propositional meaning of the sentence, but cultural significance of the second language is not conveyed in the target language. In this situation, the translator should give a footnote to explain the meaning of *Raden Ayu*.

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9. Modulation, according to Vinay and Dalbanet is a variation of the form of the message obtained by a change in the point of view (Venuti, 2000). This procedure is used for translating phrases, clauses or sentences and it is adopted when a literal meaning cannot produce a natural translation. For example “*jari tanganku teriris*” become “*I cut my finger*”. The translator should change the point of view “*jari tanganku*” as the subject in Bahasa Indonesia into “*my finger*” in English. This change point of view is a must in English to make the translation acceptable.

c. Assessment of Translation

Assessing translation is not something easy to do because there are some factors that influence the teacher’s impression on giving score. The score of translation may be different from one teacher to others. This study is going to use the instrument of translation quality from Nababan, Nuraeni, and Sumardiono (2012) in Irawati (2019). Nababan, Nuraeni, and Sumardiono (2012) defined that for producing a good translation quality should considerate of three aspect, they are accuracy, readability, and acceptability.

1. Accuracy

The accuracy refers to the equivalence of the translation product with the source text. The equivalent of the translation product related to the meaning and the message. A text can be

note as a good translation product when it has same meaning and message between the source text and the target text, Bagus (2014).

2. Acceptability

An accurate translation product can be not acceptable. The acceptability refers to whether the translation product has followed the rule and norm of the target text. For example, it is a normal when a child calls his grandfather with his child name like How are you, John. The child calls his grandfather's name, John. But this case will be a problem when adapted in Indonesia. The translator has to able to bring the norm and the rule of the target text.

3. Readability

In the context of translation, the term legibility is basically not only about the readability of the source language text but also the readability of the target language text. This is in accordance with the essence of every translation process that always involve both languages at once. According to Gerasimov in Vlasta Kučič (2009) that if there is no mistakes of writing spelling and punctuation at all of the text. It can be said that the text readable.

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3. Significant contribution of Students' Grammar Mastery toward Their Ability in Translating Indonesian to English

The importance of grammar has been a discussion from experts. Harmer (1987), grammatical rules are very important for mastering language. It is important to understand the grammar so that the intended translation meaning is not misunderstood. Moentaha (2006) said the difficulty in translation is the difference in the grammatical system of both languages, Indonesian and English. It can be concluded that in the translation process of translation there is a phase where translator should analyze a text in terms of grammatical relationship.

Jacobson (as cited in Baker, 2011) stated that grammatical pattern of a language determine the aspects from each experience that must be expressed in the given language. Baker (2011) also emphasize by proposing different level of grammatical equivalence the importance of grammar in her book. It showed that to express or state or translate a text, grammar plays a major role.

As Baker (2011) stressed the differences between grammatical structures may significantly change the way the information or messaged conveyed. Moreover, Newmark (as cited in Mafredi, 2008) added the importance of grammar should be taken into account. It pointed that grammar is very important aspect in the translation process, because without grammar mastery students will not be able to receive and transmit message correctly.

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From the theories above, it can be concluded that grammar mastery helps in the process of translating a language into another language.

B. Relevant Research

According to Syafi'i (2019), in relevant research, the research is required to observe some previous research conducted by other researchers in which they are relevant to our research itself. To avoid the same title used in this research. The researcher shows the relevant research. There are many researchers that have investigated this topic, the researcher just takes some relevant researchers to support this research. They are:

The first research is from a journal by Faridah Oktari, Mukhrizal and Arasuli (2019) entitled *The Correlation between Grammar Mastery and Translation Ability of English Department Academic Year 2015 Students at IAIN Palangka Raya*. The design of the research was used a quantitative correlational research. The researcher tried to investigate the students' grammar mastery, their translation ability, and the correlation between both of them. The result of the correlation by using SPSS 16.0 showed that: majority of the students (77, 5%) had poor grammar mastery, majority of the students (82, 45%) had inadequate translation ability, and there is correlation between students' grammar mastery and their translation ability (the correlation coefficient is 0, 797%). As the result, the students' grammar mastery contributed significantly to their translation ability.



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The second research is from a journal by Farida Samad (2015) entitled the correlation between grammar mastery and translation ability at seventh semester students of English education study program, Khairun University of Ternate. The design of this research was used descriptive quantitative research. This research aims to find out the correlation between grammar mastery and translation ability in context from Indonesian to English. The population of this research was all students of seventh semester English Education program for the academic year 2014-2015. The result showed that there is significant correlation between grammar mastery and translation ability. Students will get high score in translation course if they have high score in grammar. Otherwise, students who have lower score in grammar, they will get lower score in their translation course.

The third research is from a thesis by Farida Qurota Aini (2016) entitled a correlation study between student's mastery on passive voice and conditional sentence toward their translation skills of the fifth semester students. The design of the research was used a quantitative correlational research. The researcher tried to find out the significance or no correlation between student's mastery on passive voice, conditional sentence toward their translation skill of the fifth semester of English education department of IAIN Salatiga in the academic year of 2015/2016. The result of the study showed that based on the data analysis: the score of the students' mastery on passive voice is good with percentage is 80.3% (good). The score of students' mastery on conditional sentence is fair with percentage is 56.2%



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(fair). So the correlation between students' mastery on passive voice and conditional sentence is significant with the level of significant 0.05 which is 0.128. It means that there is very weak correlation between students' mastery on passive voice and conditional sentence toward their translation skills, H_0 is accepted and H_a is rejected. It means that there is no correlation between students' mastery on passive voice and conditional sentence toward their translation skills.

The fourth research is from a thesis by Anis Nurhasanah (2022) entitled the correlation between students' grammar mastery towards students ability in translation of Indonesia into English at the sixth semester of English Education Department of State Islamic University of Raden Intan Lampung in the academic year of 2020/2021. The design of the research was used quantitative correlational method. The researcher attempted to investigate the students' grammar mastery, their translation ability, and the correlation between both variables. The population was 90 students of English Education Department at the sixth semester and the sample was 30 students. The instruments used to collecting the data were grammar test and translation test. The result obtained the value of significant generated *Sig* (P Value) = 0,498. It was concluded that a good ability in translating text, students should have mastery of grammar.

The fifth research is from a thesis by Noer Zalida Putri (2019) entitled the correlation between grammar mastery and translation ability of English Department academic year 2015 students at IAIN Palangka Raya.



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The design of the research was used descriptive quantitative research. The aim of this study was to find out the correlation between grammar mastery and translation ability of English Department academic year 2015 at IAIN Palangka Raya. The population of this study was academic year 2015 students and the sample of this study was 32 students. The result of this study shows that the average of the academic year 2015 students' grammar mastery is in "less" category, and the translation skill is in "less translation category". It can be concluded that the grammar mastery can significantly influence the translation result.

In conclusion, this research has similarities and differences from previous study above. The similarity is in the object of the research that talks about students' grammar mastery and their translation ability. Other similarity is in the research design was used correlational research. In other hand, researcher is conducting this research differently from previous study above. The formulation of the problem is different. The time and the location of the research are different. The instruments that will use by researcher are different. So of course, the data analysis and the result will be different from previous study above.

Operational Concept

According to Syafi'i (2019), operational concept are derived from related theoretical concepts on all of the variables should be practically and empirically operated in academic writing. The operational concept is a concept used to provide a theoretical framework to avoid misunderstanding

and misinterpretation in this research. There are two variables used in this research, namely grammar mastery as variable X and students' ability in translating Indonesian to English as variable Y.

1. The Indicator of Students' Grammar Mastery (Variable X)

Following Samad (2015) there are three aspects grammar mastery in learning English:

- 1) Students are able to identify Words.
- 2) Students are able to identify Phrases.
- 3) Students are able to identify Sentences.

2. The Indicator of Students' Ability in Translating Indonesian to English (Variable Y)

Based on Nababan, Nuraeni, and Sumardiono (2012) in journal of Irawati (2019) there are three indicators of ability in translating Indonesian to English can be described, there are:

- 1) Students are able to ensure that their translation reaches the accuracy of the message.
- 2) Students are able to ensure that their translation reaches the acceptability.
- 3) Students are able to be sure their translation reaches the readability.

D. Assumption and Hypothesis

1. Assumption

- a) The higher the students' grammar mastery, the higher students'

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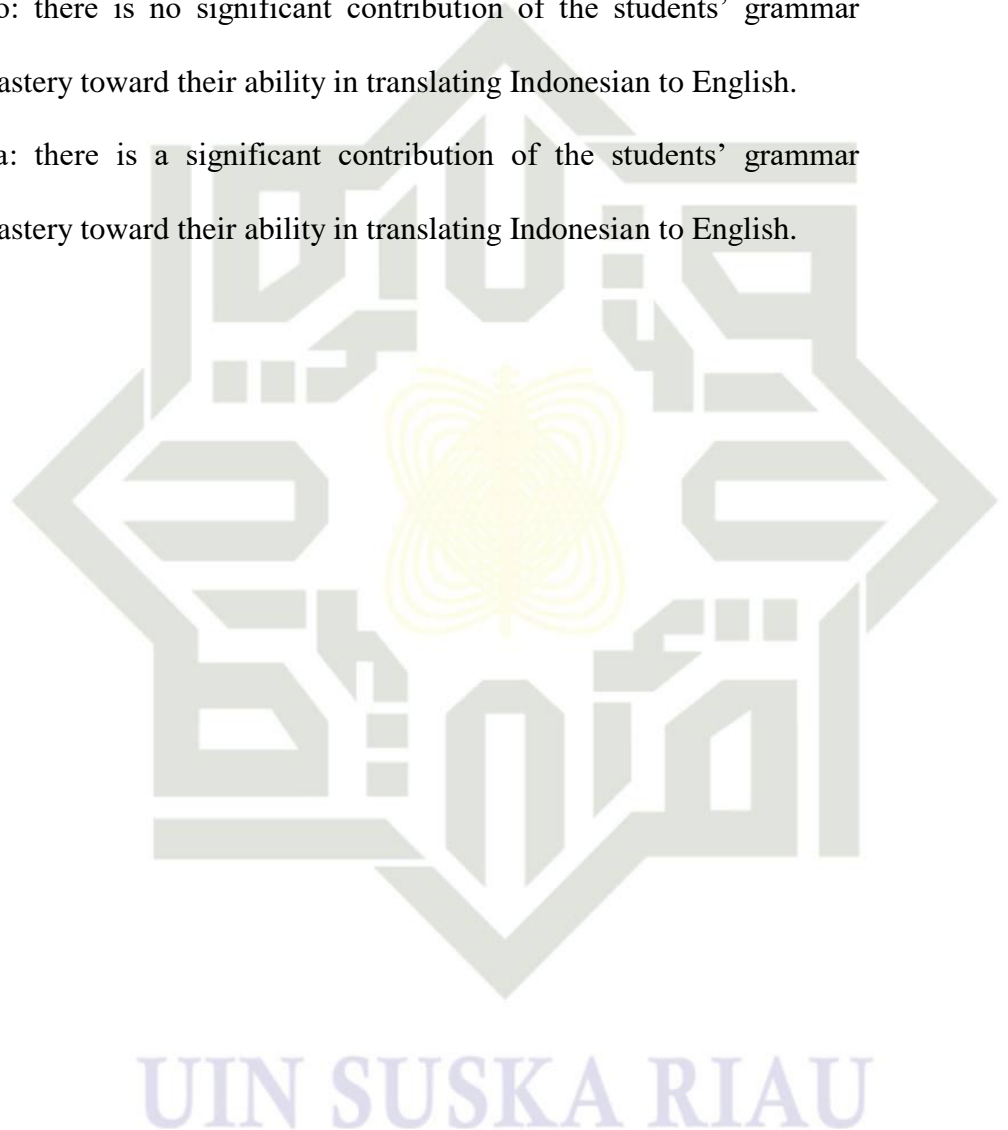
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ability in translating Indonesian to English.

- b) The lower the students' grammar mastery, the lower students' ability in translating Indonesian to English.

2. Hypothesis

- a) Ho: there is no significant contribution of the students' grammar mastery toward their ability in translating Indonesian to English.
- b) Ha: there is a significant contribution of the students' grammar mastery toward their ability in translating Indonesian to English.



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CHAPTER III

THE METHOD OF THE RESEARCH

A. Research Design

This research is correlational research. According to Creswell (2012), correlational design provides a Variable x Variable y opportunity to predict scores and explains the relationship among variables. This study employed quantitative research for measuring the data using statistical procedures (Cresswell, 2008). The researcher used this design to find out the significant contribution of students' grammar mastery toward their ability in translating Indonesian to English of English Education Department of UIN SUSKA Riau. There are two variables in this research. The first variable is students' grammar mastery and it is considered as the independent variable (variable x). The second variable is students' ability in translating Indonesian to English and it is considered as dependent variable (variable y). In this research, the variables were not manipulated or controlled by the researcher. Regarding to the statement above, Creswell (2012) stated that the writer did not try to manipulate or control the variables.

The researcher used correlational research because it studied about correlation between the students' grammar mastery at English Education Department in UIN SUSKA Riau and their ability in translating Indonesian to English. The method of collecting data for this research used two techniques. They were grammar test and translation test.

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B. Time and Location of the Research

This research was conducted on May 2023-June 2023 and the location of the research was at English Education Department of State Islamic University of Sultan Syarif Kasim Riau in HR. Soebrantas Street, Panam, Pekanbaru.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the sixth semester students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

2. Object of the Research

The object of this research was to find out the significance or no contribution of students' grammar mastery toward their ability in translating Indonesian to English at the sixth semester students of English Education Department in UIN SUSKA Riau.

D. Population and Sample of the Research

1. Population of the Research

According to Sugiyono (2010), population is a group consists of object and subject that have quality and certain characteristic that set by the researcher. The population of the research was sixth semester students of English Education Department of UIN SUSKA Riau. The distribution of the population was described as below:

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Table III.1
Total Population of the Sixth Semester Students of English Education Department of UIN SUSKA Riau

No	Class	Population
1.	VI A EED	25
2.	VI B EED	23
3.	VI C EED	26
4.	VI D EED	24
5.	VI E EED	23
Total		121

The population in this research was the sixth semester student of English Education Department of UIN SUSKA Riau which has 5 classes with the total population were 121 students.

2. Sample of the Research

According to Creswell (2012), “a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population”. In this research, to determine the sample, the researcher used purposive sampling technique. In purposive sampling technique, according to Arikunto (2010) “purposive sampling technique is the process of selecting sample by taking subject that is not based on the level or area, it is taken based on a specific purpose”. Considering that number of the population which is relatively large, then, the researcher took 15% from total population. Arikunto (2010) says that if the population is under 100, the researcher can take all of them as the sample, but if the population is more than 100, the researcher can take 10%-15% or 20%-25% or more of population as the sample. In this study, the researcher took 15% of the population as the sample.

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The calculation of the sample:

$$15\% \text{ of the population } \frac{15}{100} \times 121 = 18$$

According to the calculation from the percentage score, it should have been taken 18 students from the population as the sample. But the researcher took 24 students because the researcher wanted to take one class as the sample. So, the total sample of this research were 24 students from VI D class. This decision was made with the consideration that the class was cooperative and recommended by the lecturer.

Table III.2
Sample of the Research

No	Class	Total of Students in the Class	Number of Students Who Participate in the Research
1.	VI D	24	20
	Total	24	20

The total number of the students were 24 students. However, only 20 students were eligible to participate in this research. The 4 students did not fill in the test according to a predetermined schedule and also did not fill the test according to the instructions that had given. So, the truly sample of this research were 20 students.

E. Technique of Collecting Data

1. Grammar Test

The first instrument that was used by the researcher in collecting data was grammar test. In this grammar test the researcher used multiple-

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choice. The test consisted of 20 multiple-choice questions. In number one to fifteen of the test were about incomplete sentence, so the students chose the words or phrases that best to complete the sentence. In number sixteen to twenty of the tests the students should identify the one underlined word or phrase that must be changed in order for the sentence to be correct. If each item answered correctly, the students obtained 100 for the score. The results of the tests became the main data to find of the correlation among the two variables.

Table III.3
Blueprint of Students' Grammar Mastery

NO	Indicators	Number of items	Number
1	Students are able to identify words	1, 2, 3, 4, 5	5
2	Students are able to identify phrases	6, 7, 8, 9, 10, 11, 12, 13, 14, 15	10
3	Students are able to identify sentences	16, 17, 18, 19, 20	5
Total			20

2. Translation Test

The next instrument that was used is translation test. The researcher asked students to translate single paragraph from Indonesian to English. These sentences were the chosen one to represent the indicators just like in grammar test. The quality of student translation result was scored by using scoring scale from Nababan, Nuraeni, and Sumardiono (2012). The assessment of this test was based on the accuracy of transferring messages from source language to target language.

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Table III.4
Translation Assessment Rubric (Nababan, Nuraeni, and Sumardiono, 2012 in journal of Irawati, 2019)

1) Accuracy

Categories of Translation	Score	Criteria
Accuracy	3	The meaning of words, terms, phrases, clauses, sentences or source language texts is accurately transferred to the target language; there is absolutely no distortion of meaning.
Less- accurate	2	Most of the meanings of words, terms, phrases, clauses, sentences or source language texts have been accurately transferred to the target language. However, there are still meaningful distortions or translations of double meanings (taxa) or meanings omitted, which disturb the message.
Not accurate	1	The meaning of words, terms, phrases, clauses, sentences or source language texts is inaccurately transferred to the target language or omitted (deleted)

2) Acceptability

Table III.5

Categories of Translation	Score	Criteria
Acceptability	3	Translation feels scientific; technical terms used are commonly used and familiar to readers; phrases, clauses, sentences used are in accordance with Indonesian principles
Less acceptability	2	In general, the translation feels scientific; but there are few problems with the use of technical terms or there is a slight grammatical error
Not acceptability	1	The translation is not natural or feels like a translation work; technical terms used are not commonly used and are not familiar to the reader; phrases, clauses, sentences used are not in accordance with the rules of Indonesian language

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3) Readability

Table III.6

Categories of Translation	Score	Criteria
High Readability Level	3	Words, terms of phrase techniques, clauses, sentences or translated texts can be easily understood by the reader
Medium Readability Level	2	In general, the translation can be understood by the reader, but there are certain parts that must be read more than once to understand the translation
Low Readability Level	1	The translation is difficult for readers to understand

3. Validity

Validity means “measure what is envisioned to be measured” (Field, 2005). According to Creswell (2008) stated that validity is the individual’s scores from an instrument that makes sense, meaningful and enable to draw good conclusions from the sample that the researcher are studying to the population. It means that validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. According to Taherdoost (2016), there are four different types of validity: consequence validity, criteria validity, construct validity, and content validity. This research used construct validity. According to Ary (2010), construct validity focuses on test scores as a measure of a psychological construct. The psychological constructs such as intelligence, motivation, anxiety or critical thinking are hypothetical qualities or characteristics that have been “constructed” to account for observed behavior.

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Table III.7
Table of Validity

No	Items	R-Table	Corrected Item- Total Correlation
1	1	0,404	0,700
2	2	0,404	0,625
3	3	0,404	0,815
4	4	0,404	0,815
5	5	0,404	0,658
6	6	0,404	0,724
7	7	0,404	0,724
8	8	0,404	0,605
9	9	0,404	0,700
10	10	0,404	0,625
11	11	0,404	0,815
12	12	0,404	0,815
13	13	0,404	0,658
14	14	0,404	0,724
15	15	0,404	0,724

Based on the table above, the researcher found that all of the items are above the R-table 0,404. Therefore, all of the items are valid.

4. Reliability

According to Creswell (2012), reliability means that scores from an instrument are stable and consistent. Reliability has to do with accuracy if measurement. This kind of accuracy was reflected in obtaining the similar result when measurement was repeated on different occasion or by different person.

Table III.8
Table of Reliability

Cronbach's Alpha	N of Items
0,763	20

The following table is the level of internal consistency of Cronbach alpha by Cohen, et al (2007).

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Table III.9
Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very high reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimal reliable
<0.60	Unacceptably low reliable

Based on the scale above, the level of the reliability test for the grammar test is on reliable level which is on 0.763.

F. Technique of Analyzing Data

In analyzing the data dealing with the contribution of the students' grammar mastery toward their ability in translating Indonesian to English at the sixth semester students of English Education Department, the researcher used Spearman Rho correlation as formula, because the data were obtained from the two variables was exposed in term in quantitative score, and the data was using in ordinal data. Spearman Rho correlation is a non-parametric test that is used to measure the degree of association between two variables. The researcher used SPSS 25.0 software program to analyze the data. Before analyzing the correlation, the researcher used percentage formula to find the score of the students. Evroro and Sylvanus (2015) utter that we use the formula as follows:

$$P = \frac{R}{N} \times 100$$

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Where:

P = the percentage of examinees who answered items.

R = the number of examinees who answered items.

N = total number of examinees who tried the items.

In quantitative data analysis, Creswell (2012) indicated that we analyze the data using mathematical procedures, called statistics to explain the result of the research. Furthermore, the researcher wants to find positive linear relationship on this research. According to Creswell (2012), positive relationship occurs when low (or high) scores in one variable relate to low (or high) scores for the second. The statistical hypotheses were as follow:

Ha: sig. 2 tailed ≤ 0.05

Ho: sig. 2 tailed ≥ 0.05

Ha: there is a significant contribution between students' grammar mastery and their ability in translating Indonesian to English.

Ho: there is no significant contribution between students' grammar mastery and their ability in translating Indonesian to English.

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CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the contribution between students' grammar mastery and their ability in translating Indonesian to English of sixth semester students of English Education Department of UIN SUSKA Riau. So, the researcher concluded this research as follows:

1. The level of students' grammar mastery of the sixth semester students of English Education Department of UIN SUSKA RIAU is at Mediocre level with the mean score 45.
2. The level of students' ability in translating Indonesian to English of the sixth semester students of English Education department is at Excellent Level with the mean score was 92.4.
3. There is no a significant contribution between students' grammar mastery and their ability in translating Indonesian to English of the sixth semester students of English Education Department of UIN SUSKA RIAU. It is indicated by sig.value is 0.658 which is bigger than 0.05 (sig(2 tailed) \geq 0,05).

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B. Suggestion

After conducting the research and analyzing the data, the researcher gives suggestions and recommendations to students, teachers, and other researchers. The students should be creative to improve their skills in order to get better in translating Indonesian to English and students should pay more attention to the lesson explained by the teacher.

For the teacher, they should be creative to improve the students' ability in translating Indonesian to English by giving them more activities or exercises.

And for further researcher, the researcher expects that the finding of this research can be used further research on different topic and methodology.

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APPENDIX 1

Syllabus

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Dept./Major (Program Studi) : English Language Education/Pendidikan Bahasa Inggris (PBI) Semester : II (Dua)
Course (Mata Kuliah) : Basic English Grammar Credit (Beban SKS) : 2 (Dua SKS)
Code (Kode Mata Kuliah) : PBI Instructor (Dosen) : Mainar Fitri, S. Pd., M. Pd
Prerequisite (Pra-syarat) : - Pengampu : Mayfitry81@gmail.com

Learning Outcome (Capaian Pembelajaran) : Supported by relevant technology, students are able to use basic concept of grammar knowledge into their language skills.

Course Description (Deskripsi Mata Kuliah) : In this grammar course you will develop your knowledge of the form, meaning, and use of English grammar structures at the basic level. These structures will help you understand and communicate better in social and academic situations.

Assessment (Penilaian) : Your final grade consists of individual and structured tasks (30%), essay examination (mid-term) (35%), and final project (final semester grade) (35%).

Meeting (Pertemuan ke)	Learning Objective (Kemampuan Akhir Yang Diharapkan)	Topic (Bahan Kajian)	Instructional Method (Metode Pembelajaran)	Time Allocation (Waktu yang disediakan)	Indicator (Indikator Keberhasilan)	Reference (Referensi)	Task (Tugas)	Weight (Bobot)
Week I		Introduction and orientation to the course, syllabus	Presentation Q & A	100 Minutes				
Week II	Students are able to use to be (be Verb)	Using To Be (Be Verb)	Presentation Drills Discussion	100 minutes	a. Students are able to identify types of to be based on tenses b. Students are able to use Be: for nominal sentences.. c. Students are able to create example of using to be.	English Sentence Structure	Group task and discussion	10%
Week III	Students are able to use Noun Phrases	Noun Phrases	Presentation Drills	100 Minutes	a. Students are able to identify types of	English Sentence	Group task and	10 %

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			Discussion		nouns. b. Create some examples of noun types	Structure	discussion	
Week V	Students are able to use Noun Phrase (countable and uncountable nouns)	Countable and Uncountable Nouns	Presentation Drills Discussion	100 Minutes	a. Students are able to identify countable and uncountable nouns b. Students are able to create examples of countable and uncountable nouns.	English Sentence Structure	Group task and discussion	10 %
Week V	Students are able to use pronouns	Pronouns	Presentation Drills Discussion	100 Minutes	a. Students are able to identify types of pronouns b. Create examples of the types of pronouns	English Sentence Structure	Group task and discussion	10 %
Week VI	Students are able to use Article a /an and the	Article A, An and the	Presentation Drills Discussion	100 Minutes	a. Students are able to identify the use of article a, an and the b. Students are able to give examples of using article a, an and the	English grammar in use (2nd ed.)	Group task and discussion	10%
Week VII	Students are able to use article <i>the</i> and without article <i>the</i>	article <i>the</i> and without article <i>the</i>	Presentation Drills Discussion	100 Minutes	a. Students are able to ide b. Students are able to identify when to use article <i>the</i> and without article <i>the</i> .	English Sentence Structure	Group task and discussion	10 %

					c. Students are able to give examples of using article the and without article the.			
	Students are able to use previous topics	Review	Drills Discussion	100 Minutes	Students are able to use previous topic	English Sentence Structure	exercises	
	Students are able to do mid-test	Mid Test	Written test	100 Minutes			Individual Test	35 %
	Students are able to use Simple Present	Simple Present Tense	Presentation Drills Discussion	100 minutes	a. Students are able to identify characteristics of Simple Present Tense b. Students are able to give examples of simple present tense	Understanding and Using English Grammar Book	Group task and discussion	10 %
	Students are able to use Simple Past Tense	Simple Past Tense	Presentation Drills Discussion	100minutes	a. Students are able to identify characteristics of simple past tense b. Students are able to give examples of simple past tense	Understanding and Using English Grammar Book	Group task and discussion	10 %
	Students are able to use Simple Future	Simple Future	Presentation Drills Discussion	100 minutes	a. Students are able to identify characteristics of simple Future b. Students are able to give examples of simple future	Understanding and Using English Grammar Book	Group task and discussion	10 %
	Students are able to use Present Progressive Tense	Present Progressive Tense and Non Progressive Verbs	Presentation Drills Discussion	100Minutes	a. Students are able to identify characteristics of present	Understanding and Using English Grammar Book	Group task and discussion	10 %

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Approved by, Date : Feb 5, 2018 Head of English Education Dept.	Checked by, Date : Feb 2, 2018 Coordinator of course specialization	Designed by, Date: January 31, 2022 Lecturer
Faurina Anastasha D. P.	Drs. Samsi Hasan, M.H.Sc. NIP.199308031993031003	Mainar Fitri, S. Pd., M. Pd NIP. 198105192014112001

					progressive tense b. Students are able to identify non progressive verbs c. Students are able to give examples of present progressive and non progressive verbs			
	Students are able to use Present Perfect Tense	Present Perfect Tense	Drills Discussion	100 Minutes	Students are able to identify characteristics of present perfect tense	Understanding and Using English Grammar Book	Individual tasks	10 %
	Students are able to do the final test	Final Test	Written Test	100 Minutes	Students are able to answer all question in the test		Individual test	35 %



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Dept./Major (Program Studi) : English Language Education/Pendidikan Bahasa Inggris (PBI) Semester : III (Tiga)
Course (Mata Kuliah) : Intermediate English Grammar Credit (Beban SKS) : 2 (Dua SKS)
Code (Kode Mata Kuliah) : PBI Instructor (Dosen) : Mainar Fitri, S. Pd., M. Pd
Prerequisite (Pra-syarat) : Basic English Grammar Pengampu : Mayfitry81@gmail.com

Learning Outcome (Capaian Pembelajaran) : Supported by relevant technology, students are able to apply their grammar knowledge at intermediate level to support their language skills.
 : In this grammar course you will develop your knowledge of the form, meaning, and use of English structures at the intermediate level. These structures will help you understand and communicate better in social and academic situations.
Course Description (Deskripsi Mata Kuliah) : Your final grade consists of individual and structured tasks (30%), essay examination (mid-term) (35%), and final project (final semester grade) (35%).
Assessment (Penilaian)

Meeting (Pertemuan ke)	Learning Objective (Kemampuan Akhir Yang Diharapkan)	Topic (Bahan Kajian)	Instructional Method (Metode Pembelajaran)	Time Allocation (Waktu yang disediakan)	Indicator (Indikator Keberhasilan)	Reference (Referensi)	Task (Tugas)	Weight (Bobot)
Week I		Introduction and orientation to the course, syllabus	Presentation Q & A	101 Minutes				
Week II	Students are able to use Past continuous tense	Past Continuous tense	Presentation Drills Discussion	101 Minutes	d. Students are able to identify the characteristics of Past continuous .b. Students are able to create example of Past continuous	Understanding and Using English Grammar Book	Group task and discussion	10%
Week III	Students are able to use Present Perfect Continuous	Present Perfect Continuous Tense	Presentation Drills Discussion	100 Minutes	c. Students are able to identify characteristics of Present Perfect	Understanding and Using English Grammar Book	Group task and discussion	10 %

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© Heksipta milik UIN Suska Riau State Islamic U	Students are able to use Past Perfect Continuous	Past Perfect continuous tense	Presentation Drills Discussion	100 Minutes	Continuous Tense. d. Create some examples of Past Perfect	Understanding and Using English Grammar Book	Group task and discussion	10 %
	Students are able to use Future Progressive Tense	Future Progressive Tense	Presentation Drills Discussion	101 Minutes	c. Students are able to identify Future Progressive Tense d. Create some examples of Future Progressive Tense	Understanding and Using English Grammar Book	Group task and discussion	
	Students are able to use Future Perfect Tense	Future Perfect Tense	Presentation Drills Discussion	100 Minutes	c. Students are able to identify characteristics of Future Perfect Tense d. Students are able to give examples of Future Perfect Tense	English grammar in use (2nd ed.)	Group task and discussion	10%
	Students are able to use Future Perfect Progressive	Future Perfect Progressive	Presentation Drills Discussion	101 Minutes	d. Students are able to identify characteristics of Future Perfect Progressive e. Students are able	Understanding and Using English Grammar Book	Group task and discussion	10 %

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					to identify the meaning of modal auxiliaries f. Students are able to give examples of future perfect progressive			
	Students are able to use previous topics	Review	Drills Discussion	100 Minutes	Students are able to identify each tenses which have been learned already	Understanding and Using English Grammar Book	Individual tasks or exercises	
		Mid Test		100 Minutes				35 %
	Students are able to use Modal Auxiliaries and Similar Expressions	Modal Auxiliaries and Similar Expressions	Presentation Drills Discussion	101 Minutes	c. Students are able to identify the Use of Modal Auxiliaries and Similar Expressions d. Students are able to use modal auxiliaries and similar expressions	Understanding and Using English Grammar Book	Group task and discussion	10 %
	Students are able to use passive voice	Passive Voice	Presentation Drills Discussion	101 Minutes	c. Students are able to identify passive voice d. Students are able to give examples of passive voice	Understanding and Using English Grammar Book	Group task and discussion	
	Students are able to use conditional sentences	Conditional Sentences	Presentation Drills Discussion	101 minutes	c. Students are able to identify types of conditional sentences d. Students are able to give examples of conditional sentences on each types.	Understanding and Using English Grammar Book	Group task and discussion	



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References

- Murphy, R. (1998). English grammar in use (2nd ed.). Cambridge: Cambridge University Press.
- Azar, Betty schramper.(1989). Understanding and Using English Grammar. New Jersey.

Week XIII - XIV	Students are able to use transition words	Transition Words	Presentation Drills Discussion	101 Minutes	d. Students are able to identify transition words e. Students are able to give examples of transition words in sentences	Understanding and Using English Grammar Book	Group task and discussion	
Week XIII - XIV	Students are able to use all previous topic from week IX - XIV	Review	Drills Discussion	100 Minutes	Students are able to identify each type of sentences and transition words.	Understanding and Using English Grammar Book	Individual tasks	
Week XIII - XIV	Students are able to do the final test	Final Test	Written Test	100 Minutes	Students are able to answer all question in the test		Individual test	

Approved by, Head of English Education Dept.	Date : September, 2018	Checked by, Coordinator of course specialization	Date : September, 2018	Designed by, Lecturer	Date: August, 2018
Drs. Samsi Hasan, M.H.Sc. NIP.199308031993031003		Drs. Samsi Hasan, M.H.Sc. NIP.199308031993031003		Mainar Fitri, S. Pd., M. Pd NIP. 198105192014112001	

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Dept./Major (Program Studi)	: English Language Education/Pendidikan Bahasa Inggris (PBI)	Semester	: III (Tiga)
Course (Mata Kuliah)	: Advanced English Grammar	Credit (Beban SKS)	: 2 (Dua SKS)
Code/Kode Mata Kuliah	: PBI	Instructor (Dosen)	: Mainar Fitri, S. Pd., M. Pd
Pre-requisite (Pra-syarat)	: Intermediate English Grammar	Pengampu	: Mayfitry81@gmail.com
Learning Outcome (Capaian Pembelajaran)	: Supported by relevant technology, students are able to apply their grammar knowledge at intermediate level to support their language skills.		
Course Description (Deskripsi Mata Kuliah)	: In this grammar course you will develop your knowledge of the form, meaning, and use of English structures at the advanced level. These structures will help you understand and communicate better in social and academic situations.		
Assessment (Penilaian)	: Your final grade consists of individual and structured tasks (30%), essay examination (mid-term) (35%), and final project (final semester grade) (35%).		

Meeting (Pertemuan ke)	Learning Objective (Kemampuan Akhir Yang Diharapkan)	Topic (Bahan Kajian)	Instructional Method (Metode Pembelajaran)	Time Allocation (Waktu yang disediakan)	Indicator (Indikator Keberhasilan)	Reference (Referensi)	Task (Tugas)	Weight (Bobot)
Week I		Introduction and orientation to the course, syllabus	Presentation Q & A	102 Minutes				
Week II	Students are able to use adjective clauses	Adjective Clauses	Presentation Drills Discussion	102 Minutes	e. Students are able to identify the characteristics of adjective clauses .b. Students are able to create example of adjective clauses	Understanding and Using English Grammar Book	Group task and discussion	10%



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Week III	Students are able to use adjective phrases	Adjective Phrases	Presentation Drills Discussion	100 Minutes	e. Students are able to identify characteristics of adjective phrases f. Create some examples of adjective phrases	Understanding and Using English Grammar Book	Group task and discussion	10 %
Week IV	Students are able to use Noun Clauses	Noun Clauses	Presentation Drills Discussion	100 Minutes	e. Students are able to identify characteristics of Noun Clauses f. Students are able to create examples of Noun Clauses	Understanding and Using English Grammar Book	Group task and discussion	10 %
Week V	Students are able to use Subjunctives in Noun Clauses	Subjunctives in Noun Clauses	Presentation Drills Discussion	102 Minutes	e. Students are able to identify Subjunctive in Noun Clauses f. Create some examples of subjunctives in Noun Clauses	Understanding and Using English Grammar Book	Group task and discussion	
Week VI	Students are able to use Gerunds	Gerunds	Presentation Drills Discussion	100 Minutes	e. Students are able to identify the functions of Gerunds f. Students are able to give examples of Gerunds	English grammar in use (2nd ed.)	Group task and discussion	10%
Week VII	Students are able to use Infinitives	Infinitives	Presentation Drills Discussion	102 Minutes	g. Students are able to identify the functions of infinitives h. Students are able to differ between gerunds and infinitives	Understanding and Using English Grammar Book	Group task and discussion	10 %

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					i. Students are able to give examples of infinitives			
	Students are able to use previous material	Review	Drills Discussion	100 Minutes	Students are able to identify each tenses which have been learned already	Understanding and Using English Grammar Book	Individual tasks or exercises	
		Mid Test		100 Minutes				35 %
	Students are able to master skills in answering structure and written expressions section of TOEFL Test	Introduction to Structure and Written Expression Sections of TOEFL Test	Drills	102 Minutes	e. Students are able to answer structure section and written expression section of TOEFL Test (Pre-test)	TOEFL Preparation Books: Longman and Cliffs	Discussion Individual Tasks	10 %
	Students are able to apply the skills of answering structure section of TOEFL test	Skills of answering Structure Sections	Drills Discussion	102 Minutes	e. Students are able to apply the skills of answering structure section of TOEFL Test	TOEFL Preparation Books: Longman and Cliffs	discussion	
	Students are able to apply the skills of answering structure section of TOEFL test	Skills of answering Structure Section	Drills Discussion	102 minutes	e. Students are able to apply the skills of answering written expression section of TOEFL Test.	TOEFL Preparation Books: Longman and Cliffs	discussion	
	Students are able to apply the skills of answering written expression section of TOEFL test	Skills of Answering Written Expression Section of TOEFL Test	Presentation Drills Discussion	102 Minutes	f. Students are able to apply the skills of answering structure and written expression sections of TOEFL Test	TOEFL Preparation Books: Longman and Cliffs	discussion	
	Students are able to use all	Review	Drills	100 Minutes	. Students are able to	TOEFL	Individual	



previous topic from week IX-XIV					answer structure and written expression section of TOEFL Test	Preparation Books: Longman and Cliffs	tasks	
Students are able to do the final test	Final Test	Written Test	100 Minutes	Students are able to answer all question in the test			Individual test	

References

6

7

Approved by

Head of English Education Dept.

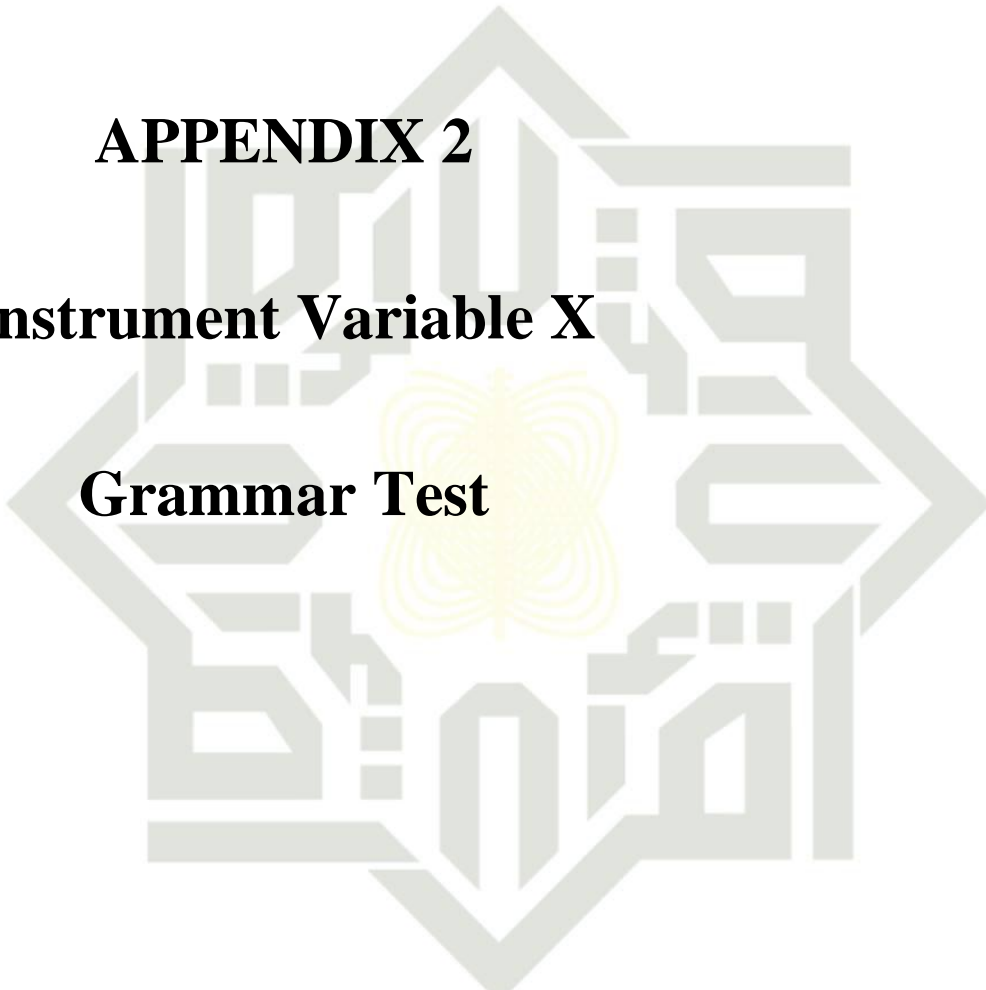
Drs. Samsi Hasan, M.H.Sc.

NIP.199308031993031003

State Islamic U

Date : September, 2018	Checked by,	Date : September, 2018	Designed by,	Date: August, 2018
	Coordinator of course specialization		Lecturer	
	Drs. Samsi Hasan, M.H.Sc. NIP.199308031993031003		Mainar Fitri, S. Pd., M. Pd NIP. 198105192014112001	

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APPENDIX 2

Instrument Variable X

Grammar Test

UIN SUSKA RIAU

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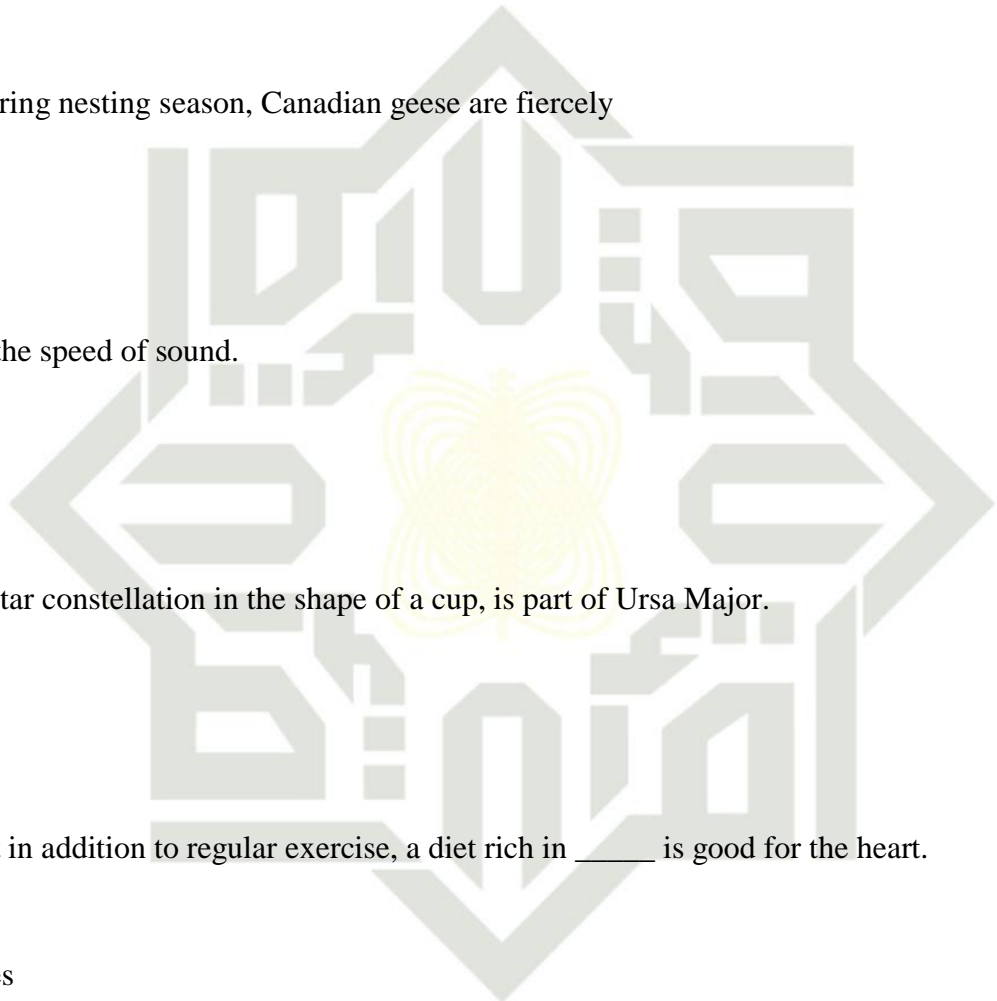




Test of Students' Grammar Mastery (X Variable)

Direction: Question 1-15 are incomplete sentence. Beneath each sentence you will see four words or phrase, marked (A), (B), (C), or (D). Choose the one or word phrase that best completes the sentence. Then, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. Samuelson was the first American to win the Nobel Prize in _____.
 - a. Economy
 - b. Economic
 - c. Economical
 - d. Economics
2. _____ nests during spring nesting season, Canadian geese are fiercely _____.
 - a. Building
 - b. Air building
 - c. Built
 - d. Air built
3. The speed of light is _____ the speed of sound.
 - a. Much faster than
 - b. The fastest
 - c. As fast
 - d. Fast
4. _____ Big Dipper, a seven-star constellation in the shape of a cup, is part of Ursa Major.
 - a. The
 - b. The
 - c. With the
 - d. That the
5. Doctors have concluded that in addition to regular exercise, a diet rich in _____ is good for the heart.
 - a. Fruits and vegetable
 - b. A fruit and vegetable
 - c. The fruits and vegetables
 - d. Fruit and vegetables
6. _____ tea plant are small and white.
 - a. The
 - b. On the
 - c. Having flowers the
 - d. The flowers of the
7. Henry Adams, born in Boston, _____ famous as a historian and novelist.
 - a. Became
 - b. And became



UIN SUSKA RIAU



16. Still no novelty in the late nineteenth century, _____ limited to the rich.

- a. Was photography
- b. It a photography
- c. Photography was
- d. Photography was

Direction: In question 16-20, each sentence has four underlined words or phrases. The four underline parts of the sentences are marked (A), (B), (C), or (D). Identify the one underlined parts of word or phrase that must be changed in order for the sentences to be correct. Then, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

17. Uranus is the seventh planets from the sun.

- A B C D

18. Commercial letters of credit are often used to finance export trade, but them can have other

- A B C D

19. Last week's meeting, the advertising department quickly realized that the product will

- A B C

a new slogan.

20. The advisor told himself, while listening to the speech, that a dozen other reporters

- A B

had already asked that question.

- C D

21. When children experience too much frustration, its behavior ceases to be integrated.

- A B C D

Answers Key of English Grammar Test

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

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APPENDIX 3

Instrument Variable Y

Translation Test

UIN SUSKA RIAU



Instruction: translate the following text into English

BULLYING

Bullying adalah bentuk perilaku agresif di mana seseorang dengan sengaja menyakiti orang lain. Bullying dapat terjadi dalam berbagai bentuk, termasuk pelecehan fisik, verbal, dan emosional. Bullying telah merambat ke sahateraan anak-anak dan remaja, yang menyebabkan kesulitan akademik, masalah kesehatan mental, dan bahkan bunuh diri. Bullying sering dilakukan oleh seseorang yang berada dalam posisi berkuasa, seperti anak yang lebih tua atau orang dewasa. Itu juga dapat terjadi dalam kelompok teman sebaya, dengan satu siswa bertindak sebagai pemimpin dan anggota lainnya bergabung untuk mendukung perilaku penindasan. Untuk mengatasi bullying, penting untuk mengambil sikap proaktif dan menciptakan lingkungan di mana bullying tidak diperbolehkan. Sekolah harus membuat kebijakan anti-intimidasi yang ditegakkan, dan siswa harus diajari untuk mengidentifikasi perilaku intimidasi dan mengintervensi ketika mereka menyaksikannya.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengutip, mengarang, atau menyebarkan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Answers key:

1. Dilarang mengutip, mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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BULLYING

Bullying is a form of aggressive behavior in which a person intentionally inflicts harm on another person. It can take many forms, including physical, verbal, and emotional abuse. Bullying has been found to hurt the well-being of children and adolescents, leading to academic difficulties, mental and physical health issues, and even suicide. Bullying is often perpetrated by a person in a position of power, such as an older child or an adult. It can also take place within a group of peers, with one student acting as the leader and other members joining in to support the leader's behavior. In order to address bullying, it is important to take a proactive stance and create an environment in which bullying is not accepted. Schools should create anti-bullying policies that are enforced, and students should be taught to identify bullying behavior and intervene when they witness it.

Sources: <https://superonline.com/contoh-explanation-text/>



APPENDIX 4

Students' Answer

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TEST OF STUDENTS' GRAMMAR MASTERY AND THEIR ABILITY IN TRANSLATING BAHASA INDONESIA TO ENGLISH

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Atas kesediaan waktu dan kerjasama saudara/saudari untuk mengisi tes ini, saya ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Email *

elgasriwahyuni4@gmail.com

UIN SUSKA RIAU

Full Name *

Elga Sri Wahyuni

Class *

6D

Gender *

Male

Female

TEST OF STUDENT'S GRAMMAR MASTERY (X)

Direction: Question 1-15 are incomplete sentence. Beneath each sentence you will see four words or phrase, marked (A), (B), (C), (D). Choose the one word or phrase that best completes the sentence. then, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

UIN SUSKA RIAU

1. Paul Samuelson was the first American to win the Nobel Prize in _____ *

- a. economy
- b. economic
- c. economical
- d. economics

2. When _____ nests during spring nesting season, Canadian geese are fiercely. *

- a. building
- b. are building
- c. built
- d. are built

3. The speed of light is _____ the speed of sound. *

- a. faster
- b. much faster than
- c. the fastest
- d. as fast

4. _____ Big Dipper, a seven-star constellation in the shape of a cup, is part of Ursa Major. *

- a. The
- b. It is the
- c. With the
- d. That the

5. Doctors have concluded that in addition to regular exercise, a diet rich in _____ is good for the heart. *

- a. fruits and vegetable
- b. a fruit and vegetable
- c. the fruits and vegetables
- d. fruit and vegetables

UIN SUSKA RIAU

6. _____ tea plant are small and white. *

- a. The
- a. On the
- c. Having flowers the
- d. The flowers of the



UIN SUSKA RIAU

a Riau

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7. Henry Adams, born in Boston, _____ famous as a historian and novelist. *

- a. became
- b. and became
- c. he was
- d. and he became

8. By the time the class over, I _____ reading this book. *

- a. will have finished
- b. have finished
- c. will be finishing
- d. had finished

9. Language permit us _____ our heritage through literature and narratives. *

- a. preserve
- b. preserving
- c. to preserve
- d. preservation

10. People who are _____ cannot tell light from dark. *

- a. blind totally
- b. a total blind
- c. totally blind
- d. totally blindly

11. Almost everyone fails _____ the driver's test on the first try. *

- a. passing
- b. to have passed
- c. to pass
- d. in passing



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banyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

12. By the end of the 1950s, portions of the Atlantic around New York had become

*

- a. extremely dirty
- b. extreme dirtiness
- c. more dirty
- d. extremely dirtly



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agian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



13. The musical instrument _____ is six feet along. *

- a. is called the bass
- b. it is called the bass
- c. called the bass
- d. calls the bass

14. The wedges _____ dartboard are worth from one to twenty points each. *

- a. they are on a
- b. are on a
- c. are they on a
- d. on a

15. Still novelty in the nineteenth century, _____ limited to the rich. *

- a. was
- b. was photography
- c. it was photography
- d. photography was

Direction: In question 16-20, each sentence has four underlined words or phrases. The four underline parts of the sentences are marked (A), (B), (C), or (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

16. Uranus is the seventh planets from the sun. *

A B C D

- a. is
- b. the
- c. planets
- d. the sun

UIN SUSKA RIAU

17. Commercial letters of credit are often used to

A

finance export trade, but them can have other uses.

B

C

D

a. often used

b. export

c. them

Riau

After last week's meeting, the advertising *

A

Department quickly realized that the product will

B

C

be a new slogan.

a. week's meeting

b. realized

c. will

d. need

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 yang wajar UIN Suska Riau.
 ak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



19. The advisor told himself, while listening to the

A

B

speech, that a dozen other reporters would has already

C

asked that question.

- a. told
- b. listening
- c. would has
- d.

20. When children experience too much frustration,

A

B

its behavior ceases to be integrated.

C

D

- a. experience
- b. too much
- c. its
- d. ceases



TEST OF STUDENTS' ABILITY IN TRANSLATING BAHASA INDONESIA TO ENGLISH

Instruction: translate the following text into English

BULLYING

Bullying adalah bentuk perilaku agresif di mana seseorang dengan sengaja menyakiti orang lain. Bullying dapat terjadi dalam berbagai bentuk, termasuk pelecehan fisik, verbal, dan emosional. Bullying telah merusak kesejahteraan anak-anak dan remaja, yang menyebabkan kesulitan akademik, masalah kesehatan mental dan fisik, dan bahkan bunuh diri. Bullying sering dilakukan oleh seseorang yang berada dalam posisi berkuasa, seperti anak yang lebih tua atau orang dewasa. Itu juga dapat terjadi dalam kelompok teman sebaya, dengan satu siswa bertindak sebagai pemimpin dan anggota lainnya bergabung untuk mendukung perilaku pemimpin. Untuk mengatasi bullying, penting untuk mengambil sikap proaktif dan menciptakan lingkungan di mana bullying tidak diperbolehkan. Sekolah harus membuat kebijakan anti-intimidasi yang ditegakkan, dan siswa harus diajari untuk mengidentifikasi perilaku intimidasi dan mengintervensi ketika mereka menyaksikannya

Bullying is aggressive habit from someone to hurting the other people. Bullying it can be several action, include physical abuse, verbal abuse and emotional. Bullying has destroyed child and teenagers welfares, which causes academic difficulties, trust issue and maybe commit suicide. Bullying can do by someone who has any power like from mature to teenagers or something like that. It can also occur in peer groups, with one student acting as the leader and other members joining in to support the leader's behavior. To overcome bullying it is important to take a proactive stance and create an environment where bullying is not allowed. Schools must have an enforced anti-bullying policy, and students must be taught to identify bullying behavior and intervene when they witness it.

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TEST OF STUDENTS' GRAMMAR MASTERY AND THEIR ABILITY IN TRANSLATING BAHASA INDONESIA TO ENGLISH

Assalamu'alaikum Warahmatullahi Wabarakatuh.

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Atas kesediaan waktu dan kerjasama saudara/saudari untuk mengisi tes ini, saya ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



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State Islamic University of Sultan Syarif Kasim

nama dan menyebutkan sumber:
nama lengkap, penyusunan laporan, penulisan kritis atau tinjauan suatu masalah.
Email: mihtahuljannah@gmail.com

Full Name *
MIHTAHUL JANNAH

Class *
6D

nya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Gender *

Male

Female

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TEST OF STUDENT'S GRAMMAR MASTERY (X)

Direction: Question 1-15 are incomplete sentence. Beneath each sentence you will see four words or phrase, marked (A), (B), (C), (D). Choose the one word or phrase that best completes the sentence. then, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

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1. Paul Samuelson was the first American to win the Nobel Prize in _____ *

- a. economy
- b. economic
- c. economical
- d. economics

z in UIN Suska Riau.
nulisn kritik atau tinjauan suatu mass
rsity of Sultan Syarif Kasim

2. When _____ nests during spring nesting season, Canadian geese are fiercely. *

- a. building
- b. are building
- c. built
- d. are built

3. The speed of light is _____ the speed of sound. *

- a. faster
- b. much faster than
- c. the fastest
- d. as fast

4. _____ Big Dipper, a seven-star constellation in the shape of a cup, is part of Ursa
Maior *

- a. The
- b. It is the
- c. With the
- d. The

5. Doctors have concluded that in addition to regular exercise, a diet rich in _____ is *
good for the heart.

- a. fruits and vegetable
- b. a fruit and vegetable
- c. the fruits and vegetables
- d. fruit and vegetables

6. _____ tea plant are small and white. *

- a. The
- a. On the
- c. Having flowers the
- d. The flowers of the

7. Henry Adams, born in Boston, _____ famous as a historian and novelist. *

- a. became
- b. and became
- c. he was
- d. and he became

8. By the time the class over, I _____ reading this book. *

- a. will have finished
- b. have finished
- c. will be finishing
- d. had finished

9. Language permit us _____ our heritage through literature and narratives. *

- a. preserve
- b. preserving
- c. to preserve
- d. preservation

10. People who are _____ cannot tell light from dark. *

- a. blind totally
- b. a total blind
- c. totally blind
- d. totally blindly

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1. Dilarang

a. Pe

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak salinan ini tanpa izin UIN Suska Riau.

11. Almost everyone fails _____ the driver's test on the first try. *

- a. passing
- b. to have passed
- c. to pass
- d. in passing

12. By the end of the 1950s, portions of the Atlantic around New York had become _____

- a. extremely dirty
- b. extreme dirtiness
- c. more dirty
- d. extremely dirtly

13. The musical instrument _____ is six feet along.

- a. is called the bass
- b. it is called the bass
- c. called the bass
- d. calls the bass



© Hak cipta

Hak Cipta Dilindungi

1. Dilarang menguati
 - a. Pengutipan ha
 - b. Pengutipan tid
2. Dilarang mengun

14. The wedges _____ dartboard are worth from one to twenty points each. *

- a. they are on a
- b. are on a
- c. are they on a
- d. on a

15. Still novelty in the nineteenth century, _____ limited to the

- a. was
- b. was photography
- c. it was photography
- d. photography was

Direction: in question 16-20, each sentence has four underlined words or phrases. The four underline parts of the sentences are marked (A), (B), (C), or (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. then, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



16. Uranus is the seventh planets from the sun. *

A

C

D



a. is



b. the



c. planets



d. the sun

17. Commercial letters of credit are often used to

A

finance export trade, but them can have other uses.

B

C

D



a. often used



b. export



c. them



d. other uses



© Ha

Hak Ciri

1. Dilar

a. Pe

b. Pe

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

18. After last week's meeting, the advertising *

A

department quickly realized that the product will

need a new slogan.

B

C

D

a. week's meeting

b. realized

c. will

d. need

19. The advisor told himself, while listening to the

A

B

speech, that a dozen other reporters would has already

C

asked that question.

D

a. told

b. listening

c. would has

d. asked



© Ha

Hak Cipta

1. Dilars

a. Pe

b. Pe

2. Dilarang menggunakan atau menjiplak karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

20. When children experience too much frustration,

A

B

its behavior ceases to be integrated.

C

D

a. experience

b. too much

c. its

d. ceases



UIN SUSKA RIAU

TEST OF STUDENTS' ABILITY IN TRANSLATING BAHASA INDONESIA TO ENGLISH

Instruction: translate the following text into English

BULLYING *

Bullying adalah bentuk perilaku agresif di mana seseorang dengan sengaja menyakiti orang lain. Bullying dapat terjadi dalam berbagai bentuk, termasuk pelecehan fisik, verbal, dan emosional. Bullying telah merusak kesejahteraan anak-anak dan remaja, yang menyebabkan kesulitan akademik, masalah kesehatan mental dan fisik, dan bahkan bunuh diri. Bullying sering dilakukan oleh seseorang yang berada dalam posisi berkuasa, seperti anak yang lebih tua atau orang dewasa. Itu juga dapat terjadi dalam kelompok teman sebaya, dengan satu siswa bertindak sebagai pemimpin dan anggota lainnya bergabung untuk mendukung perilaku pemimpin. Untuk mengatasi bullying, penting untuk mengambil sikap proaktif dan menciptakan lingkungan di mana bullying tidak diperbolehkan. Sekolah harus membuat kebijakan anti-intimidasi yang ditegakkan, dan siswa harus diajari untuk mengidentifikasi perilaku intimidasi dan mengintervensi ketika mereka menyaksikannya.

Bullying is a form of aggressive behavior in which someone intentionally hurts another person. Bullying can take many forms, including physical, verbal, and emotional abuse. Bullying has undermined the well-being of children and youth, leading to academic difficulties, mental and physical health problems, and even suicide. Bullying is often done by someone in a position of power, such as an older child or an adult. It can also occur in peer groups, with one student acting as the leader and other members joining in to support the leader's behavior. To overcome bullying, it is important to take a proactive stance and create an environment where bullying is not allowed. Schools should establish an enforced anti-bullying policy, and students should be taught to identify bullying behavior and intervene when they Watch it

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APPENDIX 5

Recapitulation of Students' Try Out

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Recapitulation Students' try out

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun

Nama	Items of Questions																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Student 2	1	1	1	1	0	0	0	1	1	1	1	1	0	0	0	1	1	1	1	0	13
Student 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Student 4	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	4
Student 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student 6	1	1	0	0	1	1	0	1	1	1	0	0	1	1	0	1	1	0	0	1	12
Student 7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Student 8	1	1	0	0	0	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	7
Student 9	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	4
Student 10	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	2
Student 11	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	14
Student 12	1	1	0	0	0	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	7
Student 13	1	1	0	0	1	0	0	1	1	1	0	0	1	0	0	1	1	0	0	1	10
Student 14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Student 15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Student 16	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	5
Student 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Student 18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Student 19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Student 20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Student 21	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	14
Student 22	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	15
Student 23	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	17
Student 24	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	14
Jumlah Benar	18	21	12	12	16	15	15	21	18	21	12	12	16	15	15	18	21	12	12	16	318
Uji Validitas																					
r tabel	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	
rxy	0,7165	0,6397	0,8274	0,8274	0,6781	0,7412	0,7412	0,6207	0,7165	0,6397	0,8274	0,8274	0,6781	0,7412	0,7412	0,7165	0,6397	0,8274	0,8274	0,6781	

APPENDIX 6

Recapitulation of Students' Score Test

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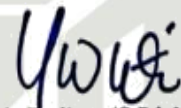
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2. Diarangi mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun

Recapitulation of Students' Grammar Mastery Test																						Score
NO	Students	Item of Questions																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Student 1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	75
2	Student 2	0	1	1	1	0	1	0	0	0	0	1	1	1	0	1	0	1	1	1	1	60
3	Student 3	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	75
4	Student 4	0	0	0	1	0	0	0	0	0	1	1	1	1	0	0	0	1	0	1	0	35
5	Student 5	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	0	20
6	Student 6	0	1	1	0	1	0	0	0	0	1	1	0	0	1	1	0	1	0	1	0	45
7	Student 7	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	25
8	Student 8	0	1	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	55
9	Student 9	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	80
10	Student 10	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	0	0	1	1	0	60
11	Student 11	1	0	0	1	0	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	60
12	Student 12	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	1	0	0	1	0	35
13	Student 13	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	10
14	Student 14	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	15
15	Student 15	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	20
16	Student 16	0	1	0	1	0	1	0	0	0	1	1	0	0	0	0	1	0	0	1	1	40
17	Student 17	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	70
18	Student 18	0	1	1	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	30
19	Student 19	0	0	0	1	0	0	0	0	0	1	1	1	1	0	0	0	0	0	1	0	30
20	Student 20	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	60

TRANSLATION SCORE

No	Student	ACCURACY			ACCEPTABILITY			READABILITY			TOTAL SCORE
		1	2	3	1	2	3	1	2	3	
1	Nanda Arif Arrasyid		2				3			3	8,00
2	Elga Sri Wahyuni		2			2			2		6,00
3	Tiara Agustina			3			3			3	9,00
4	Miftahul Jannah			3			3		2		8,00
5	Kurnia Adilla			3			3			3	9,00
6	Purnawika Dwi			3			3			3	9,00
7	Reza Aliza Sonia			3			3			3	9,00
8	Rini-Fatwa Nabila			3			3			3	9,00
9	Nurul Hikmayani			3			3			3	9,00
10	Muhafia Reani			3			3			3	9,00
11	Norliyanti			3			3			3	9,00
12	Bela-Juwita Sari			3			3			3	9,00
13	Muhammad Rifki Hamim			3			3		2		8,00
14	Nurmalia Sari			3			3			3	9,00
15	Belandra Salsabila			3			3			3	9,00
16	Meutia			3			3			3	9,00
17	Shafiyah Lyoni Putri			3			3			3	9,00
18	Vina O.Taviani			3			3			3	9,00
19	Bestari asyva			3			3			3	9,00
20	Nurcholid Qodrat			3			3		2		8,00

Rater 1,



Kurnia Budiyanti S.Pd, M.Pd.

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TRANSLATION SCORE

No	Student	ACCURACY			ACCEPTABILITY			READABILITY			TOTAL SCORE
		1	2	3	1	2	3	1	2	3	
1	Nanda Arif Arrasyid			3		2				3	8,00
2	Elga Sri Wahyuni	1				2			2		5,00
3	Tiara Agustina			3		2				3	8,00
4	Miftahul Jannah			3		2				3	8,00
5	Kurnia Adilla			3		2				3	8,00
6	Purnawika Dwi			3		2				3	8,00
7	Reza Aliza Sonia			3		2				3	8,00
8	Rini Fatwa Nabila			3		2				3	8,00
9	Nurul Hikmayani			3		2				3	8,00
10	Muhafia Reani			3		2				3	8,00
11	Norliyang bilianti			3		2				3	8,00
12	Beja Juwita Sari			3		2				3	8,00
13	Muhammad Rifki Hamim			3		2				3	8,00
14	Nurmala Sari			3		2				3	8,00
15	Belandra Salsabila			3		2				3	8,00
16	Meutia			3		2				3	8,00
17	Shafiyra Lyoni Putri			3		2				3	8,00
18	Vina O.Taviani			3		2				3	8,00
19	Bestari asyva			3		2				3	8,00
20	Nurcholid Qodrat			3		2				3	8,00

Rater 2,



Rizky Gushendra, M.Ed.

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Students' Ability in Translating Indonesian to English

no	students	rater 1		rater 2		score	
		total	score	total	score	total	score
1	student 1	8	90	8	90	8	90
2	student 2	6	70	5	56	5,5	63
3	student 3	9	100	8	90	8,5	95
4	student 4	8	90	8	90	8	90
5	student 5	9	100	8	90	8,5	95
6	student 6	9	100	8	90	8,5	95
7	student 7	9	100	8	90	8,5	95
8	student 8	9	100	8	90	8,5	95
9	student 9	9	100	8	90	8,5	95
10	student 10	9	100	8	90	8,5	95
11	student 11	9	100	8	90	8,5	95
12	student 12	9	100	8	90	8,5	95
13	student 13	8	90	8	90	8	90
14	student 14	9	100	8	90	8,5	95
15	student 15	9	100	8	90	8,5	95
16	student 16	9	100	8	90	8,5	95
17	student 17	9	100	8	90	8,5	95
18	student 18	9	100	8	90	8,5	95
19	student 19	9	100	8	90	8,5	95
20	student 20	8	90	8	90	8	90
total		173	1930	157	1766	165	1848
average		8,65	96,5	7,85	88,3	8,25	92,4

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APPENDIX 7

Recommendation Letter

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 كلية التربية والتعاليم
 FACULTY OF EDUCATION AND TEACHER TRAINING
 Jl. H. R. Soebrantas No. 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web www.fk.uinsuska.ac.id. E-mail: efaek_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/6426/2021

Pekanbaru, 02 Juli 2021

Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Kepada
 Yth. Kurnia Budiyanti, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu 'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : CICI AYU LESTARI
 NIM : 11714202620
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE CORRELATION STUDY BETWEEN STUDENTS MASTERY ON PASSIVE VOICE AND CONDITIONAL SENTENCE TOWARD THEIR TRANSLATION SKILL OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

UIN SUSKA RIAU

Wassalam

an, Dekan
 Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag.
 NIP. 19660924 199503 1 002

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soetrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0751) 561547
Fax. (0761) 561647 Web www.fik.uinsuska.ac.id E-mail: efiak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/18118/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 19 September 2023

Kepada
Yth. Kurnia Budiyantri, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : CICI AYU LESTARI
NIM : 11714202620
Jurusan : Pendidikan Bahasa Inggris
Judul : The Contribution of Students' Grammar Mastery toward Their Ability in Translating Bahasa Indonesia to English at English Education Department of Uin Suska Riau
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

UIN SUSKA RIAU

Wassalam
an. Dekan
Wakil Dekan I
Zarkasih, M.Ag.
P. 19721017 199703 1 004

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LEMBAR DISPOSISI

INDEKS BERKAS

KODE :004

HAL : Pengajuan Sinopsis

TANGGAL: 06 April 2021

ASAL : CICIAYU LESTARI/11714202620

TANGGAL PENYELESAIAN:

SIFAT: Biasa

- INFORMASI

DITERUSKAN KEPADA:

THE CORRELATION STUDY BETWEEN STUDENTS' MASTERY ON PASSIVE VOICE AND CONDITIONAL SENTENCE TOWARD THEIR TRANSLATION SKILL OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU.

1. Kajur PBI



2.

3.

4.

Pembimbing:
Kurnia Budiyanti, M.Pd
10/2021
4

- *) 1. Kepada bawahan "Instruksi" atau "Informasi"
 2. Kepada atasan "Informasi" coret "Instruksi"



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0751) 561647
Fax: (0751) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: eftk_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/6195/2023
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 15 Maret 2023

Kepada
Yth. Kajur Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan
Uin Suska Riau
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

- Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Cici Ayu Lestari
NIM : 11714202620
Semester/Tahun : XII (Dua Belas)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

UIN SUSKA RIAU



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SURAT KETERANGAN

Pekanbaru, 27 Maret 2023

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Cici Ayu Lestari
 NIM : 11714202620
 Pendidikan : S1 Pendidikan Bahasa Inggris
 Judul Penelitian : The Contribution of Students' Grammar Mastery toward Their Ability in Translating Bahasa Indonesia to English at English Education Department of Uin Suska Riau

Nama yang bersangkutan di atas di izinkan melakukan Pra Riset di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
 Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
 Pendidikan Bahasa Inggris


 Dr. Faurina Anastasya M.Hum
 NIP. 198106112008012017

UIN SUSKA RIAU



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id. E-mail. eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/6629/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 28 Maret 2023 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Cici Ayu Lestari
NIM : 11714202620
Semester/Tahun : XII (Dua Belas)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Contribution of Students' Grammar Mastery toward Their Ability in Translating Bahasa Indonesia to English at English Education Department of Uin Suska Riau
Lokasi Penelitian : Pendidikan Bahasa Inggris, Uin Suska Riau
Waktu Penelitian : 3 Bulan (28 Maret 2023 s.d 28 Juni 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

UIN SUSKA RIAU



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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0781) 39064 Fax. (0781) 39117 PEKANBARU
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/55246
 TENTANG



PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/6629/2023 Tanggal 28 Maret 2023, dengan ini memberikan rekomendasi kepada:

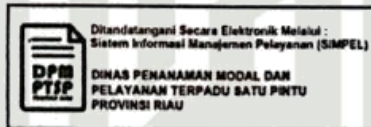
- | | | |
|----------------------|---|--|
| 1. Nama | : | CICI AYU LESTARI |
| 2. NIM / KTP | : | 117142026200 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE CONTRIBUTION OF STUDENTS GRAMMAR MASTERY TOWARD THEIR ABILITY IN TRANSLATING BAHASA INDONESIA TO ENGLISH AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU |
| 7. Lokasi Penelitian | : | PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 29 Maret 2023



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

UIN SUSKA RIAU



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

Jl. H.R. Soebrantas KM.15 No.155 Tuah Madani Kec. Tuah Madani - Pekanbaru 28298 PO Box. 1004
Telepon (0761) 562051; Faksimili (0761) 562052 ;
Web: www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

Nomor : B-156 /Un.04/WR.I/TL.00/05/2023
Sifat : Biasa
Lamp : -
Hal : Izin Riset

10 Mei 2023

Yth. 1. Dekan Fakultas _____
2. Kepala PTIPD _____
3. Kepala Bagian _____
UIN Suska Riau
Pekanbaru

Assalamualaikum Wr. Wb.

Dengan hormat, menindaklanjuti surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor: 503/DPMPSTP/NON IZIN-RISET/55246 tanggal 29 Maret 2023 hal Mohon izin Riset Skripsi/Tesis, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

Nama : Cici Ayu Lestari
NIM : 117142026200
Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Riset dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: "The Contribution Off Students Grammar Mastery Toward Their Ability In Translating Bahasa Indonesia To English At English Education Department Of UIN Suska Riau" pada unit kerja saudara.

Demikian kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam
a.n. Rektor
Wakil Rektor Bidang Akademik
dan Pengembangan Lembaga



Prof. Dr. Hj. Helmiati, M.Ag.
NIP. 19700222 199703 2 001

Tembusan
Rektor UIN Suska Riau (sebagai laporan)

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FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Kurnia Budiyantri, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 130 117 076
3. Nama Mahasiswa : Cici Ayu Lestari
4. Nomor Induk Mahasiswa : 11714202620
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	13 Maret 2023	Instrument		
2.	14 Mei 2023	Revising Instrument		
3.	2 Juni 2023	Approved Instrument		
4.	14 Agustus 2023	Revising chapter IV and V		
5.	31 Agustus 2023	Revising chapter I-V		
6.	4 September 2023	Approved for Munaqasyah Examination		

Pekanbaru, 4 September 2023
Pembimbing,

UIN SUSKA RIAU





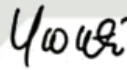
Kurnia Budiyantri, M.Pd
NIK. 130 117 076

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Kurnia Budiyanti, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 130 117 076
3. Nama Mahasiswa : Cici Ayu Lestari
4. Nomor Induk Mahasiswa : 11714202620
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	23 September 2021	Revising title		
2.	9 Februari 2022	Revising chapter I and chapter II		
3.	7 April 2022	Revising chapter I, II, III		
4.	27 April 2022	Revising cover, chapter I, chapter III, and references		
5.	19 Juli 2022	Approved for seminar proposal		

Pekanbaru, 17 Oktober 2022
 Pembimbing,

UIN SUSKA RIAU


 Kurnia Budiyanti, M.Pd
 NIP. 130 117 076




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**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : CICI AYU LESTARI
 Nomor Induk Mahasiswa : 11714202620
 Hari/Tanggal Ujian : Senin / 5 September 2022
 Judul Proposal Ujian : The Contribution of Students' Grammar Mastery
 Toward Their Ability in Translating Bahasa
 Indonesia to English at English Education
 Department of UIN SUSKA RIAU
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
 dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Nur Aisyah Zukli, M.Ed	PENGUJI I		
2.	Kurnia Budiyanti, M.Ed	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

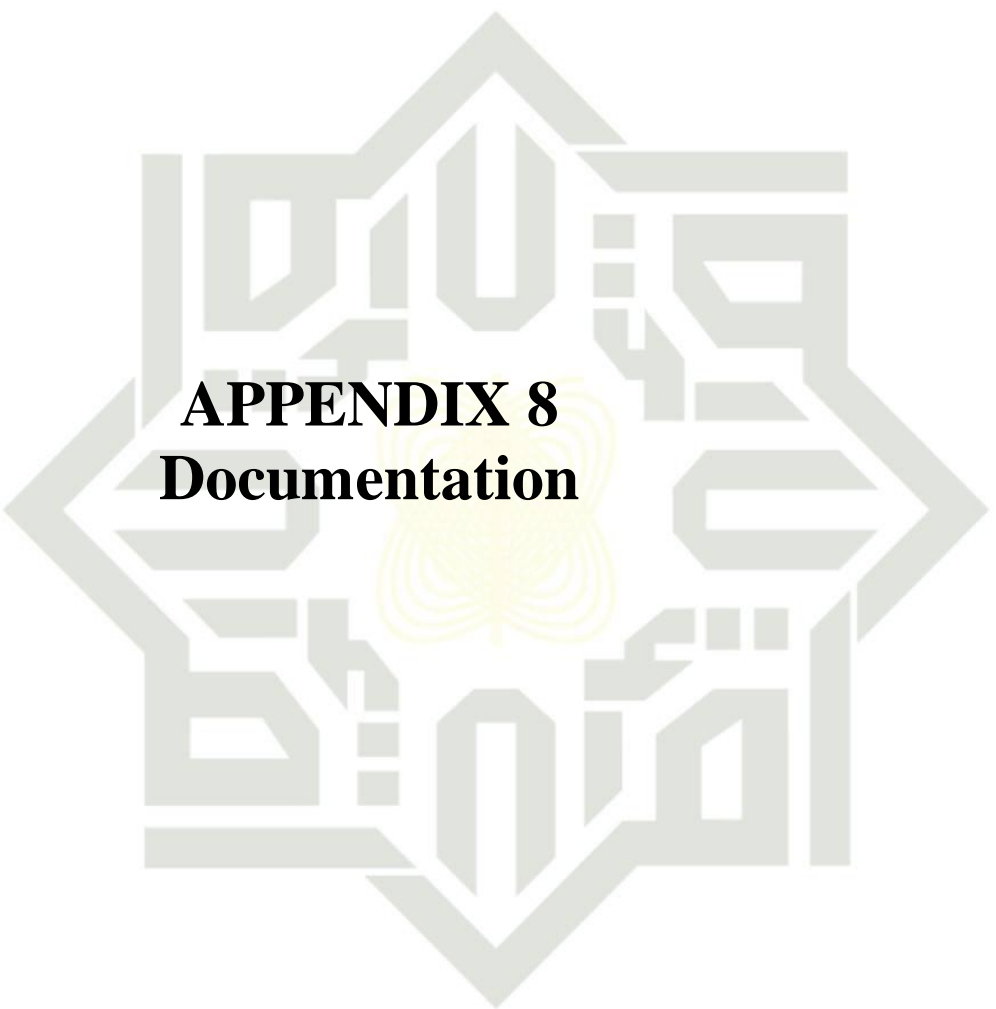


Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 13 Maret 2023...
 Peserta Ujian Proposal



Cici Ayu Lestari
 NIM. 11714202620



APPENDIX 8 Documentation

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

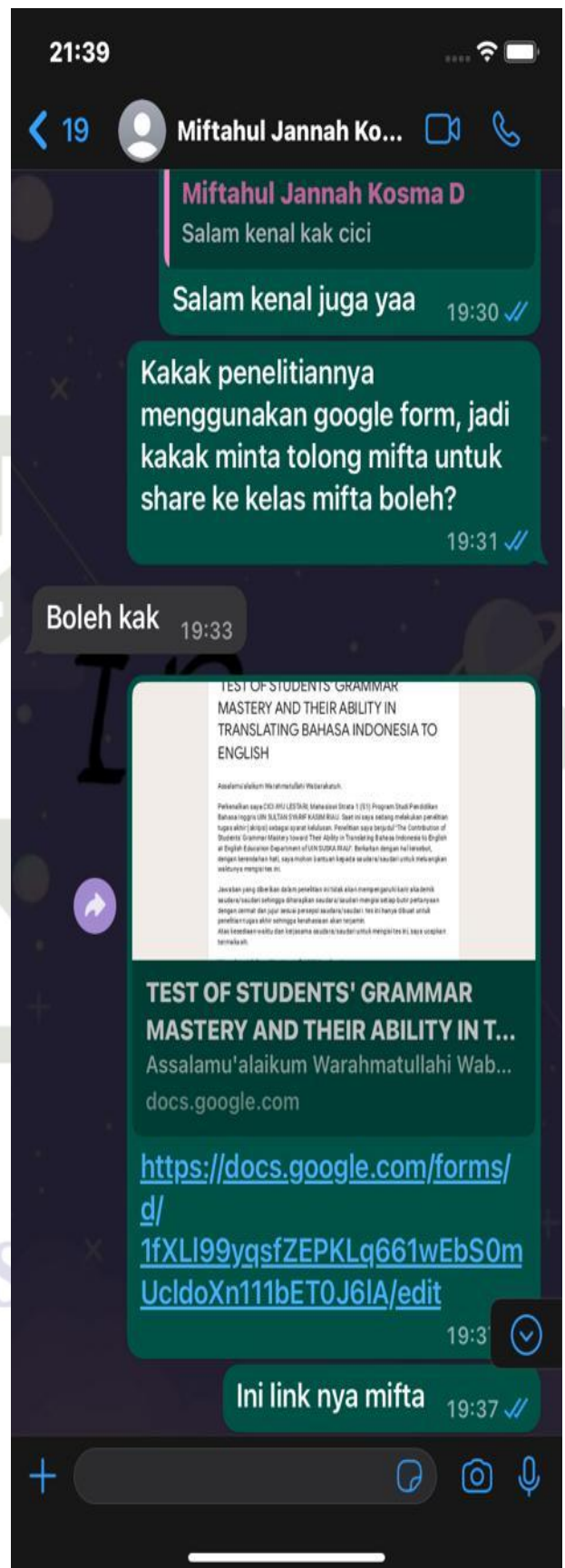
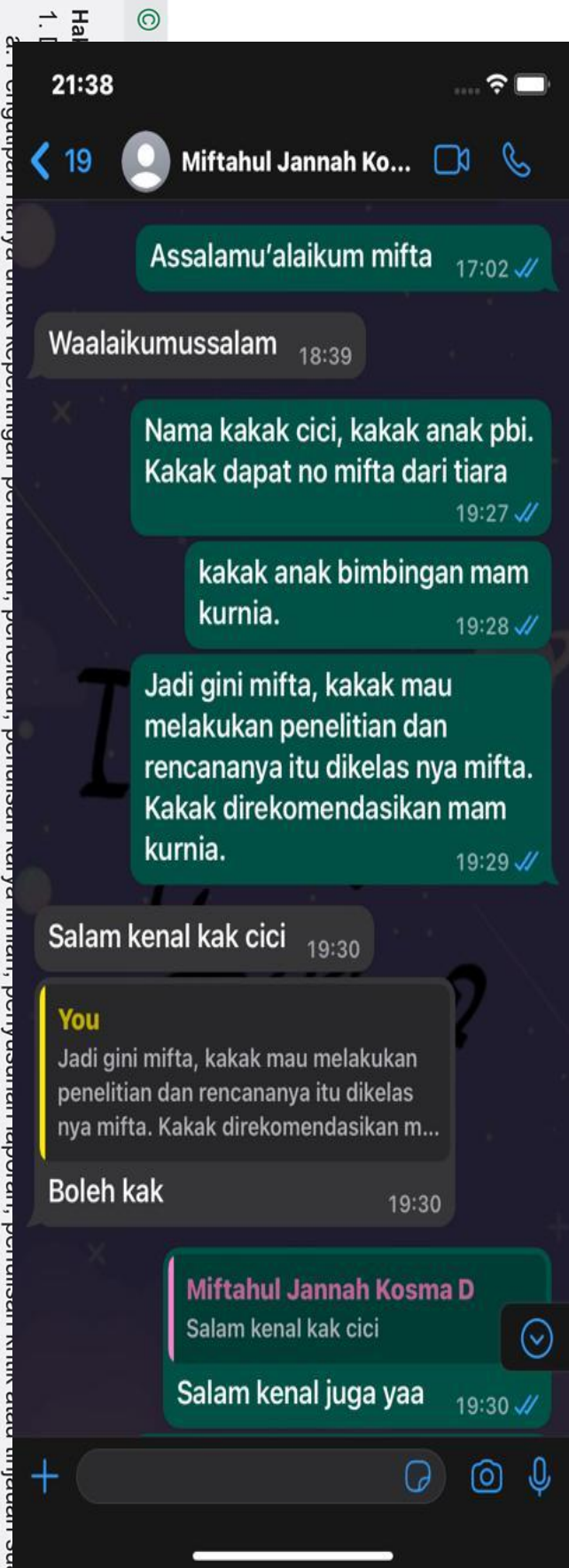
Hak Cipta Dilindungi Undang-Undang

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UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





CURRICULUM VITAE

Cici Ayu Lestari was born on July 13th, 1999 in Koto Tuo, XIII Koto Kampar. She is the youngest daughter of Mr. M. Tamin and Mrs. Ermawati, she has one sister name Satri Narni and one brother name Hongki Busli. She graduated from SDN 012 XIII Koto Kampar and continued her study at SMPN 2 XIII Koto Kampar. In 2014, she entered SMAN 1 Batu Bersurat and she finished in 2017. In 2017, she was accepted as one of the students in Department of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2020, she did KKN-DR (Kuliah Kerja Nyata-Dari Rumah) in Koto Tuo Barat. Then, she did Pre-Service Teacher Practice (PPL) at Madrasah Aliyah Darul Hikmah, Pekanbaru. Finally, she passed thesis examination for her Undergraduate Degree in English Education by the thesis entitled “The Contribution of Students’ Grammar Mastery toward Their Ability in Translating Indonesian to English at English Education Department of UIN SUSKA RIAU”.

Hak Cipta Dilindungi Undang-Undang

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.