

BAB IV

FINDINGS AND DISCUSSION

A. Findings

In this section the researcher will explain students' writing skill and translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016, then describe the correlation between them. In short, the researcher will answer the statements of problem in this chapter. To know the students' writing skill and translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016, and the correlation between them, the researcher use the score of Academic Writing and Translation II tests (middle and final test) as the source of primary data. These data are collected by the documentation of Academic Writing and the Translation II tests which are obtained by its lecturers.

1. Presentation of Data about the Students' Writing Skill at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

To describe the students' writing skill at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016, the researcher collected the students Academic Writing score of middle and final tests from the writing lecturers, then calculated the mean of this score.

Based on the Academic Writing score of the middle and final tests of the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016, it is found the highest score of middle test is 95 and the lowest is 60. Meanwhile, the highest and the lowest score of final test are 90 and 60.

Based on students' Academic Writing score of middle and final tests above, and the calculation of mean score, it is found the highest mean score is 89 and the lowest is 60. The students' score of middle and final writing tests; mean score of writing middle and final test score can be seen in the appendix 3.

Then, the researcher uses the computation for mean each group as follows:

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

- a. Mean score of middle test

$$M = \frac{9648}{125}$$

$$= 77.18$$

- b. Mean score of final test

$$M = \frac{9574}{125}$$

$$= 76.59$$

- c. Mean score of middle and final test

$$M = \frac{9611}{125}$$

$$= 76.89$$

Based on the result of the applied formula above, the total score of middle test is 9648 of the 125 students, and the mean score is 77.18; the total score of final test is 9574 of the 125 students, and the mean score is 76.59; The total score of writing test (middle and final) is 9611 of 125 students, and the mean score is 76.89. The mean score in the middle and also the final are the same in good category. The mean score of middle and final of Academic Writing II test shows that students writing skill is in good category.

To clarify the result and to find the frequency of students writing ability, the researcher classifies the data using students' achievement suggested by Harris. The clarification of frequency of students' writing skill can be seen in the table below:

Tabel 4.1 Classifying Students' Writing skill at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin.

No	Category	Score	Frequency	Percentage
1	Excellent	90.00 – 100	0	0%
2	Very Good	80.00 – <90.00	32	25.6%
3	Good	70.00 – <80.00	89	71.2%
4	Fair	60.00 – <70.00	4	3.2%
5	Poor	50.00 – <60.00	0	0%
6	Very poor	Less than 50.00	0	0%
Total			125	100%

The data above, shows the students' writing skill at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016. On its categories, there is no student in excellent category (0%), 32 students are in very good category with percentage 25.6%. 89 students are in good category with percentage 71.2%. 4 students are in fair category with percentage 3.2%. There is no students (0%) in poor and very poor category.

From these explanations, it is clear that the most percentage is in good category (71.2%.) with 89 students in this category, which means the students' writing skill at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016 in good category.

2. Presentation of Data about the Students' Translation ability at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016

To describe the students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016, the researcher collected the students' Translation II score of middle and final test from the translation' lecturers, then calculated the mean of these score.

Based on the score of the Translation II middle and final test of the sixth semester of English Department at Antasari State

Institute for Islamic Studies Banjarmasin Academic Year 2015/2016, it is found that the highest score of middle test is 95 and the lowest is 55. The highest and the lowest score of final test are 95 and 60.

Based on students' translation score of middle and final test above, and accumulation of the mean score, it is found the highest mean score is 94.5 and the lowest is 65. The students' score middle and final translation test; mean score of writing middle and final test score can be seen in the appendix 3.

Then, the researcher uses the accounting for mean each group as follow:

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

- a. Mean score of middle test

$$M = \frac{9185}{125}$$

$$= 73.48$$

- b. Mean score of final test

$$M = \frac{9978}{125}$$

$$= 79.82$$

- c. Mean score of middle and final test

$$M = \frac{9581.5}{125}$$

$$= 76.65$$

Based on the result of the application of formula above, the total score of middle test is 9185 of the 125 students, and the mean score is 73.48; the total score of final test is 9978 of the 125 students, and the mean score is 79.82; The total score of translation test (middle and final) is 9581.5 of 125 students, and the mean score is 76.65. The mean score in the middle and also the final are the same; in good category. The mean score of middle and final of Translation II test shows that students translation ability is in good category.

To clarify the result and to find the frequency of students translation ability, the researcher classifies the data using student's achievement suggested by Harris. The clarification of frequency of students' writing skill can be seen in the table below:

Tabel 4.2 Classifying Students' Translation ability at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin.

No	Category	Score	Frequency	Percentage
1	Excellent	90 – 100	5	4%
2	Very Good	80 – <90	28	22.4%
3	Good	70 – <80	77	61.6%
4	Fair	60 – <70	15	12%
5	Poor	50 – <60	0	0%
6	Very poor	Less then 50	0	0%
Total			125	100%

The data above, shows the students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016 on its categories, there are 5 students got score in excellent category with percentage 4%, 28 students are in very good category with percentage 22.4%, 77 students are in good category with percentage is 61.6%, 15 students are in fair category with percentage 12% in, meanwhile there is no students score in poor (0%) and very poor category (0%).

From these explanations, it is clear that the most percentage is in good category (61.6%) with 77 students in this category, which means the students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016 in good category.

3. Description about the Correlation of Students' Writing skill and Translation ability at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016

To describe the correlation of students' writing skill and translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016, the researcher use the data which is taken directly from the students' mean score of Academic Writing and Translation II tests (middle and final test). The data can be seen in the table below:

Table 4.3 The Mean Score of the Students writing Skill and Translation Ability at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

No	SDN	Variable X	Variable Y
1	1A	75	82,5
2	2A	76	79,5
3	3A	73,5	73,5
4	5A	73,5	90
5	6A	79	82,5
6	7A	75	79
7	8A	79	85,5
8	10A	77,5	94,5
9	11A	77,5	78
10	12A	74	79,5
11	14A	73,5	71,5
12	15A	74	92,5
13	16A	75	87
14	18A	76,5	81,5
15	19A	73,5	80,5
16	20A	73	84,5
17	21A	71	85
18	22A	81	91,5
19	23	75,5	84,5
20	24A	73	86
21	25A	74	79,5
22	26A	79	88,5
23	28A	75	65
24	29A	74,5	79
25	30A	75,5	92,5
26	1B	77,5	88,5
27	2B	77	82
28	3B	73,5	73
29	5B	78	80
30	6B	75,5	79
31	7B	78	70,5
32	8B	76	77

33	10B	80	87
34	11B	81	75
35	12B	72	76
36	14B	75,5	78
37	15B	74	71
38	16B	79	73
39	18B	76	75,5
40	19B	76,5	80,5
41	20B	78,5	77,5
42	21B	79	73,5
43	22B	74	70,5
44	23B	77,5	75,5
45	24B	80	69
46	25B	75,5	67,5
47	26B	76,5	75
48	28B	73,5	80
49	29B	78	80
50	30B	75	75,5
51	1C	79	83
52	2C	81	73,5
53	3C	82,5	75
54	5C	60	67
55	6C	80	73
56	7C	77,5	80
57	8C	67,5	71
58	10C	82,5	74,5
59	11C	79	80
60	12C	71,5	77,5
61	14C	71,5	72,5
62	15C	82,5	85
63	16C	79	74
64	18C	75,5	76,5
65	19C	75	72,5
66	20C	65	75,5
67	21C	79	78
68	22C	65	75
69	23C	74	76
70	24C	79	70

71	25C	74	85,5
72	26C	70	73,5
73	28C	78	72,5
74	29C	70	76
75	30C	82,5	83
76	1D	81	69,5
77	2D	85,5	74,5
78	3D	84	69
79	5D	88	69,5
80	6D	82	71
81	7D	83	78,5
82	8D	84,5	68
83	10D	80	73,5
84	11D	80,5	73,5
85	12D	89	76
86	14D	86	74,5
87	15D	77,5	69,5
88	16D	88	71,5
89	18D	87,5	73
90	19D	82	65
91	20D	81,5	76
92	21D	78,5	71
93	22D	84,5	73,5
94	23D	80	65,5
95	24D	78,5	69,5
96	25D	86,5	69
97	26D	83,5	74
98	28D	87,5	75,5
99	29D	79,5	71
100	30D	76,5	75
101	1E	74,5	71
102	2E	71,5	77,5
103	3E	75,5	83,5
104	4E	75	78,5
105	5E	77	71
106	6E	71,5	77
107	7E	71	73
108	8E	73,5	76

109	9E	70,5	73,5
110	10E	72	66
111	11E	81	74,5
112	12E	70	79,5
113	13E	80	88
114	14E	78	76,5
115	15E	71	73
116	16E	71	75,5
117	17E	70	74
118	18E	75	69
119	19E	72,5	72,5
120	20E	79	75
121	21E	75	74,5
122	22E	70	78,5
123	23E	77,5	80
124	24E	77	79
125	25E	75,5	85
N	125	9611	9581,5

After the mean of variable X and variable Y are defined, the researcher uses the following correlation formula and SPSS-22 for calculating the correlation data between students' writing skill and translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

After all the collected data have been processed in working table (it can be seen on appendix 4) ,the result can be seen below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{((N \sum X^2 - (\sum X)^2)((N \sum Y^2 - (\sum Y)^2))}}$$

Where:

$$r_{xy}=?$$

$$N = 125$$

$$\sum X = 9611$$

$$\sum Y = 9581,5$$

$$\sum XY = 736407$$

$$\sum X^2 = 742001$$

$$\sum Y^2 = 739174,3$$

$$(\sum X)^2 = 92371321$$

$$(\sum Y)^2 = 91805142,3$$

$$r_{xy} = \frac{125 \times 736407 - (9611)(9581,5)}{\sqrt{((125 \times 742001 - 92371321)(125 \times 739174,3 - 91805142,3))}}$$

$$r_{xy} = -0.078$$

After finding the result of the calculation by using correlation formula, the researcher re-calculate the data by using *SPSS 22 (Statistical Package For The Social Science)* in order to confirm the calculation result, the result is -.078. The result from the SPSS is seen in the following table:

Table 4.4 Coefficient Correlation based on *SPSS 22*

Correlations			
		Variable	variableY
Variable	Pearson Correlation	1	-,078
	Sig. (2-tailed)		,387
	N	125	125
variableY	Pearson Correlation	-,078	1
	Sig. (2-tailed)	,387	
	N	125	125

Based on the result of computation by using Correlation product Moment formula, coefficient correlation between correlated variable X and variable Y is -0.078. Then, in order to confirm the calculation result, the researcher used *SPSS* and the result is -.078. It means, the r_{xy} is negative and it indicates there is negative correlation between variable X and variable Y which means, if students' writing skill (X) is rise, the students' translation ability (Y) will be down or vice verse. In conclusion, there is negative correlation of students' writing skill and students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

B. Discussion

1. The Students' Writing skill at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016

Based on the informations from the students' writing worksheet and the writing lecturers, the type of writing tests that they used to measure the students' writing skill is academic writing type such as summary, abstract, article, journal, review of journal, and summary-reaction papers.

These types of writing are very appropriate for the students in English department who have taken Paragraph and Essay writing courses and they expected have mastered on these. These types of

academic writing concern on macro skill which stresses not only on specific written form all about level of word and sentences including spelling, punctuation, structure/grammar, and etc., but also emphasizes on content and organization. In these types of writing tests, the students are expected should be concerned with some indicators of writing such as content, organization, vocabulary, language use and mechanics (Hernandi, 2015:9).

Through these kinds of academic writing, the lecturer knows how the students' ability to acquire micro and macro skill which the focus is macro skill and also all aspects of writing that has mentioned in chapter two. So that, these indicators or aspects of writing should become the lecturer's consideration as their scoring guideline to measure their students' writing ability.

Based on the result of the applied formula about the mean, the total score of middle test is 9648 of the 125 students, and the mean score is 77.18; the total score of final test is 9574 of the 125 students, and the mean score is 76.59. It is shown that the mean score in the middle and also the final are same in good category. Although, there is reduction number of students' mean score from middle test to the final test, from 77.18 become 76.59.

Ideally, the students' mean score from the middle test to the final test should be increased, because they have more time and more feedback in learning academic writing itself. Unfortunately,

the number of students mean score from middle to the final test decreased even it is not too significant.

From the accounting above of students mean score of Academic Writing tests (middle and final test), it can be seen that students' writing skill at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016 varies. There are no students or 0% in excellent categorization with score between 90.00 – 100, 32 or 25.6% students are in very good category with the score between 80.00 – < 90.00, 89 students or 71.2% are in good category with the score between 70.00 – <80.00, there are 4 students or 3.2% in fair category with score between 60.00 – <70.00, 0% or there is no student in poor category with score between 50.00 – <60.00 and there is 0% or there is no student also in very poor category with score less than 50.00.

In conclusion, it is clear that the most percentage 71.2% or 89 students are in good category. It means the students' writing skill at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016 in good category.

2. The Students' Translation ability at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

According to the students' translation result in the middle and final test, it is found that the students are asked to translate an abstract English into Indonesian in the middle test and translate a book and/or novel in the final test. Generally, the aims of these tests to measure the students ability in translation a text using free/idiomatic translation, since the lecturer expected the students have ability to produce the natural translation text that has a goal not only find the equivalent of the message in the target language but also pay attention to the text' naturalness and register. In order to produce natural forms of target language both grammatical constructions and in the choice of lexical items, so that the translation will not sound like a translation but it is like the original writing.

Besides, since these tests used abstract and book and also novel as material text, it means the type of translation that used in is interlingual translation. The students asked to give an interpretation of verbal signs by means of some other language (English into Indonesian). The students focuses on transferring message or meaning from source language into target language. These types are the real translation process because the students

asked to find out the equivalent of source language (English) into target language (Indonesian).

While in the translation abstract and book, the students expected use the types of translation such as free translation, dynamic translation, and communicative translation to produce the natural and register translation text in Indonesian passage, in the translation novel the students also expected to apply Esthetic-poetic translation type because they expected does not only focus on sending the message but also on impression, emotion and feeling.

Based on the result of the applied formula about mean score, the total score of middle test is 9185 of the 125 studentst, and the mean score is 73.48; the total score of final test is 9978 of the 125 students, and the mean score is 79.82. It is shown that the mean score in the middle and also the final test are same in good category and there rised number of mean score from the middle to the final test, from 73.48 become 79.82. This upgrading of students' mean score from in the middle to the final indicate the students have good teaching and learning process in learning Translation II course so that the students' score from the middle to the final increased.

From the accounting above of students mean score of Translation II examination (middle and final test), it can be seen

the students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016 is varies. Which shows that the students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016 on its categories, there are 4% or 5 students get score in excellent category with score between 90.00 – 100, 22.4% or 28 students in very good category with score between 80.00 – <90.00, the most percentage of students' translation ability is in good category with percentage is 61.6% or there are 77 students in this category with score between 70.00 – <80.00, there is 12% or 15 students are in fair category with score between 60.00 – <70.00, meanwhile there is 0% or no students in poor category with score between 50.00 – < 60.00, and 0% or there is no students in very poor category with the score less than 50.00.

In conclusion, it is clear that the most percentage 61.6% or 77 students are in good category. It means the students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016 in good category.

3. The Correlation between Students' Writing skill and Translation ability at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016

Based on the result of the calculation above, the researcher will interpret the data finding. There are three interpretation that will be used in this discussion.

Firstly, based on the calculation by using Correlation Product Moment Formula and re-calculate by using *SPSS 22*, it is found that the coefficient of correlation value is -0.078. Then, based on this coefficient of correlation value and then classified it based on the standard clarification of correlation degree suggested by Arikunto (2003: 75), it shows that there is a very low or weak correlation of students' writing skill and translation ability at The sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

Then, to interprate the significance of correlation, it needs to test hypothesis. To test the hypothesis the researcher use IBM *SPSS*. Based on the table of correlation in *SPSS*, it is found that the result Sig. (2-tailed) is 0,387. It means the result Sig. (2-tailed) > significance value (0.005) ; $0,387 > 0.005$. It shows that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is denied. It indicates there is no significance correlation of students' writing skill and translation ability at the sixth semester of English

Department at Antasari State Institute for Islamic Studies
Banjarmasin Academic Year 2015/2016.

The last interpretation is to know the direction of correlation that found in this research. Based on the coefficient of correlation value (-0.078) it is found that there is negative correlation of students' writing skill and translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016. It means the direction of correlation is not in the same direction.

Based on these interpreting, it can be conclude that there is very weak or low, no significance and negative correlation of students' writing skill and students' translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.

Based on this data anlysis, it can be known that the result of this research rejected the alternative hypothesis (H_a). Besides, it is also contra with the pervious research and the theoritical assumption that explained in the chapter one and two.

All of the pervious research shows that there is correlation between translation ability and other skills of language. For the first is a research that conducted by Nurman Hanif entitled "The Correlation Between Students' Vocabulary Knowledge and Their Ability to Translate English Text at The Seventh Grade Students of

MTSN Ciledug Cirebon” This research shows that there is a correlation between them. It indicates the students need vocabulary knowledge to increase their translation ability. When they have good knowledge of vocabulary, they translation ability will be good too.

The next research that also identified the correlation between translation ability and others ability is conducted by Fitria with the title “The Correlation Between Students’ Grammatical Ability and Translating Skill (a Survey) At Seventh Semester of English Letters Department State Islamic University Syarif Hidayatullah Jakarta” this result of research also shows that the increasing or decreasing score of translating skill can be predicted by the score of grammatical ability, which means there is correlation between students’ grammatical ability and translating skill. It indicates, there is a relationship between grammatical ability and translating skill. Both of them will influence each other.

The last previous research was conducted by Hafid Sukri Hernandi (2015) also find that there is correlation between students translation ability and writing skill, which is translation ability contibuted 42.5% for writing skill. It means there is relationship between translation and writing, better the students’ translation ability (independent variable) better they writing skill (dependent variable).

In contrary, the result of this research shows that there is very low, no significance and negative correlation of students' writing ability and students' translation ability. The differentiation of independent and dependent variable that use in the previous research and in this research could be cause of this different result. In the first research, it uses vocabulary knowledge and in the second it uses grammatical ability. Both of these variables are two important aspects of writing. It can be stated that in these two previous research they only use a parts of writing aspects that correlate to the translation ability, but in this research used all of writing aspects .

In the last previous research, writing skill is used as dependent variable and translation is used as independent variable. On the contrary, in this research translation ability is as dependent variable and writing as the independent variable. It is expected that better the students' writing skill (independent variable) better their translation ability (dependent variable). Infact, there is no interrelationship between students' translation ability and writing skill as the finding of Hernandi's research. Both of them hasve very low, no significane and negative correlation which it means when the students' writing skill rise up, their translation ability will be down. although there is not significant.

The finding of this research is also contra with Schaffner in M.A qel (2013) arguments in Hernandi (2015: 2-3), he gives lists the benefits of translation to other English skill especially in writing process; expand the students' vocabulary in L2, develop their style, improve their understanding of how languages work, consolidate L2 structure for active use, and monitor and improve the comprehension of L2". It means that the students get benefits from translation activity to support and to solve their difficulties in a process of writing in EFL learning. But, based on the result of this research, the students can not get benefits from writing skill for their translation ability and vice versa.

There are many aspects of translation and writing are same, as like as the researcher explained in theoritical review, if both of them did not get the same treatment it may be caused the writing skill does not have contribution for the translation ability. For example the similarity in the process of writing and translation. Ideally, according to Harmer (2004) and Nord (1991) about writing and translation process, the process both of them need editing phase (reflecting and revising), in this process the teacher or lecturer have to give feedback as the students' reflecting, after that the students can revise their writing or translation, then they can submit their final result. If this phase used only in one or no one of the process (writing process or translation process), it is impossible if both of

them will not have correlation or relationship, since they treated with different condition or process.

Besides that, other probability that is caused no correlation between writing and translation in this research is the differentiation in the content of writing and translation itself. In the writing test the students only asked to work with academic writing, meanwhile in the translation tests the students asked to work with creative writing especially novel beside in the academic form such as abstract and book.

Based on the theoritical when the process of translating, students' also observing and learning about sentence structure, context, content, organization, and punctuation. In this case, they absorb knowledge about graphology and grammatically system from the text or written form. It is supported by Sager in Bagheri and Fazel (2011) who argues that 'translation and writing are the closest paralel activities, and they share similarities in approach and features'. According to Petrocchi in Degilience (2012), "by translating activity the learners acquire more competence in the knowledge of grammatical structures". Moreover, Husain in Liao (2006) concluded that "translation strategy could enhance English learning in general. It also discovers that students who use transaltion tends to make more gains in learning vocabulary and

phrases". Meanwhile, grammar and vocabulary are important aspects in writing (Raimes, 1993 in Reid,:27).

These explanations indicate, theoretically, if the students have a good ability in writing since they have rich vocabularies, they will be easier in translating a text. Translation considered as an effective way to learn new vocabulary. Unconsciously, they absorb new vocabulary when students translate text from source language into target language. Through translation with new words are linked to their mother tongue equivalent, it eases students to memorize new words meaning probably they will keep it longer in their mind.

In fact, this condition can not ensure if the content or topic that developed in the writing and translation are different. The students can not use their knowledge of vocabulary in writing to the translation because the content or the topic that used is different. In translation final test, the lecturer asked the students to translate a book and novel even in the writing the students only work in the academic form. When the students translate a novel English into Indonesian, they can not use all of their vocabulary knowledge because in this translation the students also have to use esthetic-poetic translation which the students not only focus on sending the message but also on impression, emotion and feeling (Nababan, 2003: 35-36). In academic writing process it occur

rarely. So that, the students can not bring their knowledge of vocabulary in the writing process to the translation process since it is different context since the content is different.

This different of content also caused the differentiation in the organization of the text. In the writing test, either in the middle or final test, it used summary, review of journal, abstract, article, journal and writing summary –reaction papers text. Meanwhile, in the translation, abstract only use in the middle test and in the final test the lecturer asked the students to work with organization text of book and novel. Since the text of organization both of these test that used by the lecturer to measure their students' ability is different, the students are not able to apply their ability in organization of the text that they used when they write into the translation process. Whereas, according to theoretical assumption that has explained in the chapter II, by having good knowledge of text organization, students can minimize their mistake in writing. Insight of text organization is the comprehending in making arrangement of any form in written text that concern with paragraph development. In this research, because there is differentiation between text organization that students used in the writing and translation test, so that, it can be one of the thing that caused there is negative and no significant correlation between students' writing skill and translation ability.

The differentiation of the content in the test that lecturer used to measure the students ability in writing and translation also inflict the differentiation in the language use that students used in the writing and translation especially in the final test. In the final test of writing the students works with language used that used in academic writing, but in the final of translation they work with language use that used in the novel beside in the book as academic writing. For example, in academic writing the students often work with langauge use like present tense while in the novel used past tense. So, the students ability in language use in the writing can not impact in the translation proces, and vice verca.

Based on these explanations, the researcher conclude that even the students writing skill is in good category and translation ability also in good category but they have negative correlation cause of these all differentiation. Different content between writing and translation test impact different organization of the text, vocabulary and langauge use that students used in the writing that can not help the students to increase their accuracy; ability to find equivalent; ability to produce the register translation; grammar and style that they used in their translation process.

Other caused that could be the reason there is negative and no significances correlation of students writing skill and translation ability in this research can be seen from the mean score of middle

tests and final tests between writing and translation, It shows that the differentiation in the total of mean score. In the number of mean score of writing from the middle and final is decreased meanwhile in the translation it is increase. This condition indicate there is different conditions that students got among learning in the Academic Writing course and Translation II course. Such as the differentiation in the process of writing and translation itself.

In conclusion, all of these conditions probable become the factors why there is very low, no significant, and negative correlation of writing skill and translation ability at the sixth semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016.