THE INFLUENCE OF STUDENTS’ MASTERY ON PHRASAL VERBS TOWARD STUDENTS’ TRANSLATION SKILL
(A Correlative Study for the Sixth Semester Students of English Department of IAIN Salatiga in the Academic Year of 2015/2016)
A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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2016
DECLARATION

In the name of Allah the Most Gracious, and the Most Merciful.

Hereby the writer fully declares that this graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other peoples’ ideas the information from the references.

The writer is capable to account to her graduating paper if in the future it can be proved of containing others’ idea or in fact, the writer imitates others’s graduating paper.

Likewise, this declaration is made by the writer to be understood.

Salatiga, September 14th 2016

The Writer

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ATTENTIVE COUNSELOR’S NOTE
Case : Zulfa Dewi Kartika’s Graduating Paper

Dear :

Dean of Teacher Training
and Education Faculty

Assalamu’alaikum Wr.Wb.

After reading and correcting Zulfa Dewi Kartika’s graduating paper entitled THE INFLUENCE OF STUDENTS’ MASTERY ON PHRASAL VERBS TOWARD STUDENTS’ TRANSLATION SKILL (A Correlative Study for the Sixth Semester Students of English Department of IAIN Salatiga in Academic Year of 2015/2016). I have decided and would like to propose that if could be accepted by English Education Department at Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr.Wb.

Counselor

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Salatiga, September 14th 2016
A GRADUATING PAPER

THE INFLUENCE OF STUDENTS' MASTERY ON PHRASAL VERBS TOWARD STUDENTS' TRANSLATION SKILL (A Correlative Study for the Sixth Semester Students of English Department of IAIN Salatiga in Academic Year of 2015/2016)

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**MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا، إِنَّ مَعَ الْعُسْرِ يُسْرًا.

QS. ASY - SYARH ; 5-6

“So verily, with the hardship, there is relief. Verily, with the hardship, there is relief”.

..وَمَنْ يَتَوَكَّلٌ عَلَى اللَّهِ فَهُوَ أَحْسَبُهُ.

QS. AT – THALAQ ; 3

“..Whoever put their trust in Allah, he will surfece your need.”
Dedication

To

Allah SWT Lord of the World,

My dearest mom and dad...

(Ibu Isti Nuriyah and Bapak Joko Santoso)

My beloved brother and sister..

(Noval Yudha Anggara and Sumoatmodjos’ Family)

My lovely friends...

Big dream with a huge spirit
ACKNOWLEDGMENT

Alhamdulillah, the deepest praise to Allah SWT. the most gracious and merciful, so that the writer could finish this graduating paper. Secondly, peace and salutation always be given to our Prophet Muhammad SAW. the last messeger of Allah who has guided us from the darkness into the lightness.

This graduating paper entitled The Influence of Students’ Mastery on Phrasal Verbs toward Students’ Translation Skill (A Correlative Study for the Sixth Semester Students of English Department of IAIN Salatiga in Academic Year of 2015/2016) is presented to English Education Department of Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Salatiga as one of the requirement for Sarjana Pendidikan at English Education Department.

However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individudal and institution. So, it is an appropriate moment for the writer to deepest gratitude for :

1. Dr. Rahmat Hariyadi,M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga,
2. Suwardi,S.Pd.,M.Pd as the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga,
3. Noor Maliah,Ph.D. as the Head English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga,
4. Ari Setiawan,M.M as the writer counselor who has educated, supported, directed and given the writer countless advices, suggestion, and
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7. All the sixth semester students in the academic year of 2015/2016 of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga, who sincelery help the writer to fulfill the data collection,

8. All or my friends and everybody who cannot be mentioned one by one. Thanks for all supports, advice, suggestion and other helps that you all give.

Finnaly, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, September 14th 2016

The Writer

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ABSTRACT


Keywords: Mastery, Phrasal Verb, Translation, Skill.

This paper highlights the correlation between students’ mastery on phrasal verb toward students’ translation skill. It also aims to know how the students’ mastery on phrasal verb and toward their translation skill. Derived from such objective, SPSS 16.0 windows is used as the tool to analyze this case. The data collected on February 12th 2016 from 35 participants of English Department in IAIN Salatiga using multiple-choice test method. The students’ mastery on phrasal verb showed that the mean is 6.74. It means that they are good in understanding phrasal verb. Meanwhile, the students’ translation skill showed that the mean is 9.06. It means that they have excellent skill in translation. The result from the research, found the interval score by using the quantitative research and employing bivariate correlation as the technique of data analysis is 0.228, the results show that there is a significant correlation between students’ mastery on phrasal verb and students’ translation skill, but it is weak. To sum up the students’ mastery on phrasal verb toward the students’ translation skill is influence.
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CHAPTER I
INTRODUCTION

A. Background of the Study

Language cannot be separated from human’s life. It is one of the universal systems in a culture that functions as a means of communication. English is one of languages, which are used by people all around the world to communicate with each other. In Indonesia, a lot of people are interested in learning English as a foreign language, because they know that English is the international language used in many countries all over the world. For Indonesian learners, the ability to speak in English is a kind of dream which comes true, because there are few Indonesian learners who can speak English. Learning English as a foreign language is quite difficult because there are so many differences between English and Indonesian culture, it has different system of language; it has different grammatical structures, differences in meaning of words, and different sound system.

In addition, in order to master English, Indonesian learners have to master the four basic skills, namely listening, speaking, reading, and writing. English has its phonological, vocabulary, and grammatical system and so does Indonesian. However, Indonesian learners face many difficulties in acquiring those English systems. Besides the problem of speech sounds, another problem in learning English as a foreign language for Indonesian learners is the fact that they have their own mother tongue, and they are getting used to their own language since they were children. “Since childhood a foreign
learner has been speaking his mother tongue, which is deeply implanted in him as part of his/her habits.”(Ramelan, 1984:6). Whereas, to knowing the meaning of English’s words, the learners have to be able to translate the words, phrases, or sentences from the Source Language (SL) to Target Language (TL) appropriately. The learners should have a good ability in translation skill, so that it will be understandable.

According to Savery in Martono and Ngadisono (1995: 2), translation is made possible by an equivalent of thought that lies behind its different verbal expressions. The thought expressed in the source language and expressed in the target language must be equivalent. As a process, translation is aimed to build equivalent both in SL and TL. It focuses on the role of changing language, from SL to TL include content, sense, and build an equivalent form in the target language (TL). In this case, the writer will try to analyze the translation of multiword verbs or also commonly referred as phrasal verb.

Phrasal verb is one of the characteristics of most English verbs that can be combined with a preposition or an adverbial particle to generate meaning. According to Azar (1989:26) who has divided phrasal verbs based on its word order, namely separable phrasal verbs and inseparable phrasal verbs. Its means that phrasal verbs have on of semantic unity which cannot be separated from word for word translation.

The mastery of phrasal verbs is very important because they are frequently used in daily communication. Besides, there are many written
media such as text books, novels, news paper, magazines, etc using phrasal verbs. Good mastery of phrasal verbs is very helpful for people to get the corresponding message of the media. However, to learn phrasal verb is not an easy task. The writer have learned about phrasal verbs and faces difficulty on meaning and particles of phrasal verbs.

B. **Reason for Choosing the Topic**

The reasons for choosing the topic can be stated as follows: First, it is very important for advanced students to master phrasal verbs to develop their skills of speaking, listening, and writing. Moreover, it is very useful for them; especially it can be used in daily conversation in communication. Second, the mastery of phrasal verbs is very useful for students to bridge them to understand scientific books written in English to get important information and knowledge. For this reason, the writer is very fascinated in conducting a research related with the description above entitled *The Influence of Students Mastery on Phrasal Verb toward Students’ Translation Skill (A Correlative Study for the Sixth Semester Students of English Department of IAIN Salatiga in the Academic Year of 2015/2016)*.

C. **Statement of the Problems**

Based on the background of the study, the writer finds out the following problems:

1. How is the students’ mastery on phrasal verbs for the sixth semester students of English Department of IAIN Salatiga in academic year of 2015/2016?
2. How is the students’ translation skill for the sixth semester students of English Department of IAIN Salatiga in academic year of 2015/2016?

3. How far is the influence of students’ mastery on phrasal verbs toward students’ translation skill for the sixth semester students of English Department of IAIN Salatiga in academic year of 2015/2016?

D. Objective of the Study

The purposes of the study can be stated as follows:

1. To know how is the students’ mastery on phrasal verbs for the sixth semester students of English Department of IAIN Salatiga in academic year of 2015/2016.

2. To know how is the students’ translation skill for the sixth semester students of English Department of IAIN Salatiga in academic year of 2015/2016.

3. To know whether there is influence of students’ mastery on phrasal verbs toward students translation skill for the sixth semester students of English Department of IAIN Salatiga in academic year of 2015/2016.

E. Significance of the Study

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

1. For the lecturers of English Education Department. The lecturers can find out the level of the students mastery of phrasal verbs, so they can prepare the proper teaching material. Besides, they can find out the specific difficulties faced by students in mastering phrasal verbs and anticipate the
way of overcoming them.

2. For students of English Education Department. The result of this study can be used as an additional knowledge to improve the students’ mastery of phrasal verbs. With the mastery of the phrasal verbs, students can implement them in daily conversation. They can also develop their mastery of phrasal verbs in speaking, listening, reading and writing. By using more than one expression, they can say one idea in various ways.

3. The result of the study can be used as stimulant information to conduct further research on phrasal verbs since this research discusses phrasal verbs only.

F. Limitation of the Study

Some aspects can be examined in analyzing the problems. In this graduating paper the writer need to limit the analysis in order to be more focused. The writer focuses on the analysis of the influence of students’ mastery on phrasal verbs toward students’ translation skill. The writer only analyzes the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016 as the subject of the research. The writer expected to get the best result of the study effectively.

G. Clarification of Key Term

The writer will clarify the term to avoid a mistake in understanding the title above:

1. Mastery

Mastery is great skill or knowledge; control or power (Oxford, 2011:
2. Phrasal Verbs

Phrasal Verbs is one of the characteristics of most English verbs that can be combined with a preposition or an adverbial particle to generate a new meaning (Ridout and Mason, 1973:46).

3. Translation

Translation is the transfer of meaning (Finekuck, 1977 in Martono and Ngadisono, 1995: 5). Mildred Larson in Martono and Ngadisono (1995: 1) says that translation is the replacement of meaning from a Source Language (SL) into a Target Language (TL). The replacement is based on the structure of semantics.

Whereas according to Eugene Nida in Martono and Ngadisono (1995: 2), translation has shifted from the form of the message to the response of the receptor. Therefore, what one must determine is the response of the receptor to the translated message. This response must then be compared with the way in which the original receptors perhaps reacted to the message when it was given in its original setting.

4. Skill

Skill is the ability to do something well; having enough ability, experience, etc. to be able to do something well; needing special abilities or training (Oxford, 2011: 414).

H. Organization of the Graduating Paper

This research is organized into five chapters as follows:
The first chapter presents the introduction part. It explains the comprehensive background of the research which discusses the reason of why the writer wants to analyze the influence of students’ mastery on phrasal verbs toward students’ translation skill. This chapter also reveals reason for choosing the topic, statements of problem, objectives of the study, significance of the study, limitation of the research, clarification of key terms, and organization of the graduating paper. Describing of theoretical framework of this research will be the main discussion in the second chapter. The description includes the general concept of phrasal verbs. The third chapter, research methodology, shows the required aspects in this quantitative research. The first aspect is research design which explores the quantitative approach. The object of the research is inseparable aspect because of its description of State Institute for Islamic Studies (IAIN) Salatiga as the research object. Then, data of the respondents, data of students’ mastery on phrasal verbs and data of students’ translation skill are the next needed aspects to conduct this research. Chapter IV reports the findings of the research. It presents the result of the analysis of collected data. As the last chapter of this graduating paper, chapter V consists of closure which will be divided into two parts, conclusion of the research and suggestion for teaching translation and phrasal verb.
CHAPTER II
THEORETICAL FOUNDATION

A. Mastery

The writer will give the brief description of mastery before analyzing the phrasal verbs and the translation. Mastery is “great skill or knowledge; control or power” (Oxford, 2011: 271). The other definition of mastery is full command or understanding of a subject; outstanding skill; expertise; the power of command; control; victory or superiority.

B. Phrasal Verb

1. General Concept of Phrasal Verbs

One of the characteristics of most English verbs is that they can be combined with a preposition or an adverbial particle to generate a new meaning. The common name for such combinations is phrasal verbs, although we often find that among English grammarians, they give different names and definitions of such combinations.

A preposition may combine with a verb to form a new vocabulary item. This preposition may combine with a verb to form a new vocabulary item. This verb-preposition combination goes by several names – two part verbs, composite verbs, and phrasal verbs. The prepositional form used with the verb may be referred to as an adverb, a prepositional adverb (or prepositional adverb) or by the more general term ‘particle’ (Frank, 1972: 1730).

The verbs in such situations are mostly one syllable words; over the most common preposition are those denoting places – in, of, out, off, over, up, down, away, through, etc. Listed below are some of the most common
verb -preposition combination taken from Frank (1972:173-176), For example:

a. **Bring:**

   Bring about – cause
   I wonder what *brought about* his strange behavior.

   Bring on - result in
   His long exposure in the rain *brought on* a bad cold.

   Bring up – raise a subject
   He *brings up* that subject at every opportunity.

   Bring up – rear
   They *brought up* their children to behave well.

b. **Do:**

   Do over – redo, redecorate
   We plan to *do over* our entire apartment.

   Do without (non-separable) – sacrifice, no need
   No one can *do without* sleep.

   In addition, Crowell (1964: 401) states that a two-word verb is a combination of a verb and a particle, which together have a meaning different from the customary meanings of the two words. For example, in the sentence “The man will call up the stairs” the verb “call” has its customary meaning of “speak loudly”, up has its customary meaning of “from below to a higher meaning”. However, in the sentence “The man
will call up his friends” the words “call” and “up” have the meaning of the verb “telephone”. Therefore, in the second sentence the combination of call and up is classified as two-word verb, but in the first sentence is not. In line with the statement above, Redman (1997: 36) states that a phrasal verb is a verb combined with an adverb or preposition, and occasionally with an adverb and preposition. The followings are some of the definition of phrasal verb:

a. A phrasal verb is a combination of a verb and a preposition to form a new vocabulary item (Frank, 1972: 173).

b. The term phrasal verb refers to a verb and preposition, which together have a special meaning (Azar, 1989: A26).

c. Phrasal verb is (abbreviated as phrase verb) a simple verb combined with an adverb or a preposition or sometimes both, to make a new verb with a meaning that is different from that of simple verbs e.g. go in for, win over, blow up (Hornby, 1995: 869). Here are some examples:

1) The price of petrol may go up (= increase) again next week.

2) He fell over (= fell to the ground) when he was jumping the fence.

3) She tries to find out (= learn/discover) the name of that new company.

Speakers of English tend to use phrasal verbs and idioms (especially in informal English conversations) instead of one word
since sometimes there is no other precise word to say it. For instance, it sounds funny to say “enter” to substitute “come in” in response to the door knocked. It is more precise to say “the tank blew up” instead of saying “the tank exploded”. The combination of verb + particle has syntactic features. Before the writer discusses further such combinations, it is better for us to know the definition of verb and particle.

Verb is a word or phrase indicating what somebody or something does, what state of somebody or something is in, what is becoming of something or somebody (Hornby, 1974: 953). Particle is minor part of speech e.g. an article (a, an, the), a preposition, or adverb (up, in, out), a conjunction (or) an affix (un-, in-, -ness, -ly) (Hornby, 1974: 612). In other words, we can conclude that phrasal verbs are combinations, which consist of a verb and followed by an adverb particle. Many words belong to particle but those that combine with verb to phrasal verbs are only some prepositions and adverbs.

2. Characteristics Features of Phrasal Verbs

Alwasilah (1993: 200) gives restrictions of phrasal verbs as follows:

a. The combination is limited to certain particle such as down, on, off, in, out, up. Although there is no restriction on the verbs, however, the most common verbs are those simple and short ones such as put, take, get, and make.
b. The combination is not freely formed. It is a collocation restriction. The restriction is clearly seen when we substitute the particle with its antonym. We can say “put up with it”, but we cannot say “put down with it”. The words “give out” and “carry off” are not the antonym of “give in” and “carry on”.

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

3. Types of Phrasal Verbs

Gethin (1989:170) classifies phrasal verbs into two types, namely adverbial phrasal verbs and prepositional phrasal verbs.

a. Adverbial phrasal verbs an adverbial phrasal verb is a verb, which combines with an adverbial particle to form a new vocabulary item. Followings are the rules of adverbial phrasal verbs:

1) The particle may come either before or after a noun object, although it precedes a noun object when it has a long modification such as a phrasal or a clause. For example:

   a) Please **turn on** the lights. Or Please **turn** the lights **on**.

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

   c) She **called** the nurse who takes care of her sister **up**.

2) The particles always come after the object when it is a personal pronoun such as me, it, them or indefinite pronoun one, standing for a noun used with a/an. For example:
a) Please throw it away. not Please throw away it.

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

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

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

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

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

Unlike “all of” which can follow it; “I am glad it is not bringing in all of them at once”.

b. Prepositional phrasal verbs

A prepositional phrasal verb is a verb with a preposition or with an adverb and a preposition to form a phrase, which like man adverbial phrasal verbs, has a meaning of its own, distinct from that of the separate words (Gethin, 1989: 170). In prepositional verb, the preposition always comes before the object, whether or not this is a pronoun and whether or not is combined with an adverbial particle in three-word phrasal verb. For example:

My friend got over his cold.

He caught up with the others.

4. Word Order of Phrasal Verbs

There are another types classification of phrasal verbs. Azar (1989: 26 A) classifies phrasal verbs as follows:
a. **Separable Phrasal Verbs**

   With a separable phrasal verb, a noun may come either between the verb and the preposition or after the preposition. For example:
   
   I *handed* my paper *in* yesterday.
   
   I *handed in* my paper yesterday.
   
   A pronoun comes between the verb and the preposition if the phrasal verb is separable. For example:
   
   I *handed* it *in* yesterday.

b. **Non-Separable Phrasal Verbs**

   With a non-separable phrasal verb, a noun or pronouns must follow the preposition. For example:
   
   I *ran into* an old friend yesterday.
   
   I *ran into* her yesterday.

5. **Grammar of Phrasal Verbs**

   The another types classification of phrasal verb is according to Olteanu-Rosalia (2012:27). She classified the phrasal verbs into several types as follow:

a. **Particle Verbs and Morphology**

   Morphology is the study of the way word are formed from smaller units called morphemes. From a morphologically point of view phrasal verbs are multi-word consisting of a lexical invariant + variant + morpheme + adverbial particle. For example: He picked up a coin.
b. Syntax of Phrasal Verbs

A phrasal verb complex contains one or more particles and can enter transitive and intransitive structure. For example: Turn down the radio! Its’ too loud!

6. Phrasal Verbs and Their Meanings

Phrasal verbs have more than one meaning. The fact that phrasal verbs are metaphorical can help translators understand a phrasal verb without knowing the exact translation into Indonesia. According to Allen (1974:196) particles and their meanings :

a. Around

1) Move (move in many directions), e.g: Spin around
2) Spending time (spend time doing nothing or without having a clear purpose), e.g: Hang around
3) Turning (turn to face the opposite directions), e.g: Turn around
4) Surrounding (surround someone or something), e.g: Stick around
5) Treating badly (treat someone who has less authority in an unkind way), e.g: Knock around

b. Away

1) Moving (move farther from a person, place or thing) e.g: Move away, run away
2) Making someone or something move, e.g: Moving away
3) Continuous action (do something continuously or with a lot of effort, especially something boring or difficult), e.g: Roll away
c. Back

1) Returning (return to a place or position), e.g: **Come back**
2) Moving backwards (move away from the front), e.g: **Move back**
3) Preventing (prevent someone from moving forwards), e.g: **Hold back**

d. Down

1) Moving downwards to a lower position, e.g: **Move down**
2) Placing something on a surface (set something on a surface), e.g: **Lay down**

e. In

1) Entering a place or space (enter a room, a building, etc or let someone do this), e.g: **Come in**
2) Putting something into a space, e.g: **Put in**
3) Inside, not outside (inside a building or other place), e.g: **Lurking in**
4) Keeping inside, preventing from leaving (prevent someone from leaving room, a building, etc), e.g: **Keep in, Left in**
5) Moving inwards (move inwards towards a certain point), e.g: **Move in**

f. Into

1) Entering (enter a room, a building, etc), e.g: **Move into**

g. Off

1) Leaving (go away, leave a place or position), e.g: **Take off**
2) Starting (start happening, or start doing something), e.g: **Kick off**

3) Getting out (let someone do this), e.g: **Get out**

**h. Through**

1) Passing from one side to the other, e.g: **Break through**

**i. Up**

1) Moving upward (move to a higher place, or make someone or something do this), e.g: **Move up, take up**

2) Doing something completely, e.g: **Finish up**

3) Fastening, preventing, or restricting (fasten, block, cover or restrict someone or something), e.g: **Back up, block up**

4) Beginning to happen, exist or appear, e.g: **Start up, sign up**

5) Moving closer to someone or something, e.g: **Close up**

**C. Students’ Translation Skill**

1. **General Concept of Translation**

Many experts propose the definition of translation. The definitions reflect the experts’ points of view on the nature of translation. To acquire translation skill, one must know about at least two languages, which are used in the process of transferring the message from a source language (SL) into a target language (TL) (Budianto and Fardhani, 2010: 1). The following are definitions of translation according some experts:

Nida and Taber (1982: 12) in Budianto and Fardhani (2010 : 1) say that translating consist in reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of
meaning and secondly in terms of style. Therefore, the translator must emphasize the meaning and equivalence rather than identity the source language or source text.

In addition, Catford in Martono and Ngadisono (1995: 2) says that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). In this definition, “textual material” and “equivalent” are the two lexical items that need to be concerned. Textual material refers to the fact that not all source language text are translated or replaced by the target language equivalents. The term “equivalent” is clearly a key term and the translator should find the “equivalent” between the source language and the target language (Budianto and Fardhani, 2010: 1). From the definitions above, the writer can conclude that translation is a process of transferring meaning from the source language (SL) by equivalent material into the target language (TL).

2. Process of Translation

The process of translation including the process of transferring meaning from one language to another is very important because we can do in line with the correct procedures.

Whereas Soemarno (1997: 13) in Sutopo and Candraningrum (2001: 8) states that, the process of translation is some step that should be done by the translator before beginning his work on translation field. He has stated the steps mentioned are (1) analysis, (2) transferring and (3) restructuring. It means that the translator should be in some steps before translating a
certain text. Besides, Nababan (1997: 13) in Sutopo and Candraningrum (2001: 8) defines that process of translation is the series ongoing activities that is done by a translator in transferring the message from the source language (SL) into the target language (TL).

Those explanations above can be presented in this diagram:

![Translation Process Diagram](image1)

Meanwhile, Nida (1975: 80) in Sutopo and Candraningrum (2001: 9) states that there are three steps of translation process. Those steps are: (1) analyze, (2) transfer, and (3) restructuring. The following diagram represented the explanation:

![Step on Translation Diagram](image2)
a. Analysis

In the analyzing step, the translator should pay his attention on the title, paragraphs used, clause, idioms, collocations, proverbs and the like. The translator has to try to get the meaning of the difficult vocabulary, strange words, correlation each sentence grammatically. The translator also looks for the meaning of words in lexical, grammatical, situational, textual or contextual meaning. In this step, the translator should pay attention on semantics, morphology, syntactic or phonemics point of view attentively.

b. Transferring

In transferring process, the translator develops his fieldstone into the grammatical sentences that have the same meaning as the original text.

c. Reconstructing

By doing this translation process, reconstructing, the task of the translator will be over when he finish recheck his translation work.

On the other hand, another linguist may have different ways for expressing the process of translation. Ronald Bathgate (1983) in Sutopo and Candraningrum (2001: 11) states that there are seven steps in translation process, namely; (1) tuning, (2) analysis, (3) understanding, (4) terminology, (5) restructuring, (6) checking and (7) discussion.
3. Type of Translation

As mentioned by Catford (1969:21) in Sutopo and Candraningrum (2001: 22) there are three types of translation, namely:

a. Full translation vs. Partial translation

In a full translation, the entire text is submitted to the translation process, that is, every part of the SL text is replaced by TL text material, e.g.:

1) Aku cinta Indonesia = I love Indonesia
2) Dia akan pergi ke sana = He will go there

In partial translation, however, some parts of SL text are left untranslated, e.g.:

We need microfilm = Kami memerlukan mikrofilm

b. Total vs. Restricted translation

In total translation, SL grammar and lexis are replaced by equivalent TL grammar and lexis. This replacement entails the replacement of SL phonology/graphology by TL phonology/graphology, e.g.:

<table>
<thead>
<tr>
<th>The child</th>
<th>has slept</th>
<th>for</th>
<th>three</th>
<th>hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anak itu</td>
<td>telah tidur</td>
<td>selama</td>
<td>tiga</td>
<td>jam</td>
</tr>
</tbody>
</table>

Restricted translation at the grammatical and lexical levels means, respectively, replacement of SL grammar by equivalent TL grammar, but with no replacement of lexis, and replacement of SL
lexis by equivalent TL lexis but with no replacement of grammar, e.g.:

**Replacement of grammar:**

Anak itu / telah tidur / selama / tiga jam.

=Noun Det / Aux Verb / prep / Det Noun (Indonesia)

= Noun Det / Aux Verb / prep / Det Noun (English)

**Replacement of lexis:**

Anak itu / telah tidur / selama / tiga jam.

=Child that / already sleep / for / three hour.

c. Rank of translation

The third type of differentiation in translation according to Catford relates to the rank in grammatical hierarchy at which translation equivalent is established. This rank translation can be in the form of:

1) Word for word translation

2) Group for group translation

3) Sentence for sentence translation

4) Paragraph for paragraph translation

5) Discourse for discourse translation

In this type of translation, lexical and grammatical adjustment should be applied to achieve equivalent in terms of meaning.

4. **Problems of Translation**

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

Popovic (in Sutopo and Candraningrum, 2001: 85) distinguishes four types of translation equivalence:

a. Linguistic equivalence, where there is homogeneity on the linguistic level of both SL and TL texts, i.e. word for word translation.

b. Paradigmatic equivalence, where there is equivalence of ‘the elements of a paradigmatic expression axis’, i.e. elements of grammar, which Popovic sees as being a higher category than lexical equivalence.

c. Stylistic (translational) equivalence, where there is ‘functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning’.

d. Textual (syntagmatic) equivalence, where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape.

Translation involves far more than replacement of lexical and grammatical items between language and the process may involve discarding the basic linguistic elements of the SL text (Sutopo and Candraningrum, 2001: 85).

There are two problems in translation:

a. Ambiguity

Ambiguity is a pervasive phenomenon in human languages. It is very hard to find words that are not at least two ways ambiguous, and sentences which are (out of context) several ways ambiguous are the rule, not the exception. This is not only problematic because some of
the alternatives are unintended (i.e. represent wrong interpretations), but because ambiguities ‘multiply’. In the worst case, a sentence containing two words, each of which is two ways ambiguous may be four ways ambiguous ($2 \times 2$), one with three such words may be $2 \times 2 \times 2 = 2^3 = 8$, ways ambiguous etc. One can, in this way, get very large numbers indeed. For example, a sentence consisting of ten words, each two ways ambiguous, and with just two possible structural analyses could have $2^{10} = 2^{11} = 2048$ different analyses. The number of analyses can be problematic, since one may have to consider all of them, rejecting all but one.

When a word has more than one meaning, it is said to be **lexically ambiguous**. When a phrase or sentence can have more than one structure, it is said to be **structurally ambiguous**.

b. Lexical and structural mismatches

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

5. **Requirement of Being Good Translator**

For the learners, transferring meaning from one language to another
is necessary in the society. Of course, they have to have a good skill in translation. Skill itself can be defined as follows: Skill is the ability to do something well; having enough ability, experience, etc to be able to do something well; needing special abilities or training. (Oxford, 2011: 414).

Newmark (1995b) in Gerding-Salas (2000: 4) distinguishes some essential characteristics that any good translator should have:

a. Reading comprehension ability in a foreign language
b. Sensitivity to language (both mother tongue and foreign language)
c. Competence to write the target language dexterously, clearly, economically and resourcefully

In addition, Mercedes Tricás (in Gerding-Salas, 2000: 4) refers to intuition, or common sense as the most common of all senses; in other words, making use of that sense, a combination of intelligence, sensitivity and intuition. This phenomenon works very well if handled cautiously.

6. Translation Quality Assessment

The field of Translation Assessment is problematic and it is often difficult to tell the difference between, e.g.: translation evaluation, translation criticism, and translation quality assessment. In an attempt to answer the question of way to test the translation. Larson (1998: 529) assert three main reasons the translator want to be sure his translation is accurate, clear, and natural. So, an important points in translation process are accuracy, clarity, and naturalness. Accuracy means correct of the source message, and transfer of the meaning of that message as exactly as
possible into receptor language. Clarity means the translator choose the way which communicates most clearly, the way which ordinary people will understand. Naturalness means the translator use the natural form of the receptor language, if the translation is to be effective and acceptable. A translation should not foreign. These are three determining and widely accepted criteria in assessing the quality of any translation.

And inclusive and nearly exact indicator for the quality category of accuracy to be utilized in this investigation is adapted from Larson (1998). He conceives of four levels for accuracy of a translated text:

a. Bad : Semantically misleading and incomprehensible, unclear meaning, there are some grammatical errors and deviation of meaning.

b. Fair : Correct meaning with minimum redundancy and grammatical errors.

c. Good : Correct meaning with no omission, additional or any changes of meaning.

d. Excellent : Accurate and clear meaning without any omission or changes of meaning.

Larson argues that a translation may be accurate but still not communicate to the people for whom it is prepared due to lack of clarity. The quality category of clarity can be evaluated on four levels:

a. Bad : Structurally burdensome and poorly structured with diction and mechanical errors.
b. Fair : Complex syntax, but understandable meaning with some
diction or mechanical errors.
c. Good : Appropriate words, phrases, grammar and clear the
meaning.
d. Excellent : Easy to understand, correct words, phrases, grammar and
nothing ambiguous.

Eventually, the purpose naturalness test is to see if the form of the
translation is natural and the style appropriate. Larson’s indicators (1998)
for the quality category of naturalness are following:
a. Bad : Unnatural form with awkward language, linguistically
unnatural and stylistically awkward.
b. Fair : Make sense with minimum unnatural words, grammar,
phrase and idiom.
c. Good : Correct meaning, appropriate idioms and words but there
are some syntactic structure errors.
d. Excellent : Make sense, read naturally (written in ordinary language,
common grammar, proper idioms and words).
CHAPTER III

RESEARCH METHOD

A. Setting of the Research Subject

1. The Profile of IAIN Salatiga

IAIN Salatiga has five faculties. They are:

a. Teacher Training and Education Faculty

This faculty has a function to implement an academic and professional education with the aim to educate the graduate students that have an educational teaching and specific skill in Islamic, Arabic, English and have a competent to be a teacher. There are eight study programs in this faculty, namely:

1) S1 Pendidikan Agama Islam (Department of Islamic Education)
2) S1 Pendidikan Bahasa Arab (Arabic Department)
3) S1 Tadris Bahasa Inggris (English Department)
4) S1 Pendidikan Guru Madrasah Ibtidaiyah (Department of Education of Islamic Primary School’s Teacher)
5) S1 Pendidikan Guru Raudlatul Athfal (Department of Islamic Kindergarten’s Teacher)
6) S1 Tadris IPA (Department of Natural Sciences)
7) S1 Tadris Matematika (Department of Mathematics)
8) S1 Program Kelas Internasional (Class International)
b. Law Faculty (Syari’ah)

Law faculty has a function to implement an academic and professional education with the aim to educate the graduated students that have both Islamic law and judicature court (al-Ahwal al-Syakhshiyah) skills. The study programs of this faculty are:

1) S1 Al-Ahwal al-Syakhshiyah (Perdata Islam / Judicature Court Department)

2) S1 Hukum Ekonomi Syari’ah (Economic Laws)

3) S1 Hukum Tata Negara (Constitutional Laws)

c. Dakwah Faculty

There are three departments in this faculty, namely:

1) S1 Komunikasi dan Penyiaran Islam (Islamic Communication and Broadcast)

2) S1 Pengembangan Masyarakat Islam (Development of Islamic Societies)

3) S1 Manajemen Dakwah (Dakwah Management)

d. Ushuluddin, Adab and Humaniora Faculty

In this faculty there are:

1) S1 Sejarah dan Kebudayaan Islam (Islamic Culture History)

2) S1 Bahasa dan Sastra Arab (Arabic language and literature)

3) S1 Ilmu Alqur’an dan Tafsir (Alqur’an and Tafsir Department)

4) S1 Ilmu Hadits (Hadits Department)
5) S1 Filsafat Agama (Religion Philosophy)

e. Islamic Economy and Business Faculty

In this faculty there are:

1) S1 Perbankan Syari’ah (Islamic Banking Department)

2) D3 Perbankan Syari’ah (Islamic Banking Department)

3) S1 Ekonomi Syari’ah (Islamic Economy Department)

f. Postgraduate Program

This postgraduate program is established as the conscious and the responsibility of IAIN Salatiga in order to increase the education quality in Indonesia, especially in Islamic Department to create the professional lecturers, teachers, supervisor and beadle, such as :

1) S2 Pendidikan Agama Islam (Department of Islamic Education)

2) S2 Ekonomi Syari’ah (Islamic Economy Department)

3) S2 Ilmu Pendidikan Dasar Islam (Islamic Basic Education Science)

4) S2 Supervisi Pendidikan (Educational Supervision)

2. The Profile of the Sixth Semester Students of English Department of IAIN Salatiga in the Academic Year of 2015/2016

English Department has the aim to create the moslem scholar that have the capability to teach English in primary and intermediate school. With the background of Islamic insight, the alumni are expected to spread the values in their environment as an effort to build the education character.
In the sixth semester students of English Department of IAIN Salatiga has total students are 152.

B. Research Method

1. Type of the Research

The type of this research is the quantitative research. Sugiyono (2008: 7) says that this type serves the research data numerals and emphasizes the analysis by statistic formula. The writer finds the significance of relationship between variables using the quantitative research (Hadi, 2004: 77).

This research uses the correlation method. A correlation means interrelationship (Hadi, 1997: 271). A correlation is also defined as the connection between two variables that usually stated by coefficient i.e. numeral form that showed the relation between two variables. When one variable is changed, the other variable will also change (Ritonga, 1987:114). Therefore, the writer uses a bivariate correlation in this research. Bivariate correlation is the relationship between two variables. Looking at the relationship between two variables or bivariate analysis involves a number of different statistical methods which are related to the different levels of measurement (Muijs, 2004: 113). This type of bivariate correlation test requires that the variables both have a scale level of measurement (there is a rank order for the values and the distance in
between the values can be determined).

The writer uses this method since the sample of the research has the homogeneity.

2. Subject of the Research

The subjects of this research are the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. The following are the explanation to clarify the subject of the research:

a. Population

Population is the area of generalization that consist of the object or subject that has the certain quality and characteristic that is decided by the researcher to be learn and then take the conclusion (Sugiyono, 2008: 80). The population is the group you want to generalise your findings to (Muijs, 2004: 37).

In this research, the population is the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. The total numbers of the students are 152 students.

b. Sample

Sample is the part of the number and the characteristic of that population (Sugiyono, 2008: 81).

In the sixth semester students of English Department of IAIN Salatiga has total number of students are 152. The writer using the
Nomogram Harry King (Sugiyono, 2008: 89) to decided the number of the sample in this research. There are 35 students that was taken randomly.

c. Sampling

Sampling is the way to take the sample. There are two kinds of sampling technique; they are probability and non-probability sampling (Sugiyono, 2008: 81). The writer uses the probability sampling i.e. simple random sampling in this research. This sampling is used because the classes have the same quality, homogeneity and has the same chance to be the participant of the sample without making the stratification.

The following data is the 35 students of sixth semester of English Department as the subject of the research:

<table>
<thead>
<tr>
<th>No</th>
<th>Students Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>11313005</td>
<td>Ati Mustammidah</td>
</tr>
<tr>
<td>2.</td>
<td>11313009</td>
<td>Tya Erisanti</td>
</tr>
<tr>
<td>3.</td>
<td>11313013</td>
<td>Munhamiroh</td>
</tr>
<tr>
<td>4.</td>
<td>11313021</td>
<td>Mita Alfira Rosalita</td>
</tr>
<tr>
<td>5.</td>
<td>11313028</td>
<td>Monica Lolita Meity</td>
</tr>
<tr>
<td>6.</td>
<td>11313030</td>
<td>Imam Mustofa</td>
</tr>
<tr>
<td>7.</td>
<td>11313035</td>
<td>Wildan Munirul Faqih</td>
</tr>
<tr>
<td>8.</td>
<td>11313042</td>
<td>Putri Khafsoh</td>
</tr>
<tr>
<td>9.</td>
<td>11313044</td>
<td>Vani Listianti</td>
</tr>
<tr>
<td>10.</td>
<td>11313046</td>
<td>Wasilatut Thoyyibah</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11.</td>
<td>11313048</td>
<td>Diyas Fitra Tri Subekti</td>
</tr>
<tr>
<td>12.</td>
<td>11313050</td>
<td>Murniyati</td>
</tr>
<tr>
<td>13.</td>
<td>11313053</td>
<td>Siti Muzaiyanah</td>
</tr>
<tr>
<td>14.</td>
<td>11313054</td>
<td>Fitri Rondhiyah</td>
</tr>
<tr>
<td>15.</td>
<td>11313059</td>
<td>Armanda Surya Bakhtiar</td>
</tr>
<tr>
<td>16.</td>
<td>11313063</td>
<td>M Farid Kuriawan</td>
</tr>
<tr>
<td>17.</td>
<td>11313064</td>
<td>Arina Nurul Izzah</td>
</tr>
<tr>
<td>18.</td>
<td>11313075</td>
<td>Eva Nor Fithrotul H</td>
</tr>
<tr>
<td>19.</td>
<td>11313080</td>
<td>Lailiyatul Hikmawati</td>
</tr>
<tr>
<td>20.</td>
<td>11313089</td>
<td>Eka Widi Riyanti</td>
</tr>
<tr>
<td>21.</td>
<td>11313097</td>
<td>Nur Isnaeni Febriana</td>
</tr>
<tr>
<td>22.</td>
<td>11313104</td>
<td>Risteria Dian Alvian</td>
</tr>
<tr>
<td>23.</td>
<td>11313105</td>
<td>Ikfin Iftah Rohmatika</td>
</tr>
<tr>
<td>24.</td>
<td>11313108</td>
<td>Zainal Arifin</td>
</tr>
<tr>
<td>25.</td>
<td>11313114</td>
<td>M. Nur Abdillah</td>
</tr>
<tr>
<td>26.</td>
<td>11313115</td>
<td>Catur Fitri Hastuti Rohmah</td>
</tr>
<tr>
<td>27.</td>
<td>11313117</td>
<td>Nurul Fajriyah</td>
</tr>
<tr>
<td>28.</td>
<td>11313119</td>
<td>Siti Istiqomah</td>
</tr>
<tr>
<td>29.</td>
<td>11313121</td>
<td>Anis Jauhar</td>
</tr>
<tr>
<td>30.</td>
<td>11313122</td>
<td>Ossi Rinawati</td>
</tr>
<tr>
<td>31.</td>
<td>11313123</td>
<td>Iis Yuliyanti</td>
</tr>
<tr>
<td>32.</td>
<td>11313124</td>
<td>Tya Novita Ganti</td>
</tr>
<tr>
<td>33.</td>
<td>11313130</td>
<td>Aam Amaliyah</td>
</tr>
<tr>
<td>34.</td>
<td>11313132</td>
<td>Afif Konireza Putra</td>
</tr>
<tr>
<td>35.</td>
<td>11313144</td>
<td>Firda Hasna Hikmawati</td>
</tr>
</tbody>
</table>

### 3. Variables

The term of variable could not be separated from the research. It shows the units that are examined. Arikunto (2010: 161) states that
variable is the object of the research, or the main view of the research.

In this research, the writer divided the variable into two parts, i.e. \( x \) and \( y \) variable. The \( x \) variable determines the students’ mastery on phrasal verb, and the \( y \) variable is the students’ translation skill.

4. **Hypothesis**

Hypothesis is a temporary answer toward the problem of the research until prove through the collected data (Arikunto, 2010: 110). In this research, the writer puts a hypothesis that “There is a significant correlation between students’ mastery on phrasal verb toward their translation skill for the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016.”

5. **Techniques of Collecting Data**

The writer uses test method to obtain the data. Test is the questions list or practices that are used to measure the perspicacity or knowledge, skill, ability, inelegancy, talent, or proclivity of an individual or groups (Hadi, 2012: 1).

Specifically, the writer uses multiple-choice completion in this research. According to Madsen (1983: 16) in Sari (2012: 42), multiple choice completion is kind of item constructed by deleting a word from a sentence. It makes the students depend on context clues and sentence meaning. There are two kinds of test constructed in this research based on the variables of the study stated on the objectives of the research.

The first is the phrasal verb mastery test, which consist of ten items.
The second is the students’ translation skill. The students are asked to translate ten items—that also contains of phrasal verbs—into Indonesian equivalent. These tests are designed to show the students’ mastery in phrasal verb and their translation skill.

6. Technique of Data Analysis

a. Scoring

The test consist of 20 items which are divided into two kinds of test variation. The first test is choosing the deleting word of a sentence about phrasal verb \( (x \text{ variable}) \) that consists of 10 items. The second test is also consists of 10 items of translation \( (y \text{ variable}) \) of phrasal verb. Each item has one score. The writer uses the scale 1-10 in scoring the test.

After knowing the result and the score of the two variables—the students’ mastery on phrasal verb and students’ translation skill—the writer goes to the next step that is computed the collected data using descriptive statistic and frequency to show the general image of students’ mastery on phrasal verb and students’ translation skill using SPSS 16.0 windows.

b. Analysis of the Data

The writer tabulates the data from the students in order to draw a conclusion from the data. The writer uses a Pearson product moment
formula process which is developed by Karl Pearson in analyzing the data. Product moment correlation defining the relationship between two interval indications. Interval indication is an indication that uses a measuring scale that has the same spaces (Hadi, 2011: 273). In other word, Santoso (2000: 217) says that coefficient bivariate correlation/product moment Pearson measures the tight relationship between the results observation from the population that has two variant (bivariate). This measurement presupposing that the sample from the population has two variants and has the normal distribution.

After analyzing the data using the SPSS (Statistical Package for the Social Science) 16.0 windows, the writer can get the result about the correlation between students’ mastery on phrasal verb toward students’ translation skills. Furthermore, the writer compares the result with the hypothesis to know the answer of the research problems.

7. Data Presentation

a. Data of Students’ Mastery on Phrasal Verb

After scoring the result, the writer tabulates the data as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Students Number</th>
<th>Name</th>
<th>Score (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>11313005</td>
<td>Ati Mustammidah</td>
<td>7</td>
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<td>5.</td>
<td>11313028</td>
<td>Monica Lolita Meity</td>
<td>8</td>
</tr>
</tbody>
</table>
### Table 3.3
Data of Students’ Translation Skill

<table>
<thead>
<tr>
<th>No</th>
<th>Students Number</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>11313030</td>
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<td>11313035</td>
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<tr>
<td>8.</td>
<td>11313042</td>
<td>Putri Khafsoh</td>
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<tr>
<td>9.</td>
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<tr>
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<td>Wasilatut Thoyyibah</td>
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<td>11.</td>
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<td>Murniyati</td>
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<tr>
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<td>Nur Isnaeni Febriana</td>
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<td>Aam Amalihay</td>
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<td>11313132</td>
<td>Afif Konireza Putra</td>
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<tr>
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<td>11313144</td>
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</tr>
<tr>
<td>No.</td>
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<td>Name</td>
<td>Score</td>
</tr>
<tr>
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<td>-----------------------------</td>
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</tr>
<tr>
<td>1</td>
<td>11313005</td>
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<tr>
<td>2</td>
<td>11313009</td>
<td>Tya Erisanti</td>
<td>7</td>
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<td>11313013</td>
<td>Munhamiroh</td>
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<td>5</td>
<td>11313028</td>
<td>Monica Lolita Meity</td>
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<tr>
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<td>Imam Mustofa</td>
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<td>Putri Khafsoh</td>
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</tr>
<tr>
<td>9</td>
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<td>Vani Listianti</td>
<td>10</td>
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<tr>
<td>10</td>
<td>11313046</td>
<td>Wasilatut Thoyyibah</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>11313048</td>
<td>Diyas Fitra Tri Subekti</td>
<td>10</td>
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<tr>
<td>12</td>
<td>11313050</td>
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<td>9</td>
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<tr>
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<td>11313053</td>
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<td>10</td>
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<tr>
<td>18</td>
<td>11313075</td>
<td>Eva Nor Fithrotul H</td>
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<tr>
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<td>Lailiyatul Hikawati</td>
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<tr>
<td>20</td>
<td>11313089</td>
<td>Eka Widi Riyanti</td>
<td>10</td>
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<td>11313097</td>
<td>Nur Isnaeni Febriana</td>
<td>8</td>
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<td>22</td>
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<td>23</td>
<td>11313105</td>
<td>Ikfin Iftah Rohmatika</td>
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<td>11313108</td>
<td>Zainal Arifin</td>
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<td>25</td>
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<td>M. Nur Abdillah</td>
<td>9</td>
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<tr>
<td>26</td>
<td>11313115</td>
<td>Catur Fitri Hastuti R</td>
<td>9</td>
</tr>
<tr>
<td>27</td>
<td>11313117</td>
<td>Nurul Fajriyah</td>
<td>10</td>
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<td>28</td>
<td>11313119</td>
<td>Siti Istiqomah</td>
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<td>11313121</td>
<td>Anis Jauhar</td>
<td>10</td>
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<td>30</td>
<td>11313122</td>
<td>Ossi Rinawati</td>
<td>10</td>
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<td>31</td>
<td>11313123</td>
<td>Iis Yuliyanti</td>
<td>7</td>
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<tr>
<td>32</td>
<td>11313124</td>
<td>Tya Novita Ganti</td>
<td>9</td>
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<tr>
<td>33</td>
<td>11313130</td>
<td>Aam Amaliyah</td>
<td>7</td>
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<tr>
<td>34</td>
<td>11313132</td>
<td>Afif Konireza Putra</td>
<td>10</td>
</tr>
<tr>
<td>35</td>
<td>11313144</td>
<td>Firda Hasna Hikawati</td>
<td>10</td>
</tr>
</tbody>
</table>

The data above are the result of students’ mastery on phrasal verb and students’ translation skill. Those data will be analyzed statistically in
the next chapter.

C. Procedure of the Research

Procedure of the research divided into three steps as follows:

1. Research Planning

   In this step, the writer makes structural planning include composing research proposal and consulting to the counselor.

2. Research Conduct

   After arranging the problem and the other foundation of the research, the writer commits some action to be done.
   a. Collecting the relevant works (books, journal, articles, etc.) as a referent to the research.
   b. Examining the test.
   c. Collecting the data.
   d. Analyze the data.
   e. Draw the conclusion.

3. Research Report

   This is the final step of the research. The writer writes and organizes the research report.
CHAPTER IV
DATA ANALYSIS

This chapter presents the result of the study to answer the research questions deeply. As mentioned in chapter I, the objectives of this research are: first, to know how is the students’ mastery on phrasal verbs for the sixth semester students of English Department of IAIN Salatiga in academic year of 2015/2016, second, to know how is the students’ translation skill for the sixth semester students of English Department of IAIN Salatiga in academic year of 2015/2016, and third to know whether there is influence of students’ mastery on phrasal verbs toward students translation skill for the sixth semester students of English Department of IAIN Salatiga in academic year of 2015/2016 or not.

Therefore, to know the three objectives, the writer uses the statistical analysis. For the first and second, the writer uses the statistical descriptive analysis in SPSS 16.0 windows. This program is used to know the students’ mastery on phrasal verb and how is their translation skill. For the third, the writer uses the bivariate correlation in SPSS 16.0 windows to know the influence of students’ mastery on phrasal verb toward students’ translation skill.

A. The Analysis of Data

The writer divided the study into three parts; the pilot study, the descriptive analysis of the test of students’ mastery on phrasal verb and students’ translation skill, and the influence of students’ mastery on phrasal verb toward students’ translation skill. Those three parts are follows:
1. The Pilot Study

A pilot study was conducted to know the reliability of the test method. The participants consist of five students of sixth semester of English Department in IAIN Salatiga, were asked to do the test that was shared on February 12th until 17th, 2016. The respondents in this pilot study consist of the students that were outside the sample that were chosen randomly. Therefore, the result was more reliable.

The following data are the respondents of this pilot study:

Table 4.1
Data of Respondents the Pilot Study

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of $x$ variable</th>
<th>Score of $y$ variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nurina Elfa Putri</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Ryno Settrisman</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Novita Ayu Nia</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>M. Samsul Ma’arif</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Siti Nur Jannah</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

After arranging the pilot study, the writer processed the data using reliability analysis in SPSS 16.0 and finding the following result:
Table 4.2
Reliability Analysis of the Test for the Pilot Study

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases Valid</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Excluded</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Listwise deletion based on all variables in the procedure.

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.333</td>
<td>2</td>
</tr>
</tbody>
</table>

From the result above, the consistency reliability of the test is 0.333. It means that the test has a reliability to apply in the field of research.

2. The Descriptive Analysis of the Test of Students’ Mastery on Phrasal Verb and Students’ Translation Skill

The writer collected the data of students’ mastery on phrasal verb as $x$ variable and the students’ translation skill as $y$ variable using test method. In conducting the test, the writer used a multiple-choice completion. The instruction of this test is choosing the correct answer by
eliminating the wrong answers. The writer uses 1 – 10 in scoring the test.

The score of the test can be seen in the table below:

Table 4.3  
Score of X and Y Variable test

<table>
<thead>
<tr>
<th>No</th>
<th>Students Number</th>
<th>Name</th>
<th>X Score</th>
<th>Y Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11313005</td>
<td>Ati Mustammidah</td>
<td>7</td>
<td>10</td>
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<tr>
<td>2</td>
<td>11313009</td>
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<td>3</td>
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<td>Munhamiroh</td>
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</tr>
<tr>
<td>4</td>
<td>11313021</td>
<td>Mita Alfira Rosalita</td>
<td>7</td>
<td>8</td>
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<tr>
<td>5</td>
<td>11313028</td>
<td>Monica Lolita Meity</td>
<td>8</td>
<td>10</td>
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<td>11313035</td>
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<td>Putri Khafsoh</td>
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<td>9</td>
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<td>Vani Listianti</td>
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<td>10</td>
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<tr>
<td>10</td>
<td>11313046</td>
<td>Wasilatut Thoyyibah</td>
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<tr>
<td>11</td>
<td>11313048</td>
<td>Diyas Fitra Tri Subekti</td>
<td>7</td>
<td>10</td>
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<tr>
<td>12</td>
<td>11313050</td>
<td>Murniyati</td>
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<td>13</td>
<td>11313053</td>
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<td>14</td>
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<td>15</td>
<td>11313059</td>
<td>Armanda Surya Bakhtiar</td>
<td>6</td>
<td>10</td>
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<td>16</td>
<td>11313063</td>
<td>M Farid Kuriawan</td>
<td>6</td>
<td>10</td>
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<td>17</td>
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<td>Arina Nurul Izzah</td>
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<td>10</td>
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<td>10</td>
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<tr>
<td>21</td>
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<td>8</td>
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<td>11313105</td>
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<td>8</td>
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<td>24</td>
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<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>
After knowing the score of students’ test on phrasal verb and translation skill, the writer goes to the next step that is computed the collected data using descriptive statistic to show the general image of students’ mastery on phrasal verb and students’ translation skill.

a. The Descriptive Analysis of the Test of Students’ Mastery on Phrasal Verb

To answer the first questions in research problems, the writer computed the collected data of $x$ variable using descriptive statistic and the frequency in SPSS 16.0 to know how is the students’ mastery on phrasal verb in the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. Here is the following finding:

<table>
<thead>
<tr>
<th>No.</th>
<th>ID</th>
<th>Name</th>
<th>Score 1</th>
<th>Score 2</th>
</tr>
</thead>
<tbody>
<tr>
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<td>11313114</td>
<td>M. Nur Abdillah</td>
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<td>9</td>
</tr>
<tr>
<td>26</td>
<td>11313115</td>
<td>Catur Fitri Hastuti R</td>
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<tr>
<td>27</td>
<td>11313117</td>
<td>Nurul Fajriyah</td>
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<td>28</td>
<td>11313119</td>
<td>Siti Istiqomah</td>
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<td>32</td>
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<td>33</td>
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<td>Afif Konireza Putra</td>
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<td>10</td>
</tr>
<tr>
<td>35</td>
<td>11313144</td>
<td>Firda Hasna Hikmawati</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>
from the result above, the data show the minimum score of the phrasal verb test is 4, the maximum score is 10, and the modus (the score which mostly appear) is 6 with 45.7% or 16 students got the 6 score from 35 students. The table also shows the mean of the students’ score of phrasal verb test is 6.74 and the standard
deviation is 1.268. The Standard Deviation is a measure of how spread out numbers are. The writer classify the levels of students’ mastery on phrasal verb using three intervals, they are:

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

From the data above, 6.74 is between 5-7. Hence, it can conclude that the sixth semester students’ mastery on phrasal verb is in medium level indicating that they are good in understanding phrasal verb.

b. The Descriptive Analysis of the Test of Students’ Translation Skill

Almost similar with the \( x \) variable, the writer also computed the collected data of students’ score of translation test (\( y \) variable) using descriptive statistic and frequency in SPSS 16.0 to know how is the students’ translation skill in the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. In short, the data is presented in the following table
Table 4. 5  
Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>score translation test</td>
<td>35</td>
<td>7</td>
<td>10</td>
<td>9.06</td>
<td>1.136</td>
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<tr>
<td>Valid N (listwise)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Frequency of Y Score

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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From the data above, it can detect that the minimum score of the translation test is 7, the maximum score is 10, and the modus (the score which mostly appear) is 10 with 51.4% or 18 students got the 10 score from 35 students. It also shows the mean of the students’ score of translation test is 9.06 and the standard deviation
is 1.136. The following are the level categories of students’ translation skill using three intervals:

0 – 2 = Poor

2 – 4 = Fair

5 – 7 = Good

8 – 10 = Excellent

Furthermore, the mean of the students’ score of translation test is 9.06, it means that it is placed between 8-10. Thus, it can conclude that the sixth semester students’ translation skill is in high level indicating that they have excellent skill in translation.

3. The Influence of Students’ Mastery on Phrasal Verb toward Students’ Translation Skill

In this section, the writer analyzes the collected data of x and y variable to know how far is the influence of students’ mastery on phrasal verb toward students’ translation skill for the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. The result is acquired after the writer computed the data using weight cases with the x variable (Phrasal verb test score) and then analyzed it using bivariate correlation in SPSS 16.0 windows.

Before showing the data analysis, the writer will give the hypothesis of the both variables (x and y variables), which is “There is a significant correlation between students’ mastery on phrasal verbs toward
their translation skill for the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016.”

The finding of the correlative analysis between students’ mastery on phrasal verbs and students’ translation skill are presented in the following table:

| Table 4.6 |
| Correlations |

<table>
<thead>
<tr>
<th>X variable Pearson Correlation</th>
<th>Y variable</th>
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<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.228**</td>
</tr>
<tr>
<td>N</td>
<td>236</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Y variable Pearson Correlation</th>
<th>X variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.228**</td>
</tr>
<tr>
<td>N</td>
<td>236</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Notes:

Pearson Correlation = the score of coefficient correlation between variables.

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

N = the sum of the score.

The table above shows the value of Sig. is 0.000 (both is the same number). Based on the rule, that it is convention that if this value is less than 0.05, then the correlation is considered to
be significant. Since the Sig. value is 0.000 (which is less than 0.05), it means that there is a significant correlation between students’ mastery on phrasal verb and students’ translation skill.

Next at one of the values for the Pearson Correlation (both is the same number). The values of the Pearson Correlation range from -1 to +1 with negative numbers representing a negative correlation (as one variable increases, the other variable decreases) and positive numbers representing a positive correlation (as one variable increases, the other also increases). The closer the value is to -1 or +1, the stronger the association is between the variables.

In the table above, the writer hypothesized a positive relationship between students’ mastery on phrasal verb and students’ translation skill. Since the Pearson Correlation value is 0.228. The result of correlation is compared with the level of correlation value that the score of correlation = 0.228 is existing between 0, 20 – 0, 40. It indicates that there is a weak correlation between variable x and y. According to Hartono (2004 : 91) :

51
Table 4. 7

Interpretation of Value

<table>
<thead>
<tr>
<th>Value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0, 0 – 0.19</td>
<td>There is a very weak correlation between variable x and y, so that tend to be neglected.</td>
</tr>
<tr>
<td>0.20 – 0.39</td>
<td>There is a weak correlation between variable x and y.</td>
</tr>
<tr>
<td>0.40 – 0.69</td>
<td>There is an enough correlation between variable x and y.</td>
</tr>
<tr>
<td>0.70 – 0.89</td>
<td>There is a high correlation between variable x and y.</td>
</tr>
<tr>
<td>0.90 – 1.00</td>
<td>There is a very high correlation between variable x and y.</td>
</tr>
</tbody>
</table>

Even if the explanation above and the indication that result of the SPSS 16.0 windows is having a weak correlation. The writer can conclude that the students’ mastery on phrasal verb is quite influence to the students’ translation skill for the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. When they understand the phrasal verb well, their translation skill will increase, and when they do not understand the phrasal verb, they will find the difficulties in translation.

B. The Discussion of the Finding

Learning phrasal verb is one of important thing to master the English grammar, especially for students in English Department. Without understanding the phrasal verb, students could not translate the text which contains with phrasal verb properly. In addition, by mastering the phrasal verb,
students will be more creative to use the sentences. They are able to change two sentences into one, so that it will be more efficient.

The first discussion in this graduating paper is how the students’ mastery on phrasal verb for the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. This data is obtained from multiple-choice test that consist of 10 items of phrasal verb. The 35 respondents choose the correct answer from four options by eliminating the three of wrong answers. The result from the research, the writer found the interval score from 1-10 of students’ mastery on phrasal verb test showed the highest score is 10, the lowest score is 4, and the score that mostly appear is 6. Besides, the mean of the students’ score of phrasal verb test is 6.74. Thus, the writer concludes that the sixth semester students’ mastery on phrasal verb is in medium level. It means that they are good in understanding phrasal verb.

The second discussion is the sixth semester students’ translation skill. Almost similar with the previous discussion, this data is also gained from multiple-choice test that consist of 10 items of translation sentence that consist of phrasal verb. The 35 respondents choose the correct answer from four options by eliminating the three of wrong answers. The result from the research, the writer found the interval score from 1-10 of students’ translation skill test showed the highest score is 10, the lowest score is 7, and the score that mostly appear is 10. Besides, the mean of the students’ score of translation test is 9.06. Therefore, the writer concludes that the sixth semester students’
translation skill is in high level. It means that they have excellent skill in translation.

The last discussion in this research is the correlation between students’ mastery on phrasal verb (x variable) toward students’ translation skill (y variable). The writer analyzes the collected data using SPSS 16.0 windows. The analyzed data showed a significant correlation between students’ mastery on phrasal verb and students’ translation skill with value less than 0.05 that is 0.00. Besides that, the Pearson Correlation value of the collected data is 0.228 and it is significant, it means that the data support the writer’s hypothesis even though it is weak.

From the finding above, the writer concludes that there is a significant correlation between the students’ mastery on phrasal verb and students’ translation skill for the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. In other words, it could say that the students’ mastery on phrasal verb is quite influence to the students’ translation skill for the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. When they understand the phrasal verb well, their translation skill will increase.
CHAPTER V
CLOSURE

Conclusions and suggestions can be drawn by referring to the research findings which is presented descriptively in chapter four.

A. Conclusions

In this section, the writer will conclude the analyzed data in previous chapter. The three items will be presented based on the three problems of research. First, related with students’ mastery on phrasal verb; second, related with students’ translation skill; and the last is the correlation of both students’ mastery on phrasal verb and students’ translation skill. The following are the conclusions based on the result analysis of this research:

1. From the result, data show the minimum score of the phrasal verb test is 4, the maximum score is 10, and the modus (the score which mostly appear) is 6 with 45.7% or 16 students got the 6 score from 35 students. The table also shows the mean of the students’ score of phrasal verb test is 6.74. Thus, that the sixth semester students’ mastery on phrasal verb is good.

2. From the data, it can detect that the minimum score of translation test is 7, the maximum score is 10, and the modus is 10 with 51.4% or 18 students got the 10 score from 35 students. It also shows the mean of the students’ score of translation skill test is 9.06. Therefore, that the sixth semester students’ translation skill is excellent.
3. There is a significant correlation between students’ mastery on phrasal verb toward their translation skill for the sixth semester students of English Department of IAIN Salatiga in the academic year of 2015/2016. The result of the research shows the Pearson Correlation index is 0.228 and it is significant. It means that the students’ mastery on phrasal verb is quite influence to the students’ translation skill even though it is a weak.

B. Suggestions

Underlying those conclusions, the writer would like to propose some suggestions for the English teachers, the students, and the other researchers. The writer hopes it will be useful for them.

1. For English teachers

As a teacher, the English teachers should be creative and innovative to teach the phrasal verb. Teachers could utilize the sophisticated technology such kind of internet, power point presentation, etc. Teachers also could utilize the variety methods that interest the students such as picture, song, ball, puzzle, etc. Teaching learning process is not teacher centered anymore, teachers as a facilitator should be able to make the students find their knowledge actively. Teachers also could utilize a movie to teach phrasal verb, the students could find the phrasal verb sentences in the movie’s conversation. Surely, the teachers should master the topic that they are teaching in the classroom.

2. For the Students
The students, especially English Education Department students, should master the phrasal verb that has an influence in their translation skill. Even though phrasal verb is rare to be found in grammar books, it is important to master it to improve or even increase their English, both in spoken and written.

3. For the Other Researchers

The writer of the research under the title *The Influence of Students’ Mastery on Phrasal Verb toward Students’ Translation Skill (A Correlative Study for the Sixth Semester Students of English Department of IAIN Salatiga in the Academic Year of 2015/2016)* hopes that the result of her research could be a reference for a better research.
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http://www.clas.ufl.edu/users/rthompso/phrasalverbs2.html: Phrasal Verbs

http://tarbiyah.iainsalatiga.ac.id/: Fakultas Tarbiyah dan Ilmu Keguruan IAIN Salatiga.

http://syariah.iainsalatiga.ac.id/: Fakultas Syari’ah IAIN Salatiga.

http://dakwah.iainsalatiga.ac.id/: Fakultas Dakwah IAIN Salatiga.

http://ushuluddin.iainsalatiga.ac.id/: Fakultas Ushuluddin, Adab dan Humaniora IAIN Salatiga.


http://pps.iainsalatiga.ac.id/: Program Pascasarjana IAIN Salatiga
THE APPENDIXS
Nomor: In.26/D1/PN.03.00/67/2016
Lamp: Proposal Penelitian.
Hal: Permohonan Izin Penelitian

Kepada
Yth. Rektor IAIN Salatiga
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama: ZULFA DEWI KARTIKA
NIM: 113 09 018
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa penulisan SKRIPSI.

THE INFLUENCE OF STUDENTS’ MASTERY ON PHRASAL VERB TOWARD STUDENTS’ TRANSLATION SKILL (A CORRELATIVE STUDY IN THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTEMENT OF IAIN SALATIGA IN ACADEMIC YEAR OF 2015/2016)

Dengan Pembimbing: Ari Setiawan, M.M
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 12 Februari 2016 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 11 April 2016

D. Janu
Fakultas Tarbiyah dan Ilmu Keguruan

Suwardi, S.Pd.
NIP. 19670121 199905 1002

Tembusan: 1. Mahasiswa yang bersangkutan
### List Subjects of the Research

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List Respondents of the Pilot Study

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<td>4.</td>
<td>11313120</td>
<td>Novita Ayu Nia Wati</td>
</tr>
<tr>
<td>5.</td>
<td>11313143</td>
<td>M. Samsul Ma’arif</td>
</tr>
</tbody>
</table>
The Students’ Mastery on Phrasal Verbs (X Variable)

Name : 
Student Number : 

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

Questions:
1. The flower _____ a strange odor.
   a. Gave in       c. Gave out
   b. Gave off      d. Gave up
2. It took me a month to ______ my cold.
   a. Get over      c. Get on
   b. Get off       d. Get up
3. How many salesman ______ every week?
   a. Call down     c. Call on
   b. Call off      d. Call up
4. He was living there when the war ______
   a. Broke up      c. Broke off
   b. Broke out     d. Broke down
5. They ______ the owner and robbed him.
   a. Held up       c. Held on
   b. Held out      d. Held off
6. You can ______ the word in the dictionary.
   a. Look into     b. Look over     c. Look out     d. Look up
7. The mother told her son to _____ his toys.
8. Which of your parents do you _____?
   a. Take off      b. Take out      c. Take after    d. Take on
9. ______ the CD player so we can dance.
   a. Turn away     b. Turn back     c. Turn off     d. Turn on
10. The man was ______ by a train and killed.
    a. Run away      b. Run into     c. Run over     d. Run across
Test of Students’ Translation Skill (Y Variable)

Name : 

Student Number : 

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

Questions:
1. You can put off your shoes here.
   a. Kamu dapat melepas sepatumu disini
   b. Kamu dapat memakai sepatumu disini
   c. Kamu dapat menurunkan sepatumu disini
   d. Kamu dapat mengambil sepatumu disini

2. He will get into trouble if he drink alcohol.
   a. Dia akan mulai bermasalah jika dia minum alkohol
   b. Dia akan mendapat masalah jika dia minum alkohol
   c. Dia akan keluar dari masalah jika dia minum alkohol
   d. Dia akan menghindari masalah jika di minum alkohol

3. While studying, she dropped off.
   a. Ketika sedang belajar, dia pingsan
   b. Ketika sedang belajar, dia mampir
   c. Ketika sedang belajar, dia tertidur
   d. Ketika sedang belajar, dia keluar

4. The terrorists tried to blow up the station.
   a. Para teroris mencoba untuk merampok stasiun
   b. Para teroris mencoba untuk meledakkan stasiun
   c. Para teroris mencoba untuk merusak stasiun
   d. Para teroris mencoba untuk membunyikan stasiun.

5. The students handed in their papers and left the class.
   a. Para siswa memegang tugas mereka dan meninggalkan kelas
b. Para siswa mengambil tugas mereka dan meninggalkan kelas

c. Para siswa menyobek tugas mereka dan meninggalkan kelas

d. Para siswa menyerahkan tugas mereka dan meninggalkan kelas

6. My mother promised to look after my cat while I was gone.
   a. Ibuku berjanji akan melihat kucingku ketika aku pergi
   b. Ibuku berjanji akan merawat kucingku ketika aku pergi
   c. Ibuku berjanji akan menjenguk kucingku ketika aku pergi
   d. Ibuku berjanji akan melirik kucingku ketika aku pergi

7. I ran across my old roommate at the reunion.
   a. Aku berlari dengan teman sekelasku pada saat reuni
   b. Aku menabrak teman sekelasku pada saat reuni
   c. Aku bertemu dengan teman sekelasku pada saat reuni
   d. Aku melihat teman sekelasku pada saat reuni

8. Her husband walked out on her and their three children.
   a. Suaminya meninggalkannya dan ketiga anaknya
   b. Suaminya berjalan keluar masuk dengannya dan ketiga anaknya
   c. Suaminya hidup dengannya dan ketiga anaknya
   d. Suaminya mengambilnya dan ketiga anaknya

9. First-graders really look up to their teachers.
   a. Kelas satu melihat guru mereka
   b. Kelas satu sangat menghormati guru mereka
   c. Kelas satu sangat memperhatikan guru mereka
   d. Kelas satu sangat menyerupai guru mereka

10. It isn’t easy to bring up children nowadays.
    a. itu tidak mudah untuk membawa anak pada jaman sekarang
    b. itu tidak mudah untuk menjaga anak pada jaman sekarang
    c. itu tidak mudah untuk melahirkan anak pada jaman sekarang
    d. itu tidak mudah untuk mendidik anak pada jaman sekarang

   --Thank You—
The Answer Key of Phrasal Verbs

Test:

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</tr>
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<td>C</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
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</table>

The Answer Key of Translation Test:

<p>| | |</p>
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<td>D</td>
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**X** = Students’ mastery on phrasal verb  
**Y** = Students’ translation skill
Data of Respondents the Pilot Study

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<td>Novita Ayu Nia</td>
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<td>Siti Nur Jannah</td>
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</table>

$X^*$ = Students’ mastery on phrasal verb
$Y^*$ = Students’ translation skill
Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama : Zulfa Dewi Kartika
NIM : 11309018
Jurusan : Tarbiyah
Judul Skripsi : THE USE OF PEER TO PEER COMMENT IN FACEBOOK TO IMPROVE THE STUDENTS’ NARRATIVE WRITING (A CAR OF THE SECOND GRADE STUDENTS OF MTs N NGABLAK)

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua,
Pembina Keta Bdg Ang Akademik

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
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**Dosen Pembimbing**

[Signature]

**TAN:**

*P KONSULTASI LEMBAR INI HARUS DIBAWA*
CURRICULUM VITAE

Name : Zulfa Dewi Kartika
Place / date of birth : Magelang, July 19th 1991
Address : Krajan RT 01 RW 01, Pagergunung, Ngablak, Magelang
Email / Phone : zulfadewikartika@gmail.com / 083867235191

Education History :
1. SD N Pagergunung 1 Graduated 2002
2. MTs N Grabag Graduated 2005
3. MAN 1 Kota Magelang Graduated 2008
4. IAIN Salatiga Graduated 2016

Experience : Teacher at SD N Pagergunung (Present)

Salatiga, September 14th 2016

Zulfa Dewi Kartika
11309018