

**THE CORRELATION BETWEEN PHRASAL VERBS MASTERY AND  
TEENAGERS' TRANSLATION ABILITY****Lysa<sup>1</sup>, Agus Riadi<sup>2</sup>, Yovita Angelina<sup>3</sup>**[lysa.liaul@gmail.com](mailto:lysa.liaul@gmail.com)<sup>1</sup>, [agus\\_riadi@polteq.ac.id](mailto:agus_riadi@polteq.ac.id)<sup>2</sup>, [yovita.angelina89@gmail.com](mailto:yovita.angelina89@gmail.com)<sup>3</sup>Politeknik Tonggak Equator<sup>1,2,3</sup>**ABSTRACT**

Since Curriculum 2013 was a new curriculum in Indonesia, it has been implemented as a platform for the teaching-learning process in Indonesia since 2013, and English begins taught at the junior secondary level. Along with the development, many people and teenagers are interested in working or continuing their studies abroad. By speaking English, people can communicate more easily, understand their culture, and have job opportunities when going abroad. Sometimes English learners make errors when communicating and translating the language. Another difficulty is mastering phrasal verbs, which are often encountered in communication. Therefore, this study aims to determine if there is a correlation between mastery of phrasal verbs and teenagers' translation ability. This research is quantitative in the form of a correlational study. By using SPSS 25 and testing the Pearson Product Moment Correlation Formula, this research showed a significant relationship between phrasal verbs mastery and teenagers' translation ability. In the results of testing the hypothesis, the indicated correlation value is 0.423. The relationships obtained show positive relationships, moderate strength of relationships, and the same direct relationships.

**Keywords:** *Phrasal Verbs, Translation ability, Correlation***INTRODUCTION**

English is one of the dominant languages in the world. English was given the status as one of the official languages in the world by UNO (UNITED NATIONS ORGANISATION) in 1945. English has become the common language in many fields, such as science, technology, entertainment, and business. Many believe that learning English is a way to get a broader access range of information and connections.

In Indonesia, English has been taught for over 65 years as a foreign language (Marlina, 2013). English is not made a second language for Indonesia but rather a foreign language. Meanwhile, English in Indonesia started in the early nineties and has been taught since fourth grade in elementary school as a local curriculum. Education in Indonesia has enacted a curriculum policy called Curriculum 2013 (K-13). Structurally, education in Indonesia is the responsibility of the Ministry of Education and Culture or Kemendikbud. Based on the Republic of Indonesia's Presidential Regulation No. 14 of 2015, the task of the Ministry of Education and Culture is, among others, to: organize government affairs in the areas of early childhood education, basic education, secondary education, and public education, as well as cultural management to assist the President in organizing state government. Related to English learning and K-13, English has been removed from primary schools. Curriculum 2013 has been implemented as a platform for the teaching-learning process in Indonesia since July 15, 2013 (Riadi, 2019). In K-13, English begins to be taught at the junior-secondary level. The oldest students who can enter junior high school are the age of 15 (fifteen) years and 21 (twenty-one)

years old for high school (Mendikbud, 2018). The range of ages above, categorized as teenagers, has great potential for learning and development.

Along with the development, many people and teenagers are interested in working or continuing their studies abroad. As published in one of the web portals containing the news and daily Indonesian article 'Kompas,' more than 35 thousand Indonesian students are studying abroad each year. Based on the leading International Education Consultants Association in Indonesia, the SUN Education Group said the trend of students going abroad could reach 15-20 percent. In the Quick Count Achievement of SUN Education 2018, the destination countries that are in great demand by students or teenagers are Australia, America, Britain, Singapore, and Malaysia, with the highest distribution in Australia at 31%, 18% in the UK, 18% in Singapore, in Malaysia 13% and in other countries like Canada and Asia by 10%.

On the other hand, in Pontianak, many students or teenagers want to continue their studies or work abroad. World Youth Report (2005) states that youth or teenagers are between 15 and 24 years old. Teenagers are in a process and transition of self-development to more mature stages. At this stage, teenagers will begin to experience significant periods by making decisions and want to explore themselves further or find their true identity. In this regard, we were interested in examining the stage of self-development of teenagers working or studying abroad.

## LITERATURE REVIEW

When going abroad, by speaking English, people can more easily communicate, better understand their culture, and have job opportunities, such as working in international and overseas companies. As a common language used, they need to be able to master English. Students or teenagers who want to work and study abroad must pass specific English requirements such as a test in English (e.g., IELTS). In learning English, teenagers usually experience difficulties because the Indonesian language system is different from English, such as the negative transfer of the students' first language (including grammatical aspect) that may interfere with their targeted language production (Riadi, Karim, & Gownellis, 2022).

Even though students were advised to utilize various modes of learning, including the one that many teachers promote – scattered English text around the students' neighborhood or known as the Linguistic Landscape (Riadi & Warti, 2021) – they still find it hard to catch up to the learning outcomes. Although there are available software applications to assist with translation (Juwita, Riadi, & Handayani, 2020), some learners have difficulties in translating from English to Indonesian or vice versa. Learners or teenagers usually make errors in translating some words unfamiliar with their native language because of the influence of their language culture (Arono & Nadrah, 2019). Shelby (2015) mentions that other difficulties often faced in learning English are also in learning English vocabulary, such as idioms, collocations, phrasal verbs, and differences in the use of regional vocabulary.

Regarding the teenagers examined in this research, when they communicate and receive information from native speakers, they can understand the meaning well and avoid misunderstanding during the communication. It is good if teenagers have translation abilities. Translation ability is essential to understand and re-express the meanings in more than one language within the constraints given by the individual's respective languages in the same meaning and equivalent (Dimitrova & Jonasson, 1999). The translation encompasses changing or replacing the source language, a written form, into the target or second language in semantic structure.

One of the difficulties in learning English is mastering phrasal verbs. Phrasal verbs can have more than one meaning, depending on the context. Lingga (2006, as cited in Zulifa, 2013) states that a "phrasal verb is a two-word-phrases which consists of a verb with preposition or adverb which creates a new meaning". For example, in the sentence 'while studying, she dropped off in the word phrasal verb, which is 'dropped off' if translated word by word in the

original 'dropped' can mean to fall, but in that sentence, as the phrasal verb 'dropped off with a combination of 'dropped' and 'off' as a preposition, the word translated to 'she fell asleep. McCarthy and O'Dell (2004) state that there are common verbs in phrasal verbs are: break, bring, call, cut, come, give, go, get, keep, knock, make, look, pass, pick, put, pull, run, set, turn and take. For the common particles, they are: about (a)round, away, back, down, at, for, in, into, off, on, up, over, through, and to. A phrasal verb is often encountered in conversation or communication, so the purpose of mastering phrasal verbs is to avoid any misunderstanding in communication.

A simple definition of communication is giving and receiving of messages sharing or transferring of information from one person to one or more other people (Coates, 2009). In the language of communication, the person who conveys a statement is a communicator. In contrast, the person who receives the statement is a communicant, and the person's statements are called messages (Effendy, 2006). It means that communication is the process of messages conveyed from communicator to communicant. He further explains that there are two kinds of communication processes: active and passive. While passive communication is communication that occurs where the communicator conveys information or ideas, and the communicant is the recipient of the information or ideas. However, the communicant does not provide a response or reciprocity from the communication process. Related to this research, we want to find out further about passive communication, where the translation process is carried out from information obtained from communicators (passive communication) translation of messages containing phrasal verbs of communication in English. More precisely examines how communicants or teenagers master the word of phrasal verbs in communication and whether there is a relationship between the understanding or translation of messages and the phrasal verbs.

This research aims to determine whether teenagers who prepare themselves to work or study abroad have a sufficient understanding of phrasal verbs and can translate them well. Hence, there are no misunderstandings in communication. By using correlational research, this research is to find out the correlation between phrasal verbs mastery and teenagers' translation ability in Pontianak. We used tests for testing the variables between phrasal verbs mastery and teenagers' translation ability in Pontianak. For testing the correlation, there is a hypothesis in this research they are; H<sub>0</sub> means that there is no significant relationship between phrasal verbs mastery and teenagers' translation ability in Pontianak, and H<sub>a</sub> means that there is a significant relationship between phrasal verbs mastery and teenagers' translation ability in Pontianak.

## **METHODOLOGY**

In order to find out the result, we used quantitative research in the form of a correlational study. Creswell (2012) states that in correlational research designs, investigators use the statistical correlation test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. We analyzed whether the phrasal verb relates to teenagers' translation ability in this research. In this research, we conducted research in the Pontianak area. We chose Pontianak because it was easier for us to find a respondent and focus on teenagers aged 15-24 years in the Pontianak area.

In this research, we used non-probability sampling to find the sample. The type of non-probability sampling used is purposive sampling. It is a sampling that is selected with a definite purpose in view, and the choice of the sampling units depends entirely on the discretion and judgment of the investigator (Kabir, 2016). We chose teenagers who are suitable to be tested. In terms of sample size, the appropriate size is ranged from 30 to 500 (Halim & Ishak, 2014). In this research, we were looking for a minimum of 30 people to be tested to represent the population which is the minimum standard sample size because of limited time.

The criteria of respondents sought are:

Teenagers aged 15-24

Teenagers who are in preparation for working or studying abroad

Teenagers who live in Pontianak

We used the test on both variables via Google Forms to collect the data. To test phrasal verb mastery, we gave 20 questions of multiple choices. The questions are about choosing the correct phrasal verb to complete the given sentence. Meanwhile, we provided ten questions about essays to test the translation ability. Questions in the form of English sentences, and teenagers or respondents will translate them into a right and good Indonesian. Questions assessment on translation results is with free translation and idiomatic translation type. The results of the translation are considered correct if the teenager can translate it into Indonesian well and correctly translate the phrasal verbs according to the context. Points given are three-for-one questions, total points will be given if teenagers can translate phrasal verbs correctly, the integrity of the grammar of the writing, and the meaning in contexts can be understood.

To test the two variables of this study, we used the same technique to get data from both variables. We used a scoring technique with an instrument in the form of Google questions distributed to selected teenagers as the respondents. The tests were distributed to teenagers through a link from the Google form. They can access the link to enter the Google form anywhere and anytime through an internet connection. The distribution of this Google form began with one of our acquaintances who were willing and preparing to go abroad. Then we asked for help to spread it more widely to other friends who are also preparing to go abroad. Google form links are distributed through chat groups by teenagers preparing themselves or for personal distribution. The time to answer the test is estimated to take only about 10-15 minutes.

After the data had been obtained, then we analyzed the data. We used SPSS 25 to find out the result. The validity and reliability of data were tested using SPSS 25 as well. Besides looking for the correlations, it is looking at the level of interpretation too. We used Pearson Product moment correlation. Pearson product-moment coefficient is a measure that has a value between -1 to 1 and tests the relationship between two ratio or interval variables (Cohen, Manion, & Morrison, 2018). In interpreting the results of correlation analysis, there are three processes, including (a) looking at the strength of the relationship between the two variables, (b) looking at the significance of the relationship (c) looking at the direction of the relationship (Sarwono, 2012). In correlation value between -1 to 1, here are the correlation characteristics:

- a. The correlation ranges from 0 to 1 (positive and negative)
- b. The correlation equals 0, meaning there is no relationship between the two variables.
- c. The correlation is equal to 1

If the correlation equals positive 1, both variables have a positive linear relationship. If the value of the X variable goes up, then the value of the Y variable goes up too. Similarly, if the correlation equals negative 1, both variables have a perfectly negative linear relationship. If the value of the X variable goes up, then the value of the Y variable goes down.

The results of the SPSS 25 analysis will show the correlation between both variables, whether a positive or negative relationship or even no relationship. If there is a correlation, the strength of the relationship is seen from the correlation coefficient (r).

Table 1. Guidance of Correlation Coefficient Interpretation

Value of Correlation Coefficient	Relationship Interpretation
$0 < r < 0,2$	Very Weak
$0,2 \leq r < 0,4$	Weak
$0,4 \leq r < 0,6$	Moderate
$0,6 \leq r < 0,8$	Strong
$0,8 \leq r < 1$	Very Strong

The traditional assumptions for testing the Pearson Product Moment Correlation are the linearity test, normality test, and heteroscedasticity test (Hidayat, 2012). In Sarwono (2012), the standard significance or alpha values are 0.05 and 0.1. If the significance value of 0.05 means that the confidence level is 95%, and if the significance level is 0.1, then the confidence level is 90%. In this research, we use a significant number of 0.05.

For testing in SPSS, there are the following criteria:

- a. If the significant number  $< 0.05$ , the relationship between the two variables is significant.
- b. If the significant number  $> 0.05$ , then the relationship between the two variables is insignificant. In correlation, there are two directions: the same and opposite directions. This situation is seen from the "two-tailed" sign in SPSS. If the correlation coefficient is positive, it shows that the two variables are in the same direction. The two variables are in opposite directions if the correlation coefficient is negative.

## FINDINGS AND DISCUSSION

We did the tests for both variables. The total number of teenagers who answered the test and the respondents was 34. The intended teenagers are teenagers preparing to continue their studies or work overseas, with teenagers 15-24 years old. The phrasal verbs test consists of 20 multiple choices questions. The phrasal verbs test is given to teenagers by Google form. The estimated time to complete this test is around 10 minutes. The correct answer is 1 point, and the wrong answer is 0 points. The total points obtained from the 20 questions answered will be multiplied according to the formula mentioned in the methodology section. The total correct answers are multiplied by 5 to get the score. The translation test consists of 10 questions that must be translated into Indonesian. In each question, there are phrasal verbs that need to be translated as well. One question is given a maximum of 3 points. To give the points, we have asked the translation expert to rate them. The answer is given 1 point if it can translate the phrasal verbs correctly, 1 point for completeness of the translation, and 1 point if the translation can be understood and follows the content so that a maximum of 3 points are given if according to the criteria.

The validity of phrasal verbs and translation tests are tested by using SPSS 25, and the result is shown in the table below:

Table 2. Result of the Validity of Phrasal Verbs Test

Question	Sig. (2-tailed)	Result	Question	Sig. (2-tailed)	Result
1	0.004	VALID	11	0.002	VALID
2	0.009	VALID	12	0.002	VALID
3	0.000	VALID	13	0.004	VALID
4	0.004	VALID	14	0.017	VALID
5	0.019	VALID	15	0.003	VALID
6	0.000	VALID	16	0.013	VALID
7	0.000	VALID	17	0.040	VALID
8	0.004	VALID	18	0.000	VALID
9	0.004	VALID	19	0.007	VALID
10	0.037	VALID	20	0.000	VALID

Source: Processed Data, 2020

Table 2 shows that all questions in the phrasal verbs test are valid. The question can be said to be valid if the results of Sig. (2-tailed) at SPSS  $< 0.05$ . The results of 20 questions show results that are less than 0.05. It means that all questions are valid.

Table 3. Result of the Validity of Translation  
*Source: Processed Data, 2020*

Questions	Sig. (2-tailed)	Result
1	0.001	VALID
2	0.000	VALID
3	0.000	VALID
4	0.049	VALID
5	0.044	VALID
6	0.003	VALID
7	0.001	VALID
8	0.014	VALID
9	0.020	VALID
10	0.000	VALID

The results of the translation questions' validity are shown in Table 3. The results tested on SPSS 25 show that all translation questions are valid because the results are  $< 0.05$ .

Questions that can be tested for reliability are valid. The results of the reliability of the test are in the table below:

Table 4. Result of the Reliability of Phrasal Verbs Test  
*Source: SPSS 25, 2020*

Reliability Statistics	
Cronbach's Alpha	N of Items
.718	21

The Cronbach Alpha numbers above show the phrasal verb's reliability test results. Because the Cronbach Alpha value is  $0.718 \geq 0.60$ , the questions are reliable.

Table 5. Result of the Reliability of Translation Test  
*Source: SPSS 25, 2020*

Reliability Statistics	
Cronbach's Alpha	N of Items
.715	11

The translation test also shows that the questions are reliable in the reliability test. The Cronbach Alpha value is  $0.715 \geq 0.60$ .

In classical assumption tests, the data was tested using SPSS 25. The result showed that for the normality test, the data have typically distributed because of the Asymp Sig. (2-tailed) is 0.200, while if the value of  $0.200 > 0.05$ , then the data is normally distributed. To determine whether there is a significant linear relationship between both variables, we did the linearity test, which shows the value of Deviation from Linearity Sig. is 0.201. Because  $0.201 > 0.05$ , it can be concluded that there is a significant linear relationship between the phrasal verbs mastery variable (X) and the teenagers' translation ability variable (Y). The last one, for the heteroscedasticity test, showed a value of 0.110. Where the Sig value is  $0.110 > 0.05$ , heteroscedasticity data does not occur.

This research used correlation research. We test the hypothesis to show whether there is a significant correlation between phrasal verbs mastery (X) and teenagers' translation ability (Y). The hypothesis was tested using Pearson Product Moment Formula by SPSS 25. The results of the test are shown in the table below:

Table 6. The Correlation between Phrasal Verbs Mastery and Teenagers' Translation Ability  
Source: SPSS 25, 2020

		PV_Mastery	Teen_Translation
PV_Mastery	Pearson Correlation	1	.423*
	Sig. (2-tailed)		.013
	N	34	34
Teen_Translation	Pearson Correlation	.423*	1
	Sig. (2-tailed)	.013	
	N	34	34

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

Table 6 shows that the interpretation of the results of the Pearson Correlation between phrasal verbs mastery and teenagers' translation ability is 0.423. From the SPSS calculation, the Asymp Sig value is 0.013, showing that H0 is rejected. H0, which states there is no significant relationship between mastery of phrasal verbs and teenagers' translation ability, is rejected. In contrast, H1, which states there is a significant relationship between mastery of phrasal verbs and teenagers' translation ability, is accepted. Because the Asymp Sig value of  $0.013 < 0.05$  shows that the two variables are significant. The Pearson r value is 0.423, indicating that the correlation is positive and moderate. The correlation coefficient (r) of 0.423 shows moderate strength of the relationship between the two variables. The relationship between the two variables is also significant, as seen from the Asymp Sig value of  $0.013 < 0.05$ . With a positive correlation value, it shows the same direct relationship. The same direct relationship, which is it means the higher the phrasal verbs mastery, the better the translation ability and vice versa.

## CONCLUSION

After we conducted this research, there are some conclusions as follow:

1. There is a significant relationship between phrasal verbs mastery and teenagers' translation ability in Pontianak.
2. The correlation value is 0.423, which means the relationship is positive, the same direct relationships and the relationship strength is moderate.
3. The relationship between the two variables is also significant, as seen from the Asymp Sig value of  $0.013 < 0.05$ . The results of hypothesis testing show that H0 is rejected, and Ha is accepted with a significant level of 0.05. H0, which states no significant relationship exists between mastery of phrasal verbs and teenagers' translation ability, is rejected. In contrast, Ha, which states there is a significant relationship between mastery of phrasal verbs and teenagers' translation ability, is accepted.
4. The better mastery of phrasal verbs, the better the teenagers' translation ability.

Based on the results and the conclusions, some suggestions exist for teenagers or future writers who want to research this topic. For teenagers, especially teenagers who are preparing to continue their studies or work abroad, the better their mastery of phrasal verbs and their translation ability will be more effortless for them to communicate abroad. This action helps avoid misunderstandings in communication. The word phrasal verbs that are not formal may often be found in daily communication. By understanding the phrasal verbs, it will be easier

for them to translate and know the correct meaning of the phrasal verbs. We suggest examining this research more in-depth. Further, we are interested in phrasal verbs or translations and can use different research methods and analytical techniques.

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