

# THE CORRELATION BETWEEN TRANSLATING ABILITY AND SPEAKING ABILITY

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## Abstract

English is a foreign language that is learned by students in Indonesia from elementary school until senior high school to make them able to communicate with all people around the world. One of four major skills is Speaking, if we have mastered the language we show it by our speaking skill to communicate with the other. In the other side there is also other important ability, that is translating ability. Translating ability play a role when learning the four major skills, in this case the role when learning speaking skill. Therefore, the main objective of this study to reveal the correlation between translating ability and speaking ability. The research method used is quantitative research, or more specifically the correlation design which consists of 35 students as the sample and oral and essay test as the instruments. For calculating the data, the writer used SPSS using Pearson Product Moment to know the correlation from two variables. The writer find the result of the data is  $r = 0.414$ . based on the result found that there is a moderate correlation between translating ability and speaking ability.

**Keywords:** Correlation, Translating ability, Speaking ability

## INTRODUCTION

Student needs to learn language, because language is a media that is used by students to communicate and interact with their environment and the impact of the communication and interaction is the students can get a lot of information which can be useful for their further life. It is related with the statement from (Carol & Adelman, 2014:6) "language is functional, it is a tool of human communication and language is also human in that language is a form of human social behavior". In this case, English is one of foreign language that is learned by students in Indonesia.

There are four language skills in learning English that is listening, speaking, reading and writing. One of the important skill is speaking skill, because when we learn one language, we can show that we have mastered that language by showing our communication skill in that language. However, speaking skill is often seen to be a difficult skill to be mastered. It is caused because before getting a good speaking skill we have to improve another elements as well to fill high the requirements in speaking. As (Teresa, 2004) "the students have to be able to express their thoughts, ideas and feelings orally in English without thinking for a long time before saying what they wish to say".

In the other side, there is also ability that is important to be learned. that is translating ability. In learning different language, translating ability is essentially needed to make us easier for catching the meaning in written or spoken form. As Hatim and Munday (2004) in (Sudirman, 2013) define translation as (1) the process of transferring a written text from the source text into the target text, conducted by a translator, or translators in specific socio-cultural context; (2)

the written product, or the target text, which results from that process and which functions in the socio-cultural context of the target language; and (3) the cognitive, linguistic, visual and ideological phenomena which are an integral part of 1 and 2.

Furthermore, why translating ability and speaking ability might have a correlation. As (Louma, 2013) stated that “ since the accuracy is related to comprehensibility, it is often at least one aspect of a pronunciation criterion, but comprehensibility is much more than accuracy. It often includes speed, intonation, stress and rhythm, all of which may be more important for the overall comprehensibility of the talk than the accuracy of individual sounds.” In the other words, how good the accuracy when we are talking is also based on our comprehensibility about what we are going to say. Therefore how we can get that comprehensibility, One of the way is we have to be able to translate well about what we are talking about. After catching the meaning well, then we can deliver it to our interlocutor well too.

For example, when we want to communicate with English people, we have to know first about what they say, then our brain processes it by translating the sentences that we heard. Before answering, we also need to translate what we want to say. Other example is if we want to tell a story in story telling contest, our speaking goal to deliver the story is based on our comprehensibility about the whole story. When we understand the plot, we can deliver it easier. If we have a good ability in translating, it can help us when we forget the story. We can just deliver it by our own words. It will be more natural than just memorizing the story. It will also influence to our accuracy in speaking. Our intonation, stressing etc. That is why the translating ability might be able to influence our speaking skill.

Based on explanation above, both of them translating ability and speaking skill may have a correlation each other. In the research entitled “The Correlation between translating ability and speaking ability The writer will try to identify whether there is the correlation between translating ability and speaking ability that might have a significant view which can be useful to be known.

### **Definition of Translating**

Translation has an important role in learning language, especially when we want to be a translator. Automatically, it should make us to learn about the source language and the target language itself. As stated by (Newmark, 1988) defined “translation as rendering the meaning of a text into another language in the way that the author intended the text”. It means that it is important to catching the meaning of SL text before rendering it into another language, due to fact that translation is about transferring meaning from SL to TL .

The other definition come from Taber (2003) in (Rahemi, Jufri, & Ardi, 2013) and (Catford, 1965) that mention translation is about replacement or reproducing textual material from source language (SL) into target text (TL) by considering the equivalent textual of Source Language and Target Language. Both definition added equivalent to be important consideration in rendering the meaning, for the reason that each language has different rules that effected the meaning.

Furthermore, Jumpet (1961) in (Fitria, 2011) presented the collection of the translation equivalence. First, a translation must reproduce the words of the original text. Second, a translation must reproduce the ideas (meaning) of the original text. Third, a translation should read like an original. Fourth, a translation should read like a translation. Fifth, a translation

should retain the style of the original text. Sixth, a translation should mirror the style of the translator. Seventh, a translation should retain the historical stylistic dimension of the original text. Eighth, a translation should retain as a contemporary piece of literature. Ninth, In a translation, a translator must never add or leave out something. Tenth, In a translation, a translator may, if need be, add or leave out something.

## **Defining Speaking**

Speaking skill become the important skill than the other four skills while someone learning one language, speaking skill become goal for language learner until they can communicate using that language. As (Brown, 2004) proposes that foreign language learners will be considered as successful at accomplishing and achieving their learning goals if they can exhibit an ability of interacting with other speakers of the language through oral discourse. In short, all English learners generally share the same goal that is to speak accurately and fluently.

It is reinforced by (Richards, 2008) The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. As mentioned above that speaking also can evaluate their learning language by how much they can improve their speaking.

Oprandy, 1994: 153 & EL Menoufy, 1997: 9(Torky, 2006) explained that Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker. The explanation above that actually four main skill is related each other while speaking and writing is productive skill and the listening and reading skill is receptive skill. Then the communication will be complete by the relation between speaking and listening. Together both skill make the complete communication.

From explanation above that speaking can be the more important skill compared the other skill, speaking also can evaluate the learner language to reach the goal in using the language as their communication and speaking skill also related with the other skill as well to create the complete communication.

## **METHOD**

Quantitative design is used in this research and the method is using correlation method. This research is conducted at MA Nurul Iman Cimahi with second grade student in the second semester academic year 2017/2018 or 45 students as a population and 35 students as the sample of the research.

## **RESULTS AND DISCUSSION**

### **Results**

#### **1. Normality Test**

The normality test is used to know whether the distribution of the data is normal or not.

**Tabel 1**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Translating Ability	,119	35	,200*	,972	35	,487
Speaking Ability	,140	35	,081	,938	35	,048

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The result can be read at the kolmogorov-smirnov test table, the significant for translating ability is 0.200 and 0.081 for speaking ability. Both of translating and speaking get significant which is more than 0.05 (>0.05). it means that the variables translating and speaking is distributed normally. Therefore the researcher can use Pearson Product Moment Correlation to find out the correlation coefficient.

## 2. Pearson Product Moment Correlation

Coefficient of the correlation is a statistical index that reveals the relationship exist or not. It can identify whether the correlation is weak, moderate, strong or very strong. The result is :

**Tabel 2**  
**Correlations**

		Translating Ability	Speaking Ability
Translating Ability	Pearson Correlation	1	,414*
	Sig. (2-tailed)		,013
	N	35	35
Speaking Ability	Pearson Correlation	,414*	1
	Sig. (2-tailed)	,013	
	N	35	35

\*. Correlation is significant at the 0.05 level (2-tailed).

From the table 4.4 the significant value (2-tailed) is 0.414. it shows moderate correlation based on the value of correlation. It means that there is moderate correlation between translating ability and speaking ability because the score of significant (2-tailed) is less than the value of 0,05 that is 0.013.

## Discussion

Based on the result of the research findings, the research that was conducted in MA Nurul Iman which used translating test and oral speaking test as instruments with 35 eleven grade students as the sample have a possitive correlation. The correlation coeficient between translating ability and speaking ability have shown the moderate correlation. It means that only half of the students have a good score in translating test also have a good score in speaking test.

Some of the students have an average score in translating test also have an average score in speaking test. In the other side, there are also students who get the high score in speaking but

they have a low score in translating, but half of them did not get a far deviation between translating score and speaking score, therefore that is only a moderate correlation between two variables which Not all students have a correlation between their translating ability and speaking ability.

Some of students who have a good skill in translating a text, they will have more confidence in speaking performance because at least they know what their talking about. But there is also some of them who have a good skill in translating a text, they cannot talk much or even understand their friends say and vice versa. The researcher assume that there was another factor which stronger than translating ability that can be more affected to the students speaking ability.

Since translating ability has a good advantage to make the students more understand about what they read and what they hear. The fact that translating activity is more text oriented as (Nord, 1991) stated translation is the production of a functional target text maintaining a relationship with a given source text that is specified according to the intended or demanded function of the target text. The product of translating is a text of target text. They can translate the text by using a dictionary to be able rendering the meaning from SL to TL. They can also they can also consider the final meaning of source text.

It is very different activity with speaking skill that the goals of speaking is the students have to be able to express their thoughts, ideas and feelings orally in English without thingking for a long time before saying what they wish to say (Teresa, 2004). The speaking is more practical that is not easy to do by most of students in the foreign class. Therefore, the students who has a habitual to translate a text well, it doesnt mean that they will be good too in speaking. Maybe they can understand what the speaker say, but not necessarily they can answer well too.

The habit of the students also can affect students during the test. Most of the students are not used to preparing themself to do speaking test. More then just delivering one topic orally, they prefer to memorizing what they are going to say. They are still affraid to use their own language. When translating a text also they prefer to see at their friends work then translating a text by themself. Therefore their real ability still can be seen clearly in each student.

For the conclusion, the score of  $r_{obs}$  is 0,414 which is including in criteria of moderate correlation, it means that there is a moderate correlation between translating ability and speaking ability due to the significant correlation is 0,05 (2-tailed).

## CONCLUSION

After analyzing the result of the research entitled correlation between translating ability and speaking ability at eleven grade students which is conducted in MA Nurul Iman Cimahi, the conclusion of this research shows that there is a moderate correlation between translating ability and speaking ability. By the value of correlation 0.414, it is included the moderate critera by Anas (2006) the value of moderate correlation is 0.40 until 0.70 due to significant correlation is 0.05 (2-tailed). Therefore the null hypothesis ( $H_0$ ) "There is no correlation between translating ability and speaking ability" is rejected.

## ACKNOWLEDGMENTS

During completing the paper, we obtained immeasurable of help and kindness, suggestions, and motivations as well, from many people. Therefore, I would like to express my special gratitude to our campus IKIP Siliwangi and our supervisors.

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