

Investigation of Students' Linguistic Competence and Performance in Translation at English Education Study Program FKIP ULM Banjarmasin

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Abstract. Based on the phenomenon of ELESP students' attitude on google translate, it was found in previous research that students' language skills or linguistic competence still vague. This research aims to investigate students' linguistic competence and performance focusing on translation. In need of analysis, the researchers used a quantitative approach. The participants were 53 students of ELESP students that have taken translation courses. The instrument used in this research is test. The result of the research showed that 39,7% were classified as good, 49% fairly good, 7.6% fair and 3.8% poor on the linguistic competence test. Meanwhile, in the translation task (51%) is classified as excellent, (35.8%) good, and (13.2%) poor. Moreover, there is a positive correlation coefficient between linguistic competence and students' translation work. In conclusion, the majority scores level of students are classified fairly good. In addition, students' linguistic competence and performance influenced their translation as much as 25,8%.

Keywords: linguistic competence, linguistic performance, translation, translation study.

1 Introduction

English is a language which taught as a foreign language in Indonesia. As Indonesian people that have own mother tongue learn English is mostly dealing with how to understand what the message conveyed in that language. Thus, to understand the message of another language especially in text form people are used to translate it. Describing about translating the text, in English Language Education study program students familiar with the word "translation" which is one of the subjects in English major. Basically, the concept of translation is changing a word from source language to target language [1].

The term which defines the process of translating is called as translation, which is according to Arono and Nadrah 2019 describe it as a guideline of translating process from written source language into target language [2]. In addition to do the translation as well as expected, someone who is translating is willing to mastering some competence such as Linguistic (Language) competence, textual competence, subject competence, cultural competence, and transfer competence. These competencies enable a translator give their best result of translation [3].

In translating especially for learning process, as English students we often dealing with text in English to be translated to Bahasa Indonesia or Bahasa Indonesia to English in some courses. As mentioned by Larson "Translation is to shift the mandate of the source language text into the target language text by using the form grammatical and lexical reasonable target language" [1]. Moreover, this statement leads into the understanding of the language either SL or TL because each language has the own rule. So, it can be said when it comes to translate the text the students going to face the kind of grammar, lexical, and semantic rules which belong to Linguistic competence. This means that Linguistic competence is necessary need to pay attention for students before doing the translation process. This also supported by Popescu that all teacher or instructor who want to teach translation competence firstly should pay attention to students' foundation competence which is Linguistic or Knowledge of language itself, because it is argued that translation competence already encompasses the linguistic aspect [4]. Therefore, even the linguistic competence is the sub competence of translation but it cannot be said that if doing the translation with its competence without understanding the linguistic one will get a good translation result.

In Indonesia it is often found broken English translation because some of people tend to translate it directly within minimum language knowledge. Regarding this problem, most of us as Indonesians use a faster way to help the translation process by using media like google translate. As research that was conducted by Jannah shows that in her research Google Translate is more likely to be implemented in words level-unknown words and it is also shown that almost 50% of the participants utilize GT in discourse-level even if they are ELE students [5]. Related to this fact means that there are some students are not sure with their language knowledge and competence to translate the text. This contradicts with the translation process itself that students have to be able to further increase their linguistic competence.

Furthermore, within the ease of doing translation activities using Google Translate as mentioned above, this probably allows most of students to forget the role of language itself in the world of translation. From the preliminary study in Jannah's research indicated that 19.77% of ELESF students very often used GT to check the meaning of unknown words and 12.42% used GT to translate a whole essay/article often [5]. The fact is that there are still many people who are dissatisfied with the results of the translation only through google translate and then they choose to use the services of a sworn translator or find someone who they think is qualified in English. This proves that language knowledge or in this regard is linguistic competence in translating seen as a foundation and something essential because it is related to the language itself.

As discussed earlier it can be summarized that when doing translation from L1 to L2 to be successful, students need to master at least independent to know about the knowledge of language learning which in this regard is linguistic competence. Moreover, Linguistic competence refer to a learners' knowledge and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated (CEFR, 2001:109). So, in this case researcher assume that in order to get success in translation, finding out students' linguistic competence is important to their linguistic development especially in translation process. Besides, it cannot be enough only for find out for linguistic competence only because in order to refer to knowledge and ability to use by language learner we also need to know their linguistic performance in translation itself. As stated by Spolsky, linguistic competence "is not enough for practical or educational purposes; we are interested not just in the fact that someone knows a language but that he knows how to use it" [6]. This also brings to the idea that

differentiate between competence and performance which Chomsky firstly figure out in his theory. According to Chomsky theory that competence in this regard means “knowing” of linguistic knowledge and performance is “doing” the translation the way of linguistic knowledge is used.

There is previous study related to this research, related to linguistic competence and cultural competence on translation quality. The first research was conducted by Safiah Ali and Amal Abdelsattar Metwally entitled “The Impact of Linguistic and Cultural Competence on Translation Quality: Pedagogical Insights into Translation Problems”. The participants were students in the 1st semester during the academic year 2019-2020 at the English Department - King Khalid University. The research found the conclusion that students who do not have linguistic and cultural abilities facing the problems in understanding texts in context. Those who are not linguistically and culturally competent tend to produce strange translation results [7].

The second research was conducted by Popescu about “Developing English Linguistics Students’ Translation Competence Through the Language Learning Process”. The object of this research was corpus consisting of the translation made by 30 MA students of English Linguistic. The result of this research indicated that there are difficulties to the Romanian speaker (L1) translated idiomatic expression in their L1. Therefore, it is concluded that as for the students to understand the real usefulness and efficiency of good translation skill it is important to choose authentic and relevant text to be translated from and into mother tongue. The researcher also said that all instructor who want to teach translation, need to focus on students’ foundation competence which is language itself [4].

According to the problem, in this research the researchers were interested to figure out students’ linguistic competence and performance in translation. Since the previous research had conducted already investigated about cultural competence in translation, so in this research the researcher wants to focus on language itself which is linguistic competence in translation based on the result of students’ competence and also performance by finding out how much students’ linguistic competence influence their translation as well. In addition, the previous research also was conducted about students’ attitudes on the use of google translate in translation found that there are still students attached to Google Translate when they want to translate which vague their competence. This brings the curiosity of students’ language knowledge in doing translation. Therefore, the result of the research can indicate how students’ linguistic competence and how it results help them to do the translation process. Based on the phenomena, the researcher is interested in investigating the problems into research entitled “*Investigating Students’ Linguistic Competence and Performance in Translation at ELESP FKIP ULM*”.

2 Literature Review

2.1 Translation

Basically, the definition of translation is changing word from source language (L1) to target language (L2). Since the definition of translation in general is about to translate the meaning of source language into target language, actually translation has many varieties of definition from experts. The research defined the translation that the receptor of translation should understand the translated text entirely in same way with the original receptor must have understood the

original text. In the process of learning English as ELESF students we often face the moment in certain course to translate the text into English [8]. This kind of translation in fact also explained by Newmark 1988 that translation is a rendering process the meaning of the text in other languages according to the author's intent [9]. It means that meaning of source text can be transferred and accepted to be understood into target language. It also stated by Larson "Translation is to shift the mandate of the source language text into the target language text by using the form grammatical and lexical reasonable target language" [1].

Based on all the statements from experts above, there is comparison research between Nida and Newmark theory conducted by Fengling explained that Nida's theory emphasized functional equivalence means that target language receptor and the target text should be equivalent with the source language and text. Moreover, four aspects of functional mentioned by Nida are: lexical equivalence, sentence equivalence, passage equivalence, and stylistic equivalence. Besides, from Newmark theory emphasized the meaning of the text or can be said as text-centered. Therefore, translating the text in the process of translation is better to use both of their theories to achieve the success translation result [10].

Furthermore, in translation there are some competencies that good translator must have stated by Zainurrahman, there are five competence they are Linguistic (language) competence, Textual competence, Subject competence, Cultural competence and Transfer competence [3]. The very first competence that important to the translation of this research is Linguistic competence. It is because students have to be able to further enhance their linguistic competence stated by Popescu [4].

2.2 Linguistic competence and performance

The basic term of Linguistic competence was originally stated by Chomsky, the term of linguistic competence described a speaker's fundamental ability to produce (And recognize) correct grammatical expressions. Chomsky's opinion on linguistic competence was intended to find the mental reality that underlies a person to use language, where competence is also seen as a general psychological aspect of humans [11]. Moreover, linguistic belongs to one of that competence that helps to increase translation process this is stated by Nord [12]. It is also explained by Pietrzak in her article that linguistic competence in source languages (L1) and in foreign languages language (L2) is related to the formal and semantic aspects of vocabulary and grammar, language variations, registers and styles, text types conventions, etc., All the statements above lead the linguistic competence has emphasized into some of rules of language in text [13].

Additionally, according to what Chomsky stated about linguistic competence; it is the system of linguistic knowledge and refers to a learners' "knowledge of and ability to use, the formal resources, from which well-formed, meaningful messages may be assembled and formulated" (CEFR, 2001, p 109). Basically, the meaning of competence is the knowledge of something related to language itself and it is abstract. This is in principle similar to what Ferdinand Saussure has mentioned, namely about Langue and Parole; where Langue is an abstract system of language that exists in the human brain and it is invisible. Besides, defining linguistic performance, Chomsky stated performance is "the actual use of language in concrete situation". As it happens, competence underlies performance just like linguistic competence underlies translation competence. Chomsky also distinguish between competence and performance, that performance would not lie within the borders of the notion of competence

[11]. Hence, this can be interpreted as how someone uses the language itself instead of knowing the person also doing something. In this case, performance when referring to de Saussure has a similar concept to parole; where parole is a concrete result of the langue that has been owned [14]. In this regard, performance as already mentioned is the use of the language itself in actual circumstances. According to Phillip within Ferdinand de Saussure's Course in General Linguistics stated "La langue denotes the abstract systematic principles of a language, without which no meaningful utterance (parole) would be possible." [15].

Thus, when someone wants to measure the competence, they must refer to the performance because competence is abstract and cannot be measured without performance. In the regard to translation, remembering the importance of the translator's performance in the whole concept translator and his work as Gilbert describes holistically, "competence is concept, comparative assessment of the value of performance" [16]. It can be understood that the basic concept of linguistic competence is the knowledge of language in term knowing the system of language and performance is the way the language is used (doing with those knowledge).

Furthermore, the parameter to analyze linguistic competence of students was adapted from Flores that in his study using Criado's (2017) parameters. This parameters of linguistic described those students in this regard focus on grammar, pronunciation, spelling, punctuation, lexis, lexica-semantic and associative relations, and phraseology [17]. In addition, it is also mentioned the sample of activity like: "Suggest synonyms or alternative formulations for the following words and phrases in bold type in the text. Your suggestions must fit both semantically and grammatically into the surrounding text" (ETI framework of reference: parameters of analysis for materials analysis and development) [18]. Hence, in this research the parameters will be bounded only in grammatical, lexical, and semantic. This is because this research will be dealing with the translating of the text, so in order to figure out students' linguistic competence the researcher need to narrow these of features of linguistic competence into three features that frequently existed in translating text and later on these three features will be analyzed through the test. Therefore, the results of the test can show how linguistic competence and performance support the translation.

2.2.1 Grammar (grammatical aspects)

According to Nassaji and Fotos, grammatical competence is the speakers' knowledge of the forms and meanings that exist in grammar, and a theoretical knowledge of how to use them [19]. This type of reflected in the grammar rules. For linguists, grammar is simply the collection of principles defining how to put together a sentence. Since in process of learning English students familiar with the grammar terms because that is one of the subjects in ELESP major, so it is in line with what has been mentioned above by Nord that the vocabulary and grammar aspects are one of the aspects in linguistic competence. Hence, in this research the knowledge of grammar will be one of thing that want to analyze [12].

Furthermore, the concept of grammar according to Thornbury, grammar is part of the study of what form (or structure) is possible in a language. Generally, grammar has been concerned almost exclusively with level analysis of sentences [20]. Therefore, grammar is a description of the rules that regulate how language sentences are formed or it can be said that grammar is a term used to define the meaning of many different things.

Based on the research conducted by Tandikombong et al, it was found that grammatical errors made by English students in translating SL into TL one of which already identified was errors in the verb area. They are in the forms of missing verbs, errors of verb tense, incorrect negative

form, to infinitive and participle errors [21]. In addition, it also mentioned that in Nonkukhetkhong study, the highest error of the First Year English Major Students in learning ESL and EFL in Thailand was verb.

Furthermore, Shafey stated, the criteria for a good translation one of the important is grammar of the source language plus the knowledge of vocabulary, as well as good understanding of the text to be translated. Thus, grammar is very important in any language [22]. There is no language which has not its specific grammar and no person can learn a language without learning its grammar. Baker mentioned five categories of grammar which may lead a translator into difficulties because of the lack of grammatical structure in the target language, those are: number, gender, person, tenses and voice [23]. According to Suherman defines those tenses is the form of the verb that shows the time of the event. The change of the verb, it is influencing the time and the incident happen [24].

Therefore, in order to find out how students know about grammar, in this case the researcher will a test dealing with tenses for students' grammar knowledge because it can cover the verb areas that have been mentioned before such as verb tense, incorrect negative form, to infinitive and participle errors.

2.2.2 Lexis (lexical aspect)

The definition of Lexical basically is a pattern in which words are combined to make sentences. Richard says that in studying a language, it is usually distinguished between grammar and what is called lexical. Lexis has been sharply distinguished from grammar. Recently, the lexis has begun to take on a central role in the study of language [25].

However, according to lexical form, Dinnen 1980 commented that the lexical has a grammatical form and thus meaningful. It is not enough just to combine words but also to consider whether they are meaningful or not. In achieving the goal, one must follow the system [26]. For example, (only one was can place your bed). The sentence cannot be understood because it is not a good sentence because it is contrary to the syntactic rules of the language. The sentence has a lexical error. The correct sentence is (Your bed was only for one person). In this regard, related to linguistic study especially for meaning, Pardede in his book stated "lexical meaning is the sense of a speaker attaches to linguistic elements as symbol of actual objects and events [27]. Thus, words such as boy, book, pen, have lexical meaning, which may be found in dictionary."

2.2.3 Semantics

The definition of semantics basically is study of meaning. "Semantics is the study of meanings. The term is derived from Greek *semanen* (to signify or mean). It concerned with the relation between words or other symbols and objects or concepts to which they refer. As an empirical study of word meaning in existing language, semantics is a branch of linguistics. Since semantics focused on the meaning and as one of branches of linguistic that already mentioned above, it is also related to the translation process which transfer the meaning of L1 into L2. In "View to Logic of Language" book, Pardede stated semantic in Morris's definition included mental and valuation process to which meanings signifies [27]. "Meaning signifies any and all phrases of sign-process (the status of being a sign, the interpreted, the fact of denoting, the signification.) and frequently suggest mental and valuation process as well" [28]. The example of this can be seen in uttering the word, book, the speaker has had a mental image of a book and this word evokes a similar image in a hearer's mind.

Besides, semantics is also central to the study of communication. According to Leech's point of view, when we want to understand language, it means we understand the meaning. This is because meaning would be the starting point in communication. It is also mentioned on the book the example in the sentence how we pay attention on its meaning first before the ungrammatical form: I go to Jakarta last week. We can be easily understood and our communication still continues through meaning-bound thought processes that cause communication to flow.

Semantic as study which also focused on communication reminded us it is also referring to the classification that offered by CEFR that linguistic competence also included Semantic classified as communicative language competence.

However, semantics as one of linguistic study that underly translation according to Pietrzak, basic demonstration of the translation competence from it derives is undoubtedly linguistic competence [13]. In this regard related as competence of translation so we still need to pay attention to other aspect and elaborate it with translation.

2.2.4 Lexical-semantics

The definition of lexical and semantic was mentioned above, that both of them are one of the aspects of linguistic competences. In addition, according to analysis parameter that has been mentioned by Flores using Criado's Parameters, it is also mentioned about lexico-semantic or lexical-semantics [17]. Thus, it is also important to know about lexical-semantic since it is also related to components of linguistic and combination of lexical and semantic theory.

According to Paradis Lexical semantics is an academic discipline that deals with the meaning of words. Lexical semanticists are interested in what words mean, why they mean what they mean, how they represented in the speaker's mind and how they are used in texts and discourse. It is showed the relation between words (lexis) and their meaning (semantic), that "word meanings are shaped by the context and the situations where they occur, and conventionalized uses of word meanings are the results of the entrenchment of words as form-meaning pairs in memory [29].

Furthermore, it is reflected to the translation process itself that basically from Larson definition "Translation is to shift the mandate of the source language text into the target language text by using the form grammatical and lexical reasonable target language". It means that this competence can also reflect the linguistic performance in translation.

3 Method

This research used Quantitative research. According to Creswell, Quantitative research is an approach for testing objective theories by examining the relationship among variables. This approach allowed variable to be measured and the data can be analyzed using statistical procedures. Moreover, descriptive quantitative research is suitable to the objectives of this research which focusing to find out English Students' linguistic competence and performance in translation since the researcher will observe students' linguistic competence through the test which is quantitative, then analyzing the result through second test through translating text practice which is this is going to analyze the interpretation of first data. The participants of this

research were the students from batch 2019 at English Language Education Study Program who were taking Translation subject.

According to the instrument, the researcher gives the test to the students twice. Firstly, the students will be given the task consist the knowledge of Linguistic competence and performance in translation which in this research encompass grammar tenses, lexical and semantic word test. For the second test, students will be asked to translating Indonesian text into English as the implementation of their translation ability relating to their linguistic competence and performance in translation. In this research data will be obtained from conducting test twice with the participants. The data in this research are students' score of answering test and the also students' level translation as reflection of their linguistic competence and performance which can be seen through the result of translation.

1. Collecting students' first test answer sheets and giving score (linguistic competence) by checking correct answer by using following formula:

$$\text{Score} = \frac{x}{n} \times 100$$

Where:

X : students' correct answer

N : Total of Questions

100 : standard score (Gay 1981:361)

2. to find out the mean score of the students' test, the researcher will use the following formula:

$$\underline{X} = \frac{\sum X}{N}$$

Notes:

\underline{X} : Mean Score

$\sum X$: Total Score

N : The number of students (Gay 1981:36)

3. Classifying the score of the students, answer into the following scale:

Table 3.1 Classification of Score

Score 8,0- 10	Good
Score 6,0 – 7,9	Fairly good
Score 5,0 – 5,9	Fair
Score 4,0 – 4,9	Poor
Score 0,0- 3,9	Very Poor

4. For the performance test, the researcher collects students' translation text result and giving score by analyzing the answer. Maximum score is 5; following these criteria:

Table 3.2
Criteria of Score

Criteria	Score
Accuracy: Accurate and clear meaning, without any omission and addition or changes meaning. Acceptability: Natural form, Appropriate word, and none of grammatical error.	5 (Accurate and acceptable)
Accuracy: correct meaning, with minimum omission and addition. Acceptability: minimum inappropriate word, and any grammatical error	4 (Accurate and acceptable)
Accuracy: unclear meaning with omission and addition. Acceptability: inappropriate word, minimum unnatural word, and any grammatical error.	3 (Accurate and acceptable)
Accuracy: unsuitable meaning with omission, addition or changes meaning. Acceptability: in appropriate, minimum unnatural word, and an any grammatical error.	2 (Accurate and acceptable)
Accuracy: Different meaning, ambiguous. Acceptability: in appropriate, unnatural word, and any grammatical error.	1 (Accurate and acceptable)

[31].

5. To analyze the students' score from the translation texts, the researcher used the following:

$$\text{Score} = \frac{x}{N} \times 100$$

Where:

X : Score of the students

N : Score maximum

100 : standard score

6. To find out the mean score of the students' translation text, the researcher will use this formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} : Mean Score

$\sum X$: Total Score

N : The number of students

7. To analyze the data collected from the translation text, the researcher used tabulation, rate percentage technique by using this formula:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P : The percentage of students' performance

F : Total score

N : Maximum score

8. To classify the level of students' ability, the researcher divided it into for level:

Table 3.3
Classification of Students' Level

Scale	
Categories	
80% - 100%	Excellent
60% - 79%	Good
50% - 59%	Fair
0% - 49%	Poor

The level means:

Excellent : translation is accurate and acceptable

Good : Translation is less-accurate with minimum omission, addition and minimum inappropriate words

Fair : Different meaning, there are some inappropriate words.

Poor : Unclear meaning, ambiguous, a lot grammatical errors and inappropriate words.

9. To find out how much their linguistic competence and performance support students' translation result, the researcher using correlation and linear regression analysis by using SPSS 25 version.

According to Subandriyo correlation is an analytical technique that is included in one of the measurement techniques of association or relationship (measures of association). The association measurement uses a numerical value to determine the level of association or the strength of the relationship between variables. Two variables are said to be associated if one of the variables affects the other variables. Correlation is useful for measuring the strength of the relationship between two variables (sometimes more than two variables) with certain scales [32].

4 Finding and Discussion

In this research there are two kind of test which are linguistic competence and performance test and also translation ability task. In the first test which is linguistic competence and performance, the participants were answered 20 questions in total including 10 questions for grammatical part, 5 questions for lexical part, and 5 question for semantical part. Those part were considered to represent linguistic competence or linguistic knowledge of students in translation as in Criado's parameter (2017) that already mentioned in the previous chapter. The

second test was translation task, in this session students were going to translate Indonesian text entitled "Cinderella" into English text to find out score and the level of students' ability in translating text.

4.1 Students' linguistic competence and performance

Chomsky stated that linguistic competence is the system of linguistic knowledge and it refers to a learners' knowledge and ability to use. Besides, according to Chomsky linguistic performance is the actual use of language [11]. Therefore, in this research which students has tested with linguistic competence test, the highest score obtained by students was 100 and the lowest was 45. Moreover, the most score (mode) obtained by students on the linguistic competence and performance test was 80. In this test, there are some parts of test that students mostly answered incorrectly.

In question number 6, there are 38 students were incorrect and this is the question that most students answered incorrectly.

Question number 6:

"This _____ an easy quiz so far (be)." Having the right answer, which is "has been" following the explanation that follows, that is "so far". Using "has" because it requires singular subject which is in this sentence "this" refers to singular subject. Thus, it is also involved with subject-verb agreement as interference in grammatical level.

The tense in question number 6 is the present perfect tense. Present perfect tense is a tense that describes an activity or situation that started in the past and continues until now.

Then the second most was in question number 4 as many as 35 students were incorrect.

Question number 4:

"When I left the house this morning, it _____ (already rain)"

the answer is "was already raining" in the past continuous form because it tells 2 events that have taken place but have passed. In this question, students are less careful in determining the form of tenses such as adding had and has. Using "was" because it requires singular subject which is in this sentence "it" refers to singular subject. Thus, it is also involved with subject-verb agreement as interference in grammatical level.

The past continuous tense is used to express that an action was happening at a certain time in the past. Usually there are two events in the past and one event interrupts the other. In this question, most students are less accurate and answer with "is".

Both of these questions are in the grammatical aspect. According to Mu'in et. al, grammar refers to set of rules which allow people to arrange or combine words in certain language. Besides, the usage of grammatical patterns from one language in another is a form of interference on a grammatical level [34].

As for Moreover, the questions that most students answered correctly were questions number 12 and 13, where none of the participants answered incorrectly. These questions are in the lexical aspect.

Question number 12:

“James looks a lot ___ than you.”

The answer is “older” because the sentence shows the situation of comparing two subjects or objects. Therefore, the word "older" is the right answer because it shows the degrees of comparison in which older comes from old. In addition, the use of the suffix "s" in the word "looks" is a form of subject-verb agreement because the form of the sentence is in the simple present with the subject of the third person singular, therefore the verb must be marked by the suffix –s or –es.

Question number 13

“We all played cards and I was the ____.”

The answer is “winner” because among other word forms, winner indicates a situation where the person is referring to a person that does the action described by the verb. The word winner comes from the word win which is added "er" so that it means someone who wins played the cards.

However, in this linguistic competence and performance test result, grammatical aspect is the most students have lacked on. This fact shows the consequence of previous research finding from Jannah that some ELESP students attached to use Google translate [5] caused students are not sure with their language knowledge or linguistic competence is still vague. Meanwhile, the grammatical as one aspects of linguistic competence that is essential as it mentioned in linguistic terms stated by Chomsky that linguistic competence also described someone fundamental ability to recognize correct grammatical expression [11]. Thus, if students especially in this research are ELESP students still lacked on grammatical aspect, it means they are not entirely having good linguistic competence and performance.

Classification	N	%
Good	21	39,7 %
Fairly good	26	49 %
Fair	4	7,6 %
Poor	2	3,8 %

Table 1. Students’ Linguistic competence and Performance score classification

Based on the table score above, it showed that as many as 21 students (39.7%) are classified as Good, 26 students (49%) fairly good, 4 students (7.6%) fair and 2 students (3.8%) poor.

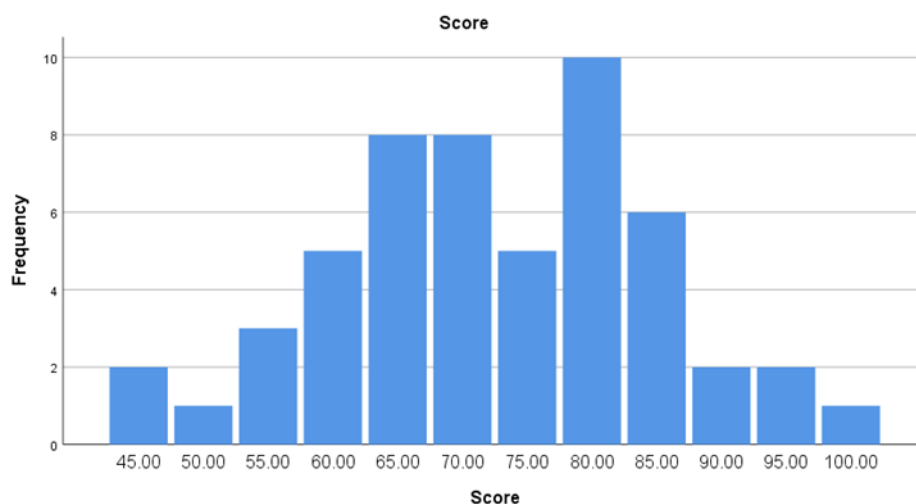


Figure 1. students' linguistic performance scores frequency

Based on the graph above, the highest score obtained by students was 100 and the lowest was 45. Moreover, the most score (mode) obtained by students on the linguistic competence and performance test was 80.

4.2 Students' translation task

In translation task, the highest score obtained by students is 100 and the lowest is 40. Moreover, the most frequent score (mode) obtained by students on the translation performance test is 80. When students were doing translation, the most of mistake they did were in grammatical error and unnatural words. Especially for 7 students (13.2%) are categorized poor the mistakes are like following:

Students number 28, 31, 34, 47

- *He lives with his stepmother and two sisters*
- *Then he gave her a pair of glass slipper*
- *he ran to the door as fast as he*
- *In his haste, one of his glass slipper was left behind.*

The correct answer supposed to be with pronoun she/her because Cinderella is female singular person. The word "slipper" must be "slippers" because it indicates plural.

Students 36 :

-*her two siblings*

"*Saudara tiri*" supposed to have appropriate translate with step sister rather than using siblings.

Students 44 :

-*two brothers*

It is inappropriate it supposed to be "two sisters" refers to the two sisters (Cinderella's stepsisters)

Students 49 :

- *he could, his haste, his glass, he gave, his feet, see him*

The correct answer supposed to be with pronoun she/her caused Cinderella is female singular person.

As the result, it showed that most of students' mistake when they did translation task were in grammatical error and unnatural words. This is shows similar result as students' linguistic performance that also found in grammatical aspect.

This fact leads to prove the study which has conducted by Safiah (2020) showed that if students do not have linguistics and culturally competent, they tend to produce strange translation result. Especially, if students make repeated mistakes in grammar, structure or word choice, the also possible to make mistakes in translating cultural aspect in the text.

Table 2. Students' translation score classification

Classification	N	%
Excellent	27	51 %
Good	19	35,8 %
Poor	7	13,2 %

Based on the table score above, it showed that as many as 27 students (51%) are classified as Excellent, 19 students (35.8%) are good, 7 students (13.2%) are poor.

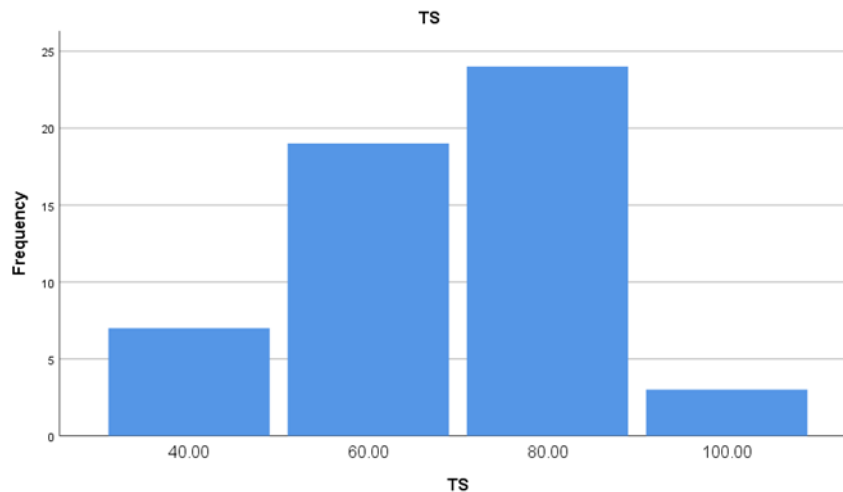


Figure 2. Students' translation work scores frequency

Based on the graph above, the highest score obtained by students is 100 and the lowest is 40. Moreover, the score mostly (mode) obtained by students on the translation performance test is 80.

4.3 The Influence of linguistic competence in translation

Regarding to research that has conducted by Popescu, it stated that students that want to learn how to translate, they have to be able to further enhance their linguistic competence [4]. Since as it also mentioned in that research stating that the relationship between linguistic competence and translation competence has been sparsely addressed by many other researchers. However, figure out how students' linguistic competence supports their translation can be an additional explanation especially for ELESP students to develop their linguistic competence when doing translation through the result. Thus, it can be seen from the table of correlation and regression above. Based on the table, there is a or relationship between linguistic competence and students' performance in their translation ability. The number 0.043 means that H0 (no influence/no correlation between variables) is rejected because it is below than 0.5. therefore, it indicated a relationship. In addition, 0.279 shows the strength of the correlation between variables, which is sufficient. According to Sarwono, the correlation coefficient in the range of 0.25 – 0.5 indicates a sufficient correlation. In addition, it is also mentioned if the correlation coefficient is positive, then the relationship between the two variables is said to have a positive correlation; On the other hand, if the correlation coefficient is found to be negative, then the relationship between the two variables is said to have a negative correlation [35].

Table 1.3 correlation result

Correlation Test	Correlation Coefficient	Sig (2-tailed)
Spearman's rho	0.279	0.043

The number 0.043 below 0.5 means that H0 (no influence/ no correlation between variables) is rejected. This shows that there is an influence between students' Linguistic competence and Translation ability. This result also shows a positive direction which means that if LC goes up then T also goes up and if LC goes down then T goes down. In addition, 0.279 shows the strength of the correlation between variables.

Table 1.4 Model Summary (Regression result)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.258	0.066	0.048	15.54859

The model summary table showed the coefficient of determination (R square) is 0.258, which means 25.8% Translation ability is influenced by Linguistic competence, while 74.2% is influenced by other variables that are not examined.

4 Conclusion

After analyzing the data of students' linguistic competence and performance in translation for translating text Bahasa Indonesia into English by answering the test, it can be concluded that in

linguistic competence test the majority score level of students in this test are classified fairly good. Within the details as 49%. Based on the students' answer sheet, the aspect of linguistic competence and performance in translation students still have difficulties in the grammatical aspect. Furthermore, based on the data of students work in translation task it can be concluded that the majority score level of students in translation task are classified as Excellent within the details 51%. When students were doing translation, the most of mistake they did were in grammatical error and unnatural words. This means in order to obtain good translation or the ability in translating, students must improve their grammatical aspect and mastering word which suitable to use when they are going to translate. As the result of assuming that how their linguistic competence and performance support their translation work, it showed that there is a correlation between students' linguistic competence and their translation ability. The result of the data showed that the strength of the correlation between two variables is 27.9 % and the coefficient of determination (R square) is 0.258, which means 25.8% Translation ability is influenced by Linguistic competence. In conclusion, this means that there is a sufficient correlation between students' linguistic competence and students' translation ability based on testing. Moreover, students' linguistic competence and performance also support their translation as much as 25.8%.

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