CHAPTER II
THEORETICAL REVIEW

A. English Grammar

1. Definition

World has many different languages to be used by human for communicating with each other. Every language which exist has different pattern from other languages. A rule of language is the most difficult problem in learning new language. Ramelan (in Sugianti: 2006) stated that language is an arbitrary system of speech sound or sequence of speech sound which is used or can be used in interpersonal communication by an aggregation of human beings and which rather exhaustively catalogs things, processes and events in the human environment.

From the definition above we can draw characteristics of language. First is Arbitrary, it means that language always change and regenerate itself to get perfection. Second is Processes and events in the human environment, it means that language is produced based on human life events and processes. It is used for human activities and supporting their life so, human life becomes meaningful.
English is an international language which is used for connecting people around the world and as bridge among languages. Every language has its own pattern, which is different from other languages. If we want to master English well we should learn grammar as a rule of language so, we can produce sentence in correct way.

2. Discussion

Rules in English is called syntax, syntax is the body of rules that speakers of the language follow when they combine words into sentences. Baker (1989:5) stated that knowledge of English words and their meanings is not enough to guarantee person with a thought to convey and to express it in an acceptable English sentence.

In accordance to the statement above, knowledge in vocabulary and English words meaning is not enough to master English fluently. However, mastering English grammar is for using English well.

![Figure 2.1](image-url)

**Figure 2.1**
In this diagram, the arrow from the lower box to the upper one indicates that what is in lower box determines what is in the upper one, in this case rules determines the acceptability judgments.

However, rule or syntax in English is very important to learn and master so, we can use English in the right way and acceptable, syntactic rules make up only several major systems in a fluent total knowledge of English. In addition these rules govern sentences formation, rules of English grammar are:

1) Morphological rules, rules that regulate the formation of words.
2) Semantic rules, rules that determine interpretations of words and sentences.
3) Phonological rules, rules that determine allowable pattern of sound.
4) Phonetic rules, rules that determine the actual pronunciation of words and sentences.

Discussion about English grammar in this research focus in some aspects, there are:

1) Noun

Noun is a word that refers to person, place, object, event, element, idea, feeling, or quality. Noun is the most important part of speech and it is arrangement with the verb
helps to form the sentence which is essential to every complete sentence.

a.) Proper noun. A proper noun begins with a capital letter in writing, example: Mr. John Smith, Holland

b.) Concrete or abstract noun. A concrete noun is a word for physical object that can be perceived by the sense, example: flower, girl. An abstract noun is a word for a concept or idea that exists in our minds, example: beauty, justice.

c.) Collective noun. A collective noun is a word for a group of people, animal or object considered a simple unit, example: committee, class, and crew.

d.) Noun compound. A noun compound is used for part of speech, refers to a group of words, example: bathroom, artist’s model and blackbird.

e.) Noun adjunct, a noun adjunct is used in adjective position before another noun, example: she is going to the grocery store.

2) Pronoun

Pronoun is word that used instead of a noun which has already been talked about.
a.) Personal pronoun is a word that used to refer to person in speech or in writing. Example, *I, you, we, they.*

b.) Relative pronoun is a word refers to noun antecedents which immediately precede them. Example: *who.*

c.) Interrogative pronoun is a word introduces direct or indirect questions. Example: 1. direct question, *who opened the door?* 2. indirect question, *she asked who had opened the door.*

d.) Demonstrative pronoun is a word point out someone or something. Example: *this, these, that, those.*

e.) Reflexive pronoun is a word with combination between one of the personal pronouns or with the impersonal pronoun one and –self. Example: *child hurts himself* (child and himself are identical).

f.) Reciprocal pronoun is word has same identity as the subject. Example: They amused *each other* by telling stories. (Each one told stories to the other one).

g.) Indefinite pronoun is word to refer to unknown person or things. Example: *somebody, someone, anything etc.*
3) Verb

Verb is a word that is used to say someone does something or something happens. Verb also the most complex part of speech, it is varying arrangement with noun determines. The difference of the kinds sentences-statements, questions, commands and exclamation.

a.) Predicating or linking verb

Predicating verb is the chief word in the predicate that says something about the subject. Example: babies cry. Linking verb is a verb of complete predication; it merely announces that the real predicate follows. Example: the girl is pretty.

b.) Transitive or intransitive verb

Transitive verb is a verb takes a direct object e.g: (He is watching television). Intransitive verb does not require an object e.g: (He is running in the park).

4) Auxiliaries

Auxiliary verb is a word for helping verbs that add structural meaning or a semantic coloring to verbs carrying the full burden of lexical meaning.

a.) Tense Auxiliaries
The tense auxiliaries perform a structural function only. Example:

- **Be**, adding –ing for present participle in the progressive forms of the tense. In past participle and passive form should add –ed for the regular verb.
- **Have** for the perfect tense.
- **Shall** and **will** for future tense.

b.) Do auxiliary

Do auxiliary is accompanied simple forms of the verb. It is used for simple present tense.

Example:

- Question, **do** you like my book?
- Negative statement, **I don’t** like your shoes.
- Abridgement, **do you** like my shoes? Yes, I **do**.
- Emphasize, **I do** love you.
- Entreaty, **do come** to my home.

c.) Modal Auxiliaries

Modal auxiliaries are added to the verb a special semantic component such as ability, obligation and possibility. Example: **can, could, may, might, must, ought to.**
5) Adjectives

Adjective is a word describes noun or pronoun, adjective also modifier the grammatical property of comparison and it is often identified by special derivational endings or by special adverbial modifiers that precede it.

a.) Determiners, consist of a small group of structure word without characteristic form. Example:

- Articles: *the, a, an*
- Demonstrative adjective: *this* (singular), *these* (plural), *that* (singular), *those* (plural).
- Possessive adjective: *my, your* (from pronoun), *john’s, students’* (from noun).
- Numeral adjective: *one, two* (cardinal numbers), *first, second* (ordinal numbers).
- Adjective of indefinite quantity: *some, few, all.*
- Relative and interrogative adjective: *whose, what, which.*

b.) Descriptive adjective

Descriptive adjective usually indicate an inherent quality. Example: *beautiful, intelligent.*

6) Articles

The chief structural function of articles is as determiners that precede nouns but, articles are different
from other determiners in one important respect articles do not have the additional power of serving alone as pronouns.

a.) Indefinite Articles, the position of indefinite articles usually before singular countable noun.

Example:
- A, article a is used before noun which has consonant letter, a car.
- An, article an is used before noun which has vocal letter, an apple.

b.) Definite Article, the position of definite article is before specific singular noun. Example: I ate the egg on the dish.

7) Adverbs

Adverb is a word describes or gives more information about verb, adjective, phrase or other adverbs. Adverb range in meaning from words having a strong lexical content (those describe the action of the verb or those indicate such meaning as time and place) to those that are used merely for emphasizing.

a.) Adverb of Manner is an adverb has the most characteristic adverbial form –ly in the end of adverb and shows the manner conduct. Example: quickly, neatly etc.
b.) Adverb of place and direction is an adverb shows position and direction of something. Example: in, at, on, here, there, everywhere, up, down.

c.) Adverb of time is an adverb to shows time.

Example: now, today, yesterday and tomorrow.

8) Prepositions

The preposition is classified as a part of speech in traditional grammar and prepositions as well as conjunctions differ from the other parts of speech.

a.) Preposition of time

1. On the point of time

   ▶ On, I saw him on Saturday. (used with a day of the week)

   ▶ At, I saw him at noon. (used with part of the day considered as a point)

   ▶ In, I saw him at September. (used with a month)

2. Extended time

   ▶ Since, I have not seen him since Monday. (since gives the beginning point)

   ▶ By, I can see you by Monday. (by implies no later than, at any time up the point)

   ▶ For, I can see you for one hour. (for gives quantity of time)
3. Sequence time

- Before, I will see you before Saturday. (the event precedes the time given in the before phrase)
- After, I will see you after Saturday. (the event follows the time given in the after phrase)

b.) Preposition of place-position

1. At the point itself
   - In, hang out your coat in the closet. (in gives the area of something enclosed)
   - On, put the dishes on the table. (on indicate surface of something)
   - At, he is at school. (at refers to general vicinity)

2. Higher or lower than point
   - Over, the plane flew over the mountain. (over is felt generally higher than point)
   - Above, he lives on the floor above us. (above is felt to be directly higher than point)
   - Under, a subway runs under this street. (under is felt to be generally lower than point)
   - Underneath, he swept the dirt underneath the rug. (underneath express the idea of close under, especially so as to be hidden)
Beneath, *beneath a tree lay a dog fast asleep.* (beneath express of the idea directly under, with some space between)

Below, *he lives on the floor below us.* (below is felt to be directly lower than a point)

3. Neighboring

Near, *he lives near hotel.* (near has the most general meaning of neighboring point)

Next to, *the hotel is right next to police office.* (with nothing else between them)

Alongside, *the tug pulled up alongside the tanker.* (adjoining person or things considered as lined up, or side by side)

Beside, *he sat beside me.* (on the side of a person thing that has two sides)

Between, *he sat between two lions.* (on each side of person or thing has two sides)

Opposite, *the hotel is just opposite the restaurant.* (directly facing someone or something else)
9) Conjunctions

Conjunction is a word that has function to combine two words, two phrases or clauses and two sentences become one. Most conjunctions are historically derived other parts of speech, particularly from prepositions, like prepositions conjunctions are members of small class that have no characteristic form.

a.) Conjunctions for combining parallel elements of the sentence.
   - And, *bread and butter is fattening*.
   - Both…and, *both Evy and I will go to the party*.
   - Not only…. But also, *not only women but also men love this strange little body*.

b.) Conjunctions for combining contrast elements of the sentence.
   - But, *she is beautiful but short*.
   - However, *however, you look at it, it is not right*.
   - Although, *although he was angry, he listened to me patiently*.

c.) Conjunctions for combining elements of sentence that shows comparison.
   - Like, *I cannot swim like he can*.
   - As, *he used umbrella as a weapon*.
10) Sentences, Clauses and Phrases

a.) Sentence is a group of words usually full of predication containing a subject plus predicates with a finite verb that express complete idea, kinds of sentences are:

- **Declarative sentence**, in declarative sentence subject and predicate have normal word order and the sentence ends with a period in writing and a drop in pitch in speech. Example: *The child ate her lunch.*

- **Interrogative sentence**, in interrogative sentence subject and auxiliary are often reversed and the sentence ends with question mark. Example: *Did the child eat her lunch?*

- **Imperative sentence**, in imperative sentence only predicate is expressed and verb is used, regardless of person or tense. Example: *Eat your lunch.*

- **Exclamatory sentence**, in exclamatory sentence, sentence begins with an exclamatory phrase consisting of what or how plus a part of predicate. Example: *what a good lunch that was!*

- **Simple sentence**, in simple sentence only one full predication in the form of independent clause. Example: *The man stole jewelry.*

- **Compound sentence**, in compound sentence has two or more full predications in the form of independent clause. Example: *The man who stole jewelry and hid it in his home.*
Complex sentence, in complex sentence has two full predications and one of these is an independent clause.

Example: The man who stole jewelry hid it in his home.

Compound-complex sentence, in compound-complex sentence has two or more independent clauses and one or more dependent clauses. Example: The man stole the jewelry and he hid it in his home until he could safely get out of town.

b.) Clause, clause is a group of words containing a subject and a verb, that is usually only part of a sentence, kinds of clauses are:

Adverbial clause, in adverbial clause, a special introductory word is added to a full subject-predicate structure and most types of adverbial clauses are considered as modifying the verb of main clause, kinds of adverbial clauses are:

- Clause of time: You may begin when (ever) you are ready.
- Clause of place: She lives where the Jhonsons used to live.
- Clause of cause: They had to move because their building was to be turn down.
- Clause of result: She is so emotional that every little thing upset her.
- Clause of purpose: *He decided to take a trip around the world (in order) that he might learn about different people customs.*

- Clause of condition: *If I see him, I’ll invite him to our party tomorrow.*

- Clause of exception: *The building would have already been finished except that a trucking strike had delayed delivery of some materials.*

- Clause of manner: *They all threat me as if I were a king.*

- Clause of degree: *The new machine is just as efficient as the old one.*

- Adjective clause. An adjective clause is a full subject and predicate changed by means of a special introductory word. Kinds of adjective clauses are:

  - A person: (subject) *He paid the money to the man who (or that) had done the work,* (object of verb) *He paid the man whom (or that) he had hired,* (object of preposition) *He paid the man whom he had borrowed the money,* (possessive adjective) *This is the girl whose picture you saw.*

  - A thing: (subject) *Here is a book which describes animals,* (object of verb) *The chair which he broke is*
being repaired (object of preposition) she was wearing the coat for which she had paid $2,000.

- A time: This is the year when the Olympic Games are held.

- A place: Here is the house where I live.

- A reason: Give me a good reason why I loved me.

Noun clause, in noun clause full subject and predicate are retained, but the structure is changed by the addition of special introductory word, by special word order, or by both.

<table>
<thead>
<tr>
<th>No</th>
<th>Noun Clause Derived From:</th>
<th>Introductory Conjunction</th>
<th>Function of Clause</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A statement coffee grows in Brazil</td>
<td>That</td>
<td>Subject after it</td>
<td>It is well known that coffee grows in Brazil.</td>
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<tr>
<td></td>
<td></td>
<td>Subject complement</td>
<td></td>
<td>My understanding is that coffee grows in Brazil.</td>
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<tr>
<td></td>
<td></td>
<td>Object of verb</td>
<td></td>
<td>I know that coffee</td>
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<td>Appositive</td>
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<td><strong>grows in Brazil.</strong></td>
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<td>His belief that <strong>coffee grows in Brazil.</strong></td>
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**A question**

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<th>2</th>
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<tbody>
<tr>
<td><strong>Whether (or nor) he gets the money doesn’t concern me</strong></td>
<td></td>
</tr>
<tr>
<td>The question is <strong>whether he will get money?</strong></td>
<td></td>
</tr>
<tr>
<td>Do you know whether (or if) he will get money?</td>
<td></td>
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<tr>
<td>We were concern whether he would get the money?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>b. Interrogative word question how will he gets</th>
<th>Who</th>
<th>subject</th>
<th>How he gets the money is his own affair.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td><strong>What</strong></td>
<td><strong>Which</strong></td>
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<td></td>
<td>the money?</td>
<td>When</td>
<td>Subject complement</td>
<td>The question is <em>how he will get the money.</em></td>
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<td></td>
<td></td>
<td>Where</td>
<td></td>
<td>I don’t know <em>how he will get the money.</em></td>
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<tr>
<td></td>
<td></td>
<td>Why</td>
<td></td>
<td>We were concerned about <em>how he will get the money.</em></td>
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<td>How</td>
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<tr>
<th></th>
<th>A request</th>
<th>That</th>
<th>Object of verb</th>
<th>He suggested that I write the letter soon.</th>
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<tr>
<td>3</td>
<td>Write the letter soon.</td>
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</table>

|   | An exclamation | Object of verb | I hadn’t realized *what a pretty she was.*|
|   | What a pretty girl she is! |                |                                           |
| 4 |                        |                | We talked about *what a pretty girl she was.*|

Table 2.1
c.) Phrase is group of words which are often used together and have particular meaning.

- Noun phrase is a phrase which has a noun or indefinite pronoun as its head word.

  Example: The election year politics are annoying for many people.

- Adjective phrase is a phrase whose head an adjective.

  Example: A player faster than you was on their team.

- Verb phrase, verb phrase consists of at least one verb and the dependent of that verb, (objects, complements and other modifiers).

  Example: Andrew saw the kid through the window.

- Adverb phrase, phrase consists of two or more words which have the role as an adverb.

  Example: I will sit in silence.

11) Tenses

Tenses in grammar discussion of this research is focused to two kinds of tenses, they are present tense, past tense and perfect tense.

a) Present Tense

  Present tense is divided into four kinds, they are:

  - Simple Present Tense
Simple present tense explains events that happen in the present time in simple form or repeated activities or daily activities. Simple present has two forms, verbal form and nominal form.

Subject + verb 1 + object
Subject + to be (am, is, are) + object

e.g: He watches television.

I am teacher.

❖ Present Continuous Tense

Present continuous tense explains an event is happening now.

Subject + to be (am, is, are) + present participle (ing form) + object

e.g: She is studying English.

❖ Present Perfect Tense

Present perfect tense explains events in the past which has relation with present tense but, time happened is not clear.

Subject + have / has + been + object
Subject + have / has + verb III + object

e.g: We have been in Surabaya before.

He has taken book just now.
Present Perfect Continuous Tense

Present perfect continuous tense explains events which started in the past and still conduct until now.

Subject + have / has + been + present participle (ing form)

e.g: I have been staying at her place this month.

Past Tense

Past tense is divided into four kinds they are:

Simple Past Tense

Simple past tense explains events in the past in simple form.

Subject + to be past (was, were) + object
Subject + verb II + object

e.g: He was a teacher.
I saw a good movie last night.

Past Continuous Tense

Past continuous tense explains events which happen in the past and conduct now.

Subject + to be past (was, were) + present participle (ing form) + object

e.g: I was waiting for you at 4 pm yesterday.

Past Perfect Tense

Generally past perfect tense explains events in the past which finished before other events conduct.

Subject + had + been + object
Subject + had + verb III
e.g: He had been at home.

I had left before my parents come.

❖ Past Perfect Continuous Tense

Past Perfect Continuous Tense explains events in the past and continues for stopping before its right time.

Subject + had + been + present participle (ing form) + object

e.g: She had been trying to love me.

B. Translation

1. Definition

Generally the meaning of translation is refer to transfer the written or spoken message. In translation, two important words are needed to know. They are: ‘translate’ and ‘translation’. Translate is a process of translating or transferring message from the source language to the target language, whereas translation is a result of the process in transferring message between two languages.

In translation process, changing the text from source language to target language is not allowed because structures of two languages generally are different and not agree with nature of translation which emphasize in transferring the meaning between two languages.

According to Nababan (1999:19) “bahkan dalam penerjemahan ditekankan agar isi text bahasa sasaran tetap setia dengan isi teks bahasa sumber”. Based on statement above, translation is a result of translating or transferring message from source language to target
language. It means no changing the meaning or the text of source language.

The normal condition in translation process is not entire source language translated by target language. It means that a source language material is only replaced to the target language equivalent. At one language level, there may be a simple replacement of non equivalent target language if the text in simple language is acceptable for everyone. Example in translating English text for “what is your name?” to Indonesian the translation is very simple, that is “siapa nama anda?” in this case there is no equivalent material because that sentence is simple and replacement by grammar and lexis is enough to make readers understand about the meaning of source language. The equivalent term becomes important in translation because equivalent of target language influence the readers’ understanding about the message of the source language. Finding the appropriate equivalent of target language is the central problem in translation practice. It is the main key of good translation.

In the book “Teori Menerjemah Bahasa Inggris”, Nababan said that “the most appropriate definition of translation is transferring message from source language, firstly by expressing the meaning then language style. This statement was taking from Krida Laksana (1985). Statement above became the most appropriate definition of translation because the statement has three reasons. First, a concept can be expressed in two
different languages. Example, word “book” and “buku” consist of the same concept and show the same object, but they are different languages. Second, every transferred message is expressed by written or spoken language. Third, language style is the important aspect in translation. Language style in this definition is the naturalness of translating of the target language from source language and the acceptability of the result of translation for readers.

Based on explanation above, translation is the result of translating process by changing from the source language into the target language without changing the message of source language. Making the readers of translation result understand about the message of source language is by giving them acceptable and natural words of their first language words or target language.

2. Translation Principles

The meaning of translation principle is a set of basic references for translators to translate source language to target language, although there is no principle used generally in translation activity.

There are two groups of translation principle that is used in translating source language, they are:

a. Translation group which loyal with a text or source language.

Translation group which loyal to the real text or source language is the translation which defenses the characteristics of expressions or authors’ language style and translate with no
changing of the source language. Translators may think that authors are special, it is important to defense words formation of the source language and translators have no right to change words arrangement and language style, in this principle if translators change the language of the text it means that translators break the face of the text.

b. Translation group which loyal with readers or target language

Translation group which loyal to readers or target language is the translation which tries to make readers understand about the authors’ ideas or messages by using acceptable structures and words. This kind of translation can always be read as a real text not translated text. The main target of this principle is to make readers understand and enjoy reading the translation text and easy to get the authors’ ideas and messages, enjoy reading in this case is naturalness of the language of readers’ language or target language.

3. Processes in Translation

Translation process is a series of activity in transferring message from source language to target language, translation process also as a system of transferring which is each part of system should be followed in translation practice. Transferring message and then express the message from the source language by considering language style are important processes in translation practice.
Translation process consists of three part or three series they are;

a. Analyzing the source language text.

b. Transferring message and

c. Restructuring.

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**Figure 2.2**

a. Analyzing Source Language Text

Analyzing source language text is the first step of translation practice. The steps of analyzing are:

1). Translators start reading the text of source language.

2). Understanding the meaning of source language.

3). Understanding the content of source language text. It is to understand linguistic element and nonlinguistic element. The linguistic elements are grammar and vocabulary. Whereas nonlinguistic elements are culture and social of the source
language text discussed. Analyzing source language text can be done in a good way by the translators with to determine which part should be translated first.

b. Transferring Message

After analyzing the source language text, the next step is transferring message from source language to target language. In this process, the translators should find equivalent of the target language, after that translators can express by written language or spoken language.

c. Restructuring

Restructuring is a process for changing the source language to the target language with natural language style. In this process translators also consider and determine the equivalent of target language naturally.

4. Meaning in Translation

Meaning is an important aspect in translation because the main purpose in translation is changing the meaning of source language to target language, meaning not only influenced by position of sentence, but meaning is influenced by the situation. Meaning in translation is viewed as a language property. It means that, source language has a meaning and target language has a meaning, meaning in this case is a linguistic aspect such as structure, element of structure and class or
term in system. The meaning in translation has two relationships, they are:

a. Formal relationship.

Formal relationship is relationship between formal item and others in the same language. Example: Relationship between class and element of structure.

b. Contextual relationship.

Contextual relationship is relationship between grammatical or lexical items and linguistically relevant items. Example: In changing the equivalent of source language to target language depends on situation of the text.

In translation practice, the translators should have attention in some meaning of translation. There are some meanings in translation practice, which is every meaning has difference with others.

a. Lexical Meaning

Lexical meaning is a meaning of language elements as a symbol or event. Lexical meaning is out of context and written in dictionary. For example, word rest has some meaning in Indonesian there are: istirahat, tidur, sisa (of the food), sandaran (for the back), translators do not know exactly which one of the meaning rest will be used before translators know position of word rest in a sentence.
b. Grammatical Meaning

Grammatical meaning is a meaning which has connection with other language elements such as connection with phrase or clause. For example, word *faithful* has two meanings, *setia* and *tidak berubah atau tetap*, such as in the sentences below:

- *He remained faithful to each other throughout his long marriage.*
- *Does the film adaptation stay faithful to the true story?*

c. Contextual Meaning

Contextual meaning in translation practice is the purpose of making situational meaning based on event happens when expressing the words or sentences. For example, word *fire* has two different meanings in sentence *I made fire in front of my tent*. The meaning of fire here is something heat, flame and light when something burns, it is different with *Do you need fire sir?* The meaning fire here is a match to produce flame in burning something.

d. Textual Meaning

Textual meaning means the meaning of source language text influences target language text. For example, word *representative* in mathematic text is the ability to express ideas in the form of graphic, symbol, picture, text and mathematic expressions. However, the meaning of *representative* in
language as a noun is activity or action officially for another person or as an adjective is the same with people or things in particular group.

e. Cultural Meaning

In translation practice translators should give attention to readers’ culture because different culture can influence meaning of translation. For example, according to Nida and Taber in Suryawinata (2003:14) “Is there any utterance Lamb of God, the meaning of this sentence is God's young sheep, but for Eskimo people who does not know sheep, need to change the meaning with God’s seal or God’s young seal” based on statement above in translation practice translators should think of the meaning of target language of readers, so readers can read and understand the message. It is same with Indonesian which has word “mudik” the meaning of this word is “back to hometown” for celebrating the religious great day, usually for celebrating Idul Fitri and Christmas.
C. Testing

Test is a set of question for measuring ability or knowledge. In language, the subject testing or language testing is a process to measure or to know students’ language mastery their learning activity. Testing or language testing should be done since the students learn about language. Testing materials should be selected based on things that have to be learned by students.

1. Grammar Testing

In grammar test has some aspects to get attention during the test, they are:

a.) Grammatical Pattern

Test should measure the ability of arrangement language pattern. It is to know how students’ ability in substituting words into good order.

b.) Levels of Grammatical Structure

The level of structure is important aspect in outlining the grammar test for testing purpose in sequence of sentences, sentence patterns, parts of sentences, modification structures, part of speech and function words, pattern of morphemes into words and morphemes.
c.) Grammatical Categories

Grammatical categories observed in language forms, they are number, person, case, voice, subject-predicate constructions.

(Lado.1977:45)

2. Translation Testing

In translation testing set of test should present about two categories of testing they are:

a) Fluency is described to assess sequences on the target language. It concentrates to the translation result which has equal sequences with the sources language or sources text.

b) Grammar is described to assess language pattern or structure of translation result. It concentrates to the language pattern aspects such as: tenses, clause, phrases, etc.

c) Terminology is described to assess words choice of the target language. It concentrates to the words chosen and language term in the target language.

d) General content is described to assess translation outcome that represents the topics explain. It concentrates to the messages equality of the target language with source language or text.

e) Mechanics is described to assess mechanics using in the translation result such as; question mark, exclamation mark, full-stop etc. (Khanmohammad & Osanloo.2009:141)
D. Basic Assumption

In learning translation and practicing translation, students should understand the source language text and target language text because they should transfer message from source language to target language. The students also need to understand the structure of two languages before translating the text. They should provide the good result of translation to prevent misunderstanding. However, translation skill should support by the ability of grammar mastery. Mastering grammar of source language and target language is the important aspect to be the good translator.

In conclusion, mastering grammar is the essential ability to support translation skill.

E. Hypothesis

According to the theoretical review and basic assumption above the hypothesis is compiled “There is a positive and significant correlation between English grammar mastery and translation skill from Indonesian to English”.