

## THE CORRELATION BETWEEN INTELLIGENCE QUOTIENT AND TRANSLATION COMPETENCE OF THE TENTH GRADE STUDENTS OF SMA N 3 PALEMBANG

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**Abstract:** A study of the correlation between intelligence quotient and translation competence was carried out to the tenth grade students' of SMA N 3 Palembang. The objectives of this study are to find out whether or not there is significant correlation between intelligent quotient and translation competence of tenth grade students' of SMA N 3 Palembang, to find out whether or not there is significant correlation between intelligent quotient and translation competence of tenth grade students' of SMA N 3 Palembang for high reading achievers, and to find out whether or not there is significant correlation between intelligent quotient and translation competence of tenth grade students' of SMA N 3 Palembang for low reading achievers. The method used was correlation study. The population was the tenth grade students of SMA N 3 Palembang in an academic year 2011/2012 with the total number 256 students. The sample was 60 students that were taken by purposive sampling. The data were collected by using documentation and test. The data obtained was analyzed by using Pearson's Product Moment Correlation Coefficient. The calculation was done by using SPSS (Statistical Package for Social Science) version 17.00. The result of the study showed that the correlation coefficient generally was 0.728; 0.669 for high reading achievers, and 0.723 for low reading achievers. It meant that there was positive and significant correlation between intelligent quotient and translation competence.

**Key words:** *correlation, intelligence quotient, translation competence*

Translation is one of the most important skills that should be learned and developed by the students. Translation is no longer just the process of translating words, but has evolved into the transformation of meaning and intention. Catford (1969, p.20) states that translation is the replacement of textual material in one language (Source Language) by the equivalent textual material in another language (Target Language).

In addition, Duff (cited in Kose 2010, p.5) states that as a language learning activity, translation has a lot of merits: It invites speculation and discussion. In

translation, there is hardly any 'right' answer, but there are a lot of wrong ones. Doing all the work individually in writing is not necessary. Students can work in pairs or groups for oral discussion. Teacher may choose short texts for reading and discussion to save the time; Translation develops three essential qualities to all language learning: accuracy, clarity and flexibility. It trains the reader to search for the most appropriate words (accuracy) to convey what is meant (clarity); Depending on the students' needs, and on the syllabus, the teacher can select material to illustrate

particular aspects of language and structures the students have difficulty with. By working through these difficulties in the mother tongue, the students can see the link between the language (grammar) and usage.

Translation competence shows kind of students' achievement. There are many factors that affect students' competence and translation competence. The factors can be individual and social. Purwanto as cited in Susilawaty (2002, p.1) states that individual factors include development, intelligence, practice, interest, and motivation, while social factors include family and school environment. In addition, achievement in learning, in this case a language, may be induced by several factors that categorized into external and internal factors. According to Azwar (1996, p.165), internal factors inducing learning involve five senses: interest, motivation, personality, talent, and intelligence; external factors include facilities, course materials, place and environment, culture and social support. Ellis (1985, p.104) stated that general factors that affect learning English are age, aptitude, cognitive style, intelligence, motivation, and personality. Furthermore, students' success of learning or achievement can be influenced by several factors. The factors can be classified as external and internal factors. Suryabrata as cited in Surip (1994, p.1) classifies external factor into two categories. It includes environment which is related to nature and society, and an instrumental factor which refers to curriculum, program, facilities, and teachers. Meanwhile, the internal factor is divided into physiological and psychological. Physiological factor concerns with condition and five senses; and psychological focuses on talents, interests, intelligence, motivation, ability, and cognitive.

From the internal factor, one of the individual factors is intelligence. Intelligence is a gift and has a standard measure. It is Intelligence Quotient (IQ). According to Sabri (1996, p.197), IQ is a

measure of someone's intelligence that is determined by the result of an intelligence test. A person's IQ is based on a comparison of his or her score on an intelligence test with the scores of others on the same test. IQ is considered not only as a success factors in life but also one of the factors that influences learning achievement. Concerning with the intelligence as psychological factor, psychologists assume that there is a comparatively high relationship between general ability or intelligence and academic achievement. Papalia and Olds (1988, p.241) states "the levels of intelligence correlate significantly with students' grades and correlate highly with their grades in verbal courses like English and History."

Translation is also affected by the students' reading comprehension and achievement. Meirizki (2011) found that there was a significant correlation between students' reading comprehension achievement and their performance in translating descriptive text of the eight grade students of SMP Negeri 1 Palembang. The result of the correlation coefficient was 0.620. It showed strong positive correlation. In this research, the writer has assumption that the students who have high IQ will have good translation score. In relation to this, this article reports the results of an investigation that was aimed to answer whether or not there was significant correlations between intelligence quotient and translation, competence of tenth grade students of SMA N 3 Palembang.

#### **WHAT IS INTELLIGENCE?**

There are several definitions related to the intelligence. Papalia and Olds (1988, p.132) states that the countless concepts of what intelligence is range from a genetically endowed, inborn, general capacity to develop a number of intellectual abilities to the ability to do a variety of specific things and to engage in rational, productive behavior and to "whatever intelligence tests measure." Furthermore, Santrock (1991, p.251) defines intelligence as one or more

abilities a person has: the ability to reason, solve problem, think abstractly rather than concretely, adapt a new situation and generalize the new solution of others problems. In addition, Wechsler cited in Feldman (1989, p.213) asserts intelligence as the capacity to understand world, think rationally, and use resources effectively when faced the challenges. "Intelligence does not by any means appear at once derived from mental development, like a higher mechanism, and radically distinct from those which have preceded it. Intelligence presents, on the contrary, a remarkable continuity with the acquired or even inborn process in which it depends and at the time make us of." (Piaget as cited in Bootzin, 1986, p.370).

In conclusion, intelligence is a set of abilities that allows an individual to learn, think abstractly, generalize, make solution, and adapt successfully to new situation environment.

#### **KINDS OF INTELLIGENCE**

According to Gardner (1993, p.15), there are seven kinds of intelligence, namely (1) linguistic intelligence that pertains to the ability to use and understand language, (2) logical-mathematical intelligence that is related to solving problems that involve step by step reasoning or mathematical relationship, (3) Spatial intelligence that helps a person to visualize three dimension pictures, (4) Bodily-kinesthetic intelligence that refers to the ability to mastery over the motions of one's body, (5) Interpersonal intelligence that is related to understanding of oneself, (6) Intrapersonal that is related to understanding of others, and (7) musical intelligence that pertains to learning to play musical instruments, interpreting and composing music.

Moreover, Amstrong (2009, p.40) mentions that there is a partial list of the kinds of tests that may relate to each intelligence, (1) linguistic including reading tests, language tests, the verbal sections of intelligence and achievement tests, (2) logical-mathematical including Piagetian assessments, math achievement tests, the reasoning sections of intelligence

tests, (3) spatial including visual memory and visual-motor tests, art aptitude tests, some performance items on intelligence tests, (4) bodily-kinesthetic including manual dexterity tests, some motor subtests in neuropsychological batteries, the President's Physical Fitness Test, (5) interpersonal including social maturity scales, sociograms, interpersonal projective tests, (6) intrapersonal including self-concept assessments, projective tests, tests of emotional intelligence, (7) naturalist including test items that include questions about animals, plants, or natural settings.

Stenberg (1995, p.912) has developed three component theories of intelligence that are analytical, creative, and practical intelligence. According to him, practical intelligence is not assessed in traditional IQ test, but it is easy to measure, and it allows people to adapt effectively to the demands of work and daily life.

Goleman (1999, p.231) has found another kind of intelligence that he believes will influence people's life, i.e. emotional intelligence. This intelligence is related to people's emotion. Different from IQ, there is no standard measure to know someone's emotional intelligence or EQ. There is neither test nor levels for it. We have to know people personally to find whether he or she has good emotional intelligence or not, and it cannot be done in a short term, it needs years of research to find out.

#### **INTELLIGENCE QUOTIENT (IQ)**

Intelligence Quotient is a number used to indicate a person's intelligence. A person's IQ is based on a comparison of his or her score on an intelligence test with the scores of others on the same test. According to Papalia and Olds (1988, p.134), Intelligence Quotient is nothing more than a mathematical score computed according to a formula derived by Binet, but a great mystique has grown up around it. Moreover, Hetherington (1993, p.65) stated that Intelligent Quotient is an index of intelligence that indicates how far below the mean the individual's intelligence scores lies, relative to that of

children age in the standardization group. The formula of intelligence quotient was developed by Stern as cited in Dworetzky (1987, p.200)

$$IQ = \frac{100 MA}{CA}$$

IQ = Intelligent Quotient  
 MA = Mental Age  
 CA = Chronological Age

Mental age is derived by comparing a person's score with the average scores of others within different specific age group. Meanwhile, chronological age is actual age. 100 indicate an average score for a person's age level. Since 1960, all IQ test have determined IQ by assigning a value of 100 to the average score of those tested. Then the testers assign values above and below 100 to the other score, depending on how much above or below average the score is. There are 7 kinds of intelligence levels. The scale of IQ levels is suggested by Terman cited in Wilderdom (2004).

**Table 1**  
 Distribution of IQ Levels

Over 140	Genius or near genius
120-140	Very superior intelligence
110-119	Superior intelligence
90-109	Normal or average intelligence
80-89	Dullness
70-79	Borderline deficiency
Under 70	Definite feeble-mindedness

## TRANSLATION

Translation is one of the most important aspects in learning English. Translation is, after all, an operation performed both on and in language. In Latin translation used to be referred to as *translatio linguarum*, the translation languages, to distinguish it from other kinds of translation. The ability to translate was thought of largely as an advanced form of the ability to understand or read a foreign language (Robinson, 1997, p.162).

According to Koller in Hickey (1998, p.63), translation is a cross-linguistic sociocultural practice, in which a text in one language is replaced by a functionally equivalent text in another. The fundamental characteristic of a translation is therefore that it is a text that is doubly

bound: on the one hand to a text in the source language, the 'source text' or the original and, on the other hand, to the communicative-linguistic conditions holding in the culture to which the addresses belong. This double bind is the basis of the equivalence relation which, in turn, is the conceptual basis of translation. It has been an important aim of linguistic-textual approaches to translation to specify the equivalence relation by distinguishing a number of different frameworks of equivalence.

Oxford (2000, p.46) defines translating as 'convert the target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language'. In a similar vein, the definition of translation in the present study refers to using one language as a basis for understanding, remembering, or producing another language, both at the lexical level and the syntactic level, and also in either direction from the target or the source language into the other language.

Translation is not a substitute for language practice. Arguments supporting this principle are (1) that few words if any are fully equivalent in any two languages, (2) that the student, thinking that the words are equivalent, erroneously assumes that his translation can be extended to the same situations as the original and as a result makes mistakes, and (3) that word-for-word translations procedure incorrect constructions (Lado cited in Malmkjaer, 1998, pp.4-5). In addition, Lado as cited in Malmkjaer (1998, p.5),

To ask for a translation is to ask for something unnatural. often no literal translation is possible, or a phrase with an entirely different basic meaning is used in the other language ... Translation, then, especially literal translation, is often no test at all of comprehension. A pupil may understand perfectly well what the English means - as a bilingual child does - without being able at once or with any facility to put it into the vernacular ... And there is another reason why testing by translation is bad pedagogy. We as

teachers are trying to bring our pupils to use English without translating in their own minds, to say without hesitation the right thing on the right occasion ... Our aim is to get our pupils ... to the stage where they can use English without having to think. Abruptly to interrupt this process and to ask a pupil to put an English sentence into his own tongue when our whole endeavour is to train him to dissociate the two languages in to give ourselves a Sisyphean labour.

In short, translation is the process of transfer meaning from the target language to native language, vice versa.

### Translation Competence

Translation competence is a complex concept that has been addressed by a number of researchers in the field of Translation Studies. Bell (1991, p.43) defines translation competence as the knowledge and skills the translator must possess in order to carry out a translation. Moreover, translation competence is evoked whenever reference is made to the types of knowledge required by professional translators. Then, it is defined in terms of varying numbers of components, which can generally be subdivided into two major sub-sets-language-related and job-related (Malmkjaer, 1998, p.92). In addition, Translation competence is the ability to comprehend the meaning of the source text and express it in the target text without undue changes in form and avoiding interference (Vienne cited in Malmkjaer, 1998, p.111), yet as stated by Ezpeleta (2005, p.136):

Reflection on the matter is a relatively recent development and results from empirical studies are still scarce. Some authors talk of *translation abilities or skills* (Lowe, 1987; Pym, 1992; Hatim and Mason, 1997) while others refer to *translation performance* (Wilss, 1989). The term *competence - translational competence* - was first used by Toury (1980, 1995), because of its similarity to Chomsky's (1965) famous distinction between linguistic competence and performance, to explore certain aspects of translation practice. Nord (1991)

employs *transfer competence* and Chesterman (1997) called it *translational competence*.

In addition, Izquierdo (2008) states,

There are seven factors that closely intertwined and linked to each other, and they are present in all the processes involved in translation. They can be reformulated as parameters that each translator will develop to varying degrees depending on their own competencies and requirements. The five parameters that make up translation competence are: (1) *language competence*; (2) *textual competence*; (3) *subject competence*; (4) *cultural competence*; and (5) *transfer competence*. The interaction among these five competencies is precisely what distinguishes translation from other areas of communication.

From those explanations, it can be concluded that translation competence is the ability to carry out the transfer process from the comprehension of the source text to the re-expression of the target text, taking into account the purpose of the translation and the characteristics of the target-text readers.

### The Process of Translation

Robinson (1997, pp.102-103) groups the process of translation in three major steps. They are:

1. Translate: act; jump into the text first; translate intuitively.
2. Edit: think about what you've done; test your intuitive responses against everything you know; but edit intuitively too, allowing as intuitive first translation to challenge (even successfully) a well-reasoned principle that you believe in deeply; let yourself feel the tension between intuitive certainty and cognitive doubt, and don't automatically choose one over the other; use the act-response-adjustment cycle rather than rigid rules.
3. Sublimate: internalize what you've learned through this give-and-take process for later use; make it second

nature; make it part of your intuitive repertoire; but sublimate it flexibly, as a direction-ality that can be redirected in conflictual circumstances; never, however, let subliminal patterns bind your flexibility; always be ready if needed "to doubt, argue, contradict, disbelieve, counter, challenge, question, vacillate, and even act hypocritically.

### Types of Translation

The types of translation also varied. Here, the writer quotes some experts and types of translation issued by them.

Larson (1984, p.15) divides two major types of translation. They are:

1. Form-based translation  
Form-based translations attempt to follow the form of the source language and are known as literal translations. If the two languages are related, the literal translation can often be understood, since the general grammatical form may be similar. However, the literal choice of lexical items makes the translation sound foreign.
2. Meaning-based translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translations are called idiomatic translations. Idiomatic translation uses the natural form of the receptor language, both in the grammatical constructions and in the choice of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. The translator's goal should be to reproduce in the receptor language a text which communicates the same message as the source language but using the natural grammatical and lexical choices of the receptor language, his goal is an idiomatic translation.

Based on Catford (1969, pp.21-22), there are 3 broad types or categories of

translation in terms of the extent, levels, and ranks.

1. Extent – *full vs. partial* translation. In a *full* translation, the entire text is submitted to the translation process, that is very part of the ST is replaced by the TT material. In a *partial* translation, some part or parts of the ST are left untranslated: they are simply transferred to and incorporated in the TT. In literary translation it is not uncommon for some ST lexical items to be translated this way, either because they are regarded as 'untranslatable' or for the deliberate purpose of introducing 'local colour' in to the TT .
2. Level - *Total vs. Restricted* translation. This distinction relates to the *levels* of language involved in translation. By *total* translation we mean what is most usually meant by 'translation'; that is, translation in which all levels of the ST are replaced by the TT material. Strictly speaking, 'total' translation is a misleading term, since though *total replacement* is involved it is not replacement by *equivalents* at all levels. *Total Translation* may best defined as : *replacement of ST grammar and lexis by equivalent TT grammar and lexis with consequential replacement of SL phonology/graphology by (non-equivalent) TT phonology/graphology.* By *restricted translation* we mean: *replacement of ST material by equivalent TT material at only one level.*
3. Ranks. The grammatical rank at which the translation equivalence is established (*rank-bound translation vs. unbounded translation*). It relates to the *rank* in a grammatical (or phonological) hierarchy at which translation equivalence is established. In *rank-bound translation* an equivalent is sought in the TL for each word, or for each morpheme encountered in the ST. In *unbounded translation* equivalences are not tied to a particular rank, and we may

additionally find equivalences at sentence, clause and other levels. Catford finds five of these ranks or levels in both English and French, while in the Caucasian language Kabardian there are apparently only four.

### **INTELLIGENCE QUOTIENT AND TRANSLATION COMPETENCE**

A person's IQ is based on a comparison of his or her score on an intelligence test with the scores of others on the same test. Hetherington (1993:65) states that Intelligence Quotient is an index of intelligence that indicates how far below the mean the individual's intelligence scores lies, relative to that of children age in the standardization group. Bell (1991, p.43) defines translation competence as the knowledge and skills the translator must possess in order to carry out a translation. Moreover, translation competence is evoked whenever reference is made to the types of knowledge required by professional translators. Then, it is defined in terms of varying numbers of components, which can generally be sub-divided into two major sub-sets-language-related and job-related (Malmkjaer, 1998, p.92). In addition, Translation competence is the ability to comprehend the meaning of the source text and express it in the target text without undue changes in form and avoiding interference (Vienne, as cited in Malmkjaer, 1998, p.111).

People who have good translation normally have good reading competence. Meirizki (2011) in her thesis said that there was a significant correlation between students reading comprehension achievement and their performance in translating descriptive text of eight grade students of SMP Negeri 1 Palembang. It is because both translation and reading have same comprehension processes such as grammar, vocabulary, meaning of the test, etc. So, normal reading and reading for translation would involve similar comprehension processes. In addition, people who have high IQ normally have

good reading. Agustise (2002) in her study examines significant correlation between IQ and reading comprehension, the coefficient correlation is 0.63. Kirana (2005) also examines significant correlation between IQ and reading achievement, the coefficient correlation is 0.50. Therefore, the writer see there will be significant correlation between IQ and translation. This is suitable with transitive relation. Transitive relation if whenever an element *a* is related to an element *b*, and *b* is in turn related to an element *c*, then *a* is also related to *c* (Wikipedia, 2012). In this study, where IQ gives significant influence to reading; reading gives significant influence to translation; so IQ should give significant influence to translation.

### **METHODOLOGY**

In this study, a correlational research design was conducted to find out the correlations were conducted between IQ and translation competence in general, IQ and translation competence for high reading achievers, and IQ and translation competence for low reading achievers.

The population of this study was the tenth grade students of SMA Negeri 3 Palembang. There were eight classes and it class had 32 students (N=256 students). Following Arikunto's suggestion (2002, p.120), 20-25% of the total population was taken as the sample (N= 60 students). These 60 students were given a reading comprehension test and the reading scores obtained by the students determined whether they belonged to high reading achiever or low reading achiever groups.

The data were collected by means of a documentation and a translation test. The documentation contained the information concerning students' IQ which was provided by the school. The translation test required students to translate two narrative texts from English to Indonesia within a limited time. Two raters were asked to score the students' translation. The scoring system of the students' translation test was Scoring Rubric for Translation (Machali, 2000). To analyze the correlation between the variables,

Pearson Product Moment Correlation was applied.

## RESULTS AND DISCUSSION

### Students' IQ Test

Table 1 presents the data distribution of the IQ test of the sample students Palembang in terms of frequency and percentage.

**Table 1**  
The Data Distribution of the IQ Test of the Tenth Grade Students of SMA Negeri 3 Palembang

IQ Levels	Score Interval	No of student	%
Very superior intelligence	120-140	23	39
Superior intelligence	110-119	12	20
Normal or average intelligence	90-109	23	38
Dullness	80-89	2	3
<b>Total</b>		<b>60</b>	<b>100</b>

### Results of Translation Test

Table presents the score distribution of the translation competence test of the sample students

**Table 2**  
The Score Distribution of the Translation Competence Test of the Tenth Grade Students of SMA Negeri 3 Palembang

IQ Levels	Score Interval	No of student	%
Almost Perfect Translation	86-90	1	2
Very good translation	76-85	25	42
Good Translation	61-75	23	38
Rather good translation	46-60	11	18
<b>Total</b>		<b>60</b>	<b>100</b>

### Correlation Analysis between IQ and Translation Competence

The correlation analysis between students' IQ and their translation competence showed a correlation score

which stands at 0.728 and was categorized into strong correlation. It means there was significant correlation between students' IQ and their translation competence of the tenth graders of SMA N 3 Palembang. It can be seen from the results of the research that the students who got high IQ scores tended to get high scores in translation. In other words, the higher students' IQ, the better their translation competence will be.

### Correlation Analysis between IQ, Translation Competence of High and Low Reading Achievers

The correlation score between IQ and translation competence of high reading achievers which stands at 0.669 was categorized into strong correlation. It means there was significant correlation between IQ and translation competence of high reading achievers. The correlation score which stands at 0.723 was categorized into strong correlation. It means there was significant correlation between IQ and translation competence of low reading achievers.

The result of the correlation analysis which showed a strong positive correlation suggested that the higher students' IQ, the better their translation competence. It is because intelligence is one of the factors that affect students' achievement, in this case translation competence. Ellis (1985, p.104) states that general factors that affect learning English are age, aptitude, cognitive style, intelligence, motivation, and personality. One of the factors that affect learning English is intelligence. Therefore, it must be true that intelligence has significant correlation to translation competence.

For high reading achievers, the coefficient correlation was 0.669 and significant at the 0.01 level (2-tailed). That meant students who had good reading score tended to have good translation. Students who have high score in reading comprehension will be able to translate the text because both reading and translation have the same content of vocabulary, grammar, etc.



However, for low reading achievers, the coefficient correlation was 0.723 and significant at the 0.01 level (2-tailed). That suggested students who had bad reading score tended to have bad translation. Students who have low score in reading comprehension will not be able to translate the text well because they do not really understand the text is.

These findings were also supported by Papalia and Olds (1988, p.241) that the levels of intelligence correlate significantly with students' grades and correlate highly with their grades in verbal courses like English and History. Moreover, Conger (1991, p.352) says that one's level of intelligence is closely related to his or her academic achievement which generally ranges about 0.50 to 0.70 or 0.75. Furthermore, Pressey (1959, p.50) states that intelligence and achievement are closely related in which intelligence makes possible a high level of achievement, particularly where learning and its applications are concerned. Therefore, intelligence influences students' success or failure in achievement, especially in translation competence. From what the expert said, it is true that the student who has high IQ score tends to have a nearly good translation competence. On the contrary, the student tends to have bad translation competence if she/he has low IQ score.

Besides that, the students' translation quality is influenced by some other factors. The factors are the students' internal condition and the students' external condition (the classroom condition) at the time the writer gave the test to the students. These factors emerged when the writer did the observation to the students and the classroom. She observed the students' mood and the classroom condition, whether they liked to do the translation test and whether their classroom supported or not. And then the writer saw the result of the test to the students that have something wrong or have unsupported classroom' condition. For example, the writer thought that the students did not really like doing the

translation test. So that's why it affected their translation score. By doing this research, the writer got to know that her hypothesis was true which indicates there was a significant correlation between IQ and translation competence of tenth grade students' of SMA N 3 Palembang, there was a significant correlation between IQ and translation competence of the tenth grade students of SMA N 3 Palembang for high reading achievers, there was a significant correlation between IQ and translation competence of tenth grade students' of SMA N 3 Palembang for low reading competence, and there was significant contribution between IQ and translation competence. However, the English teachers of SMA N 3 Palembang also got to know that IQ is one of the factors that influence students' achievement in learning English, especially translation competence. Therefore, English teachers should give various strategies in teaching their students.

## **CONCLUSION AND SUGGESTIONS**

In this study, there are three conclusions can be drawn. First, there is a strong and positive correlation between students' IQ and translation competence of the tenth grade students of SMA N 3 Palembang. Second, there is a strong and positive correlation between students' IQ and translation competence of the tenth grade students of SMA N 3 Palembang for high reading achievers. Third, there is a strong and positive correlation between students' IQ and translation competence of the tenth grade students of SMA N 3 Palembang for low reading achievers.

Based on the results of this study, there are some suggestions to offer, first, schools are expected to hold intelligence test. It is useful to find out more about the psychological data of the students. Second, the English teacher should explain about the importance of translation in order to make the students understand that the translation competence. Third, the English teacher should motivate the students to

improve their translation competence, especially for students who have dullness (low IQ). Fourth, the English teacher should give various levels of text to be translated in order to improve the students' translation competence.

For the next researchers, hopefully this related study would have more proportional tests in terms of levels of difficulty, table of test specification and higher degree of test validity and has bigger number of population in order to get better understanding of student translation competence.

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