CHAPTER I

INTRODUCTION

A. Research Background

English plays an important role in the world. For many years, students from many places require to be able to learn English because it has become popular today. Most of the sources of information are written in English. It is also required as a lesson at every level at school. Moreover, it is not only adults but also children learn it. It is also not only is taught at formal but also informal education.

Nowadays, English is studied as a foreign language especially in Indonesia. As Patel and Praveen (2008: 35) define that foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. While, Setiyadi (2006: 22) states, "In Indonesia, English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learners in Indonesia". Means that English is not used by the people in their daily life but it is really focus in teaching learning process. It is clear, English is the first foreign language taught in Indonesia and become an important subject that must be taught in all of class. It can be seen in national examination that English has important proportion in deciding students' graduation.

Learn a language means learn four skills are listening, speaking, reading, and writing. Students have to master these skills if they want their ideas, feeling,

and opinion can be understood by interlocutor. These language skills are related each other. In this case, the students must be mastery in language components are vocabulary, pronunciation, and grammar. These components are very influence toward student's mastery in learning language skills. One of them is vocabulary. According to Jackson & Amvela (2000: 11) explained:

> "Vocabulary is the total stock of words in a language. Most fluent speakers of English seem to know what a word is. They know, for example, that words are listed in dictionaries, that they are separated in writing by spaces, and that they may be separated in speech by pause".

Vocabulary means all of the word that used in a language. It is also as element of language that can convey the meaning. In this case, words become basic unit of language aimed communicating to other people, either oral or written. Orally, one word with other separated by pause. While, it separated by spaces in writing area. The person cannot express ideas effectively without them. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning.

In addition, Glenco (1998: 15) says that a word is defined as the most elementary unit of meaning and the simplest thing or element of language that conveys the meaning. Basically, word means the tool to convey the meaning of a language especially English. Knowing the meaning, we need to translate it. So, the result of translation can be conveyed both oral (sound) and written. Thus, it can be acceptable and understandable be meaningful word. Seeing the explanation, the word meaning of vocabulary is very need to be mastered

especially in translating certainly contexts. If the learners don't master the vocabulary, possible think that they can't make a good translation.

Dealing with the explanation, Nababan (2003: 18) describes that translation is the process of transferring the message from source language (ST) to target language (TL) in term of written message". Yet, translation typically has been used to transfer written and spoken source language texts to equivalent written and spoken target language texts. It is translated into certainly language in order people can understand the meaning. Translation is considered as a very important thing to connect of two different languages by contributing source language (SL) into target language in order to make the information in source language become acceptable and understandable for learners.

In teaching learning English as foreign language, students' vocabulary mastery also can't be separated from translation activity. Learners or students have to be able to understand words. Anyway, they won't be able to understand what will they translate if they don't understand the language used in those media. Lack of vocabulary is the major one problem faced, whereas in fact vocabulary mastery is something that influential of translation process. For example, an English text is difficult for students who don't understand and know the meaning of English vocabulary. In this case, translation is needed to understand what people express and say in their languages, write in their letters, and communicate with their friends.

Supported by Leonardi (2011), translation as pedagogical tool can be successfully employed at any level of proficiency, at school or university, as a

valuable and creative teaching aimed to support, integrate, and further strengthen the four language skills are reading, writing, speaking, and listening. In this case, to achieve these skills are very needed the role of vocabulary. One of the possible ways to integrate translation in foreign language classes can use translation activities. Because of the main aims of foreign language teaching is to develop the students' ability to communicate in the target language.

Translation is not an easy job that can be done by anyone without knowing the process of translating. The difference between the source language and the target language and the variations of their cultures make the process of translating a challenge. Most of students, while they find the difficult words, they still just continue their translation. Hopefully, the words which they translate is not really important or it's meaning will become clear later on. They can't catch and grasp the idea from their translation as good as possible. In fact, it happens that students want to express something but they don't know how to express the meaning of word appropriately because of the lack of vocabulary. Hence, the learners should be know three important aspect of vocabulary are how word form, how word meaning, and also how word usage.

Based on the background above, the researcher is interested in searching the correlation between students' vocabulary mastery and their English–Indonesian translation ability. This research is done for the intention of exploring how significant the vocabulary mastery and translation of the students especially translation in teaching learning area not professional translator. Accordingly, the research is entitled "***THE CORRELATION BETWEEN STUDENTS'***

VOCABULARY MASTERY AND THEIR ENGLISH-INDONESIAN TRANSLATION ABILITY OF SEVENTH GRADE STUDENTS AT SMPN 1 SUMBERGEMPOL TULUNGAGUNG ACADEMIC YEAR 2014/2015"

B. Formulation of Research Problem

Based on the background of the study, the problem is formulated as "Is there any correlation between students' vocabulary mastery and their English-Indonesian translation ability of seventh grade students at SMPN 1 Sumbergempol Tulungagung academic year 2014/2015?"

C. Research Objective

Regarding formulation of the research problems stated above, this study is intended to investigate the correlation between students' vocabulary mastery and their English-Indonesian translation ability of seventh grade students at SMPN 1 Sumbergempol Tulungagung academic year 2014/2015.

D. Research Hypothesis

Hypothesis is statement about relationship between two or more variables that are being studied. Based on the research problem and the research objective, there are two hypotheses in this study as follows:

1. H_a (alternative hypothesis)

There is correlation between students' vocabulary mastery and their English-Indonesian translation ability of seventh grade students at SMPN 1 Sumbergempol Tulungagung academic year 2014/2015

2. H_0 (null hypothesis)

There is no correlation between students' vocabulary mastery and their English-Indonesian translation ability of seventh grade students at SMPN 1 Sumbergempol Tulungagung academic year 2014/2015

E. Research Significance

The result of this study will be benefit like as provide additional knowledge about vocabulary and translation study to the teachers, students, and future researchers.

1. The English teachers

The result of this research will be useful as a reflection in order to increase and develop their method in teaching vocabulary relating to its importance in their translation ability.

2. Students

The finding of the research will motivate them to practice vocabulary by translation activity more than they did before. It also will encourage them to learn English by improving their vocabulary mastery through some fun ways. In addition, by improving their vocabulary mastery, they will be able to increase their translation ability.

3. The future researcher

The researcher hopes that the research will be useful for the future researcher as the reference to make a further research. It is expected to future researcher to conduct the same research on wider area. So, it will be more advantages and beneficial to the development of English education.

F. Research Scope and Limitation

To avoid research becomes wider, the researcher limits and focus as on following:

1. Scope

In this research, what is involved in the discussion is related to vocabulary and its relation with translation theoretically and practically. The focus of this study is generally to find the correlation between students' vocabulary mastery and their English-Indonesian translation ability. This research area is focus in descriptive text which suitable with instructional syllabus design for second semester of seventh grade students

2. Limitation

This study is only conducted for B class of seventh grade students SMPN 1 Sumbergempol Tulungagung who registered in academic year 2014/2015

G. Definition of Key Terms

1. Correlation

This, literally, correlation is a connection between two or more things, often one in which one of them causes or influences the other. In this study, things or the objects being correlated are students' vocabulary mastery and their English-Indonesian translation ability; whether or not their mastery in vocabulary will give a significant influence to their translation ability is finding out after the data as well as the result are obtained. The correlation itself will be known using the SPSS program

2. Vocabulary Mastery

Vocabulary mastery is a complete skill to understand the stock of words and their meaning of a particular language.

3. Translation Ability

Translation ability is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language (Newmark, 1981: 7)

H. Research Organization

The researcher divides this research into five chapters like as follows:

Chapter I is introduction. This chapter presents the research background, formulation of the research problems, research objectives, research significances, research scope and limitation, definition of key terms, research organization. Chapter II focus on review of related literature. This chapter includes the nature of vocabulary, the nature of translation, descriptive text, and previous study. Chapter III deals with research method. It explains the research design, population, sampling and sample, research instruments, validity and reliability testing, normality testing, data collecting method, data analysis. Chapter IV discusses about research finding and discussion. It consists of the description of data, hypothesis testing, and discussion. The last is Chapter V which involves conclusion of the study and suggestion for teachers, students, and further study.

CHAPTER II
REVIEW OF RELATED LITERATURE

The review of related literature has purpose to give a brief what is related to and discussed in this study. This chapter discusses about vocabulary mastery and translation ability especially in teaching learning process.

A. Vocabulary Mastery

1. Definition of Vocabulary Mastery

Learning English language can't be separated from vocabulary. Vocabulary is commonly defined as knowledge about the words, words meaning, and words usage to express their idea though oral or written communication. Language has many vocabularies that are combined becomes meaningful unity. Vocabulary is used as the first step to recognize language deeper. Someone who has good mastery in vocabulary can understand more in communication. In contrary, someone who weak in vocabulary mastery will get difficulty when communication both oral and written language.

There are many definitions of vocabulary. It is very important for one to know what vocabulary before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Nunan (1999: 101), vocabulary is more than lists of target language words. Since vocabulary is a list, only system

involved is that alphabetical order. It also needs the process of learning in context to get the meaning of words.

As Cambridge Advanced Learner's Dictionary, there are two definitions of vocabulary like as: (a) all the words known and used by a particular person (b) all the words which exist in a particular language or subject. While, Hiebert and Kamil (2005: 3) said, "Vocabulary is the knowledge of meanings of words". Learning vocabulary aims to find and understand the meaning of certain words in language used. It refers to the words that we know to communicate effectively. In general, vocabulary can be described as oral vocabulary and written or print vocabulary. Oral vocabulary refers to words that we used in speaking or listening. Written or print vocabulary refers to words that we used in reading or writing.

In addition, McCarthy (2010: 1) also defines that vocabulary is all about words. In this case, vocabulary is an essential and basic component of all uses of English language. When the learners acquaint new vocabulary, they must know the meanings of words. The words will useful if it used at certain language. The learners also must know how to arrange individual word meaning within the sentence.

From the definition above, it can be concluded that vocabulary is the knowledge of the total numbers of word, a list or set of words in a particular language that a person knows or uses. It must be learned by foreign language learner aimed to find out the meaning in certain purposes. They will be easy in learning language because the role of vocabulary. The lacking of vocabulary causes difficulties in learning process for the learners. They are also conscious

that vocabulary is very influences their result in English learning directly and indirectly.

Meanwhile, in Collins Cobuild Dictionary (2006) states that mastery is learning or understanding something completely and having no difficulty in using it. Mastery is also defined as the complete control of knowledge (Cambridge Advance Dictionary). From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt.

Seeing the explanation, vocabulary mastery is always being an essential part of English. Supported by Lewis and Hill (1990:12), vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). So that, it can be said as a complete skill to understand the stock of words and their meaning of a particular language.

2. Types of Vocabulary Mastery

Hiebert and Kamils' view point (2005: 3) states that the types of vocabulary is depends on individual purposes in convey the meaning. This definition is the fact that words come in at least two forms, oral and print. *Oral vocabulary* is the set of words for which we know the meanings when we speak or read orally. It refers to two language skills are speaking and reading. Meanwhile,

print vocabulary consists of those words for which the meaning is known when we write or read silently. It refers to words that we used in reading or writing.

These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary. If it is correlated with translation activity, the learner involves print vocabulary in reading activity first then they find out the meaning.

On the other hand, Hiebert and Kamil also declare that knowledge of words also comes in at least two forms, productive that the vocabulary we use when we write or speak and receptive that which we can understand or recognize. These will explain clearly as follows:

a. Productive or active vocabulary

Productive can be called active. Productive or active vocabulary is the set of words that an individual can use when writing or speaking. According to Jackson and Amvela (2000: 28), "Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people." In addition, productive carries the idea that we produce language forms by speaking and writing to convey message to others (Nation, 2000: 37).

It means that, active vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak and write. They are words that are well- known, familiar, and used frequently. Active vocabulary appears when produce the words to sentences in speaking or writing. It

can be activated by other words, because it has many incoming and outgoing links with other words.

In this case, productive or active vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used in oral or written expression the meaning to others.

b. Receptive or passive vocabulary

Receptive or recognition vocabulary is set of words for which an individual can assign meanings when listening or reading. It means receptive vocabulary is word that a person understands when they hear or read from other. They don't use own speech. Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it (Nation, 2000: 37).

On the other hand, receptive vocabulary can be used in passive form. It consists of items which can only be activated by external stimuli. By passive knowledge, we mean that students are able to recognize the word but they are not able to produce it (Sarosdy *et al*, 2006: 71).

It means that, receptive or passive vocabulary means the words that the students recognize and understand them when they occur in a context. Besides, it also can occur when the students need someone to say something that helps them recall the words meaning. The students usually find receptive or passive vocabulary in listening or reading materials. They can find the meaning of word when they read the text.

Related the definitions, the researcher notes that the types of vocabulary can be divided into two knowledge are knowledge to know the meaning and to know the words. Knowledge to know the meaning consists of oral and print vocabulary while knowledge to know the words involves active or productive vocabulary and passive or receptive vocabulary. The words that we produce in speaking or writing are called productive or active vocabulary. The words that we catch from listening and reading are receptive or passive vocabulary.

3. Aspect of Vocabulary Mastery

According to Nation (2001: 27), there are three aspects of vocabulary such as form, meaning, and usage. Further, for detailed explanation as follows:

a. Form

In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly, the learners have to know what a word sound like its pronunciation (spoken form). Knowing the spoken form of word includes being able to recognize the word when it is heard. On the other hand, it also involves being able to receptive or produce in order to express a meaning. Secondly, the learners must know how spell of word (written form). As Nation (2001: 44) points out that one aspect of gaining familiarity with the written form of word is spelling. Sometimes, the learner also must be careful in this activity because it (spell of word) is not same with their pronounced.

Thirdly, the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix). Suffix is an affix lies at the end of word to make new word, while root is the head of a word. Then, prefix is an

affix at the beginning of root or word to make new word. For instance, words "uncommunicative" where the prefix of *un* means negative or opposite meaning, *communicate* as the root word, and *ive* means a suffix denoting that someone or something is able to do something. Here, they all go together refer to someone or something that is not able to communicate, hence **uncommunicative.**

b. Meaning

Nation says that meaning encompasses the way that form and meaning work together in other words, the concept and what items it refers to, and the association that come to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one meaning. Sometimes, word has meanings in relation to other words. As far as meaning goes, students need to know about meaning in the context and they need to know about sense relation.

The meaning of word can be understood in terms of its relationship with other words in the language. According to Harmer (2002: 18), the sense relation is divided into four as follows:

1) Polysemy, is word that the same collection of sounds and letter but it can have different meaning. Example: birth wing (*sayap*) - west wing (*tanda*)

2) Synonym, it means exactly or nearly the same as each other. While, McCarthy et al (2010: 181) defines synonyms are words that sound different but have the same or nearly the same meaning. Example: good-decent, bad-evil, costly-expensive

3) Antonym, a word is often defined by its relationship to other words. It also words with opposite meanings (Thornbury, 2002: 9). Example: cheap-expensive, full-empty, old-young

4) Hyponymy, that relationship between a word which is a member of a category and the name of category. Fromkin *et al* (2003: 184) argued, "Hyponym is lexical representations that have feature indicating a class to which they all belong. Example: read, white, black and so on, is a hyponym of color

5) In this case, Gairns and Redman (1986: 30) also argue that translation equivalents are also one of the sense relations. That is the relationship between lexical item in English and the nearest mother tongue equivalent. Most of learners think that it useful to make a conscious effort to link words between language and their learning

c. Usage

The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occur with a language use, and any constraints used (in term of frequency, level, so forth). In addition, Harmer (2002: 19) says that words do not just have different meanings. However, they also can be stretched and twisted to fit different contexts and different uses. In this way, word meaning is frequently stretched through of metaphor and idiom. It is also governed by collocation. Students need to recognize metaphorical language use and they need to know how words collocate.

Regarding the explanation, the researcher summarizes that in general, vocabulary can be classified into some part covering all words in language. After knowing some points of vocabulary, it is clear that the students should have a great skill on vocabulary. Not only mastery in a rich vocabulary but also understand about using of vocabulary adequately.

4.   The Importance of Vocabulary Mastery

Vocabulary study is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspect of language. As explained by Richards and Renandya (2002: 255), "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". So that, by having a high vocabulary, it can help the students learn four basic skills of English are speaking, listening, reading, writing in certain purposes. Without an extensive of vocabulary, learners often achieve less than their potential and discourage from making language use in language learning opportunities around them in different context.

The important of vocabulary can be evidenced by application in real word. An example, students who have good vocabulary mastery can be enjoying with their translation activity without look up the dictionary. Thus, it's necessary for students to know many vocabularies in their study. Nation (2001: 9) explored "Studies of native speakers' vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful in

the long term, it is not an essential short-term goal". The benefit of vocabulary study is not only can be used when they learn at classroom but also when they use language as toll of communication.

On the other hand, the existence of vocabulary also has an important role in any language event especially in written language. This statement is supported by Hayes, Wolfer, Wolfe 1996 in Hiebert and Kamil (2005: 1) that the vocabulary of written language is much more extensive and diverse than the vocabulary of oral language". In addition, Hiebert and Kamil, (2005: 1) explored "Words represent complex and, often, multiple meaning. Furthermore, this complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraph of text".

It can be summarized that any language in this world has vocabulary which is different meaning from one and others. A word has multiple meaning in different context. In learning English, it is important for students to understand the meaning of new language. People talk in order to convey the meaning of their ideas and they translate in order to discover the meaning of what others write. Without meaning, there would be no real point in language.

In learning foreign language, vocabulary is central to English language teaching because without sufficient of vocabulary, the students can't understand others or express their own ideas. Wilkins summed up the importance of vocabulary "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed (Thornbury, 2002: 13). Means that a language will not be formed without vocabulary. Vocabulary is the core of knowledge which must

be belonged by each of English learners. It is success key and important role in learning language, especially for English Foreign Language (EFL) learners. By having vocabulary mastery, they can express their feeling. Without it, communication is very impossible can occur either written or orally. Yet, the communication still can be managed without grammar.

Seeing the statements, the researcher records that learning vocabulary has many benefits for students. The role of vocabulary can help the students in understanding what they are studying. Lacking of vocabulary mastery will cause difficulties in understanding the meaning. Instead, it will affect in their vocabulary achievement. The more concern of vocabulary will give contribution to the students in learning process. Students who have good power of word, they are usually get more successful in learning language. Thus, vocabulary is very important to be studied by the students, especially for English Foreign Language (EFL).

5. Language Testing Items in Vocabulary

In learning foreign language, language testing is very important both teacher and learner. One of them is vocabulary testing. A vocabulary test is to know how far effective a teaching sequence has been conducted. As Thornbury (2002: 129) argued:

> "Testing provides a feedback, both of learners and teachers. Moreover, testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test".

It means that vocabulary testing can give positive effect rather than the negative effect both of learner and teacher. It can give wash back need to be considered when designing and evaluating vocabulary especially for the teachers. Meanwhile, the learners also can correct themselves aimed to increase their learning next time. Consciously, the high curiosity about vocabulary can appear in the students' self.

Similarly, Heaton (1988:9) states that vocabulary test measures the students' knowledge of the meaning of certain words as well as the pattern and collocation in which they occur. Test of vocabulary should avoid grammatical structures which the students may find difficult to comprehend it. Types of vocabulary test as follows:

a. Multiple choice task (Heaton, 1988: 55)

Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the format of multiple choices can be used with isolated word, words in a sentence context, or words in whole texts.

b. Completion test (Heaton, 1988: 62)

The completion items can be used for the testing of vocabulary. Test which present such items in a context are generally preferable to those which rely on single words or on definitions.

c. Gap-fill task (Thornbury, 2002: 133), (Hughes, 1988:149)

Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word

rather than simply recognize it. The best-known example of this test type is the cloze test. In a cloze test, the gaps are regularly spaced. In this way, knowledge of a wide range of a word type is tested. Moreover, the ability to complete the gaps depends on understanding the context.

Example: Because of the snow, the football match was ... until the following week.

d. Definitions (Hughes, 1989: 148)

In this way, test may work for a range of lexical items. The following is an example of such as test:

- A ... is the second month of the year

- A ... is a frozen water

e. Picture (Hughes, 1989:149)

The use of pictures can limit the students to lexical items that we have in mind. Some pictures are provided and the students are required to write down the names of the objects. This method of testing vocabulary is obviously restricted to concrete noun which can be drawn.

B. Translation Ability

1. Understanding about Translation

Translation typically has been used to transfer written or spoken of source language texts to equivalent written or spoken TL texts. In other word, translation is a change of form from one language into another one both oral and written language. In translating languages, it comes from form source language (SL) which replaced by the form of the receptor or target language (TL). In learning

foreign language, translation is considered as students' language skill. Sarosdy *et al* (2006: 64) added:

> "Translation is said to belong to the so-called fifth skill, it is one of the complex skill. Its aim is to mediate between two languages, to comprehend the message or information in one language and to communicate the same content in the target language".

In this explanation, translation is the fifth language skill after reading, writing, listening, and speaking. It is one skill that very complicated process because this activity needs the knowledge in two languages both of source and of target. Translation is considered an act of communication. It aims to convey meaning to others without convert, modify, and change the meaning from source language.

Many linguistic experts have defined the word "translation". According to Nababan (2003: 18), translation refers to changing the written message process. As Catford (1965: 20) defines that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Accordingly, translation is an ability to change of form from one language (source language) into another language (target language) without change the meaning in the certainly context.

Meanwhile, translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language (Newmark, 1981: 7). It means that, translation is applying someone's ability through transferring the meaning of source language into the receptor language (target language) both written and oral. Translation activity is not only change the meaning of a source language into target language

but the learners as a translator also must understand and pay attention to the meaning of vocabulary use. For example, when they want to translate an English text into Indonesia language, they should translate by using appropriate meaning. Thus, the reader can understand their translation easily.

2. Ability in Translation

The ability in translating a language into another language is indicated by the quality of translation result. Translation ability can be achieved if translator (learner) is able to generate target text and can adapt to the reader. It requires a good translator. Translator is someone who has the comprehensive knowledge of both source and target language. A translator requires knowledge of literary and non-literary textual criticism, since he/she has to the quality of a text before he decides how to interpret and then translate it (Newmark, 1981: 5). According this definition, translation is the ability which of course requires certain qualification of translator. A translator has to understand the written message in the foreign language before transferring into target language.

Regarding the explanation, good translator is one of top key in translation activity so that the successful of this activity depend on the learners' knowledge. They must give more attention to the reader in target language. A translator must be also being accountable for his or her translation works by considering compatibility between source text and target text. That's way, he or she can create good translation.

Producing good translation is the first aim of quality in translating. Like as Schaffner (1998: 1) explained:

"In discussion about translations (as product) and translation (as an activity) the question of quality has been one of top priority. It has been repeatedly said that the aim of each translation activity is to produce a good translation, a good target text".

It is concluded that the first aim of translation is good target text. The first sense focuses on the role of the translator taking the original or source language (SL) and turning it into another language text or target text (TL/TT). The second sense deals with the concrete translation product produced by the translator (translation result). It means that, translator will convey the message of source language into easier language (target text) and more meaningful message which it can be understood by the reader. Successful or unsuccessful of translator depend on the translation result.

In translating activity, it possible that someone facing some problems to translate from source language (SL) into a target language (TL). Failure to clear this activity may be due to the students' poor or insufficient knowledge of vocabulary or lack of information. However, translating is an interesting activity because we are play with some words and sentences especially in translating English into Indonesian. This activity will be challenge to mix and match the words that the translator has acquired to the new words in English which has different structure. Getting more understanding about translation process, look at the next discussion.
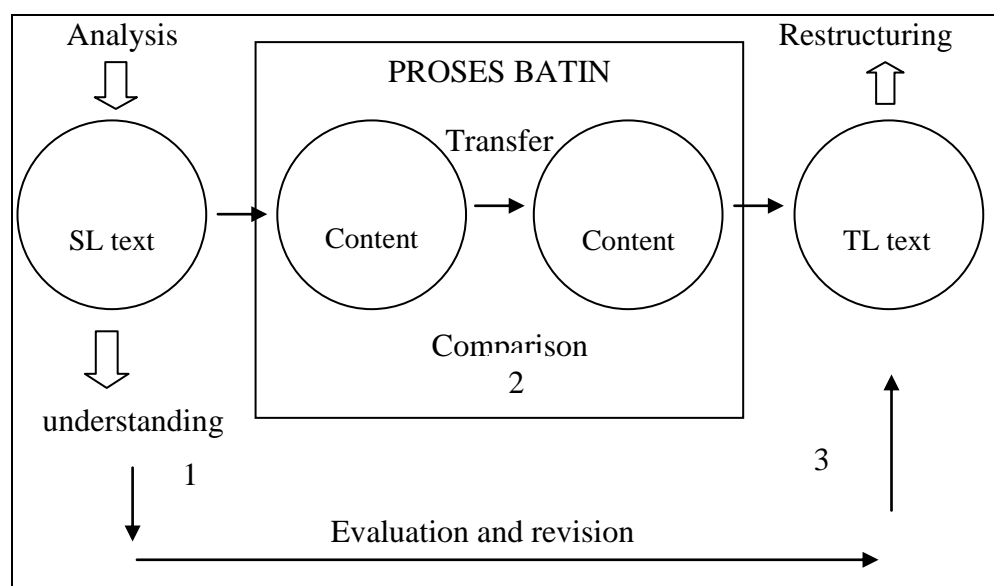
3. Process of Translation

The core of the translation process is starting from the translator's reception of the original or source text and ending with the production of the target language text. The translator can improvement their ideas without reducing

the meaning of the original text. This activity is not simply process. As Nababan (2003: 24) mentions that process is set of conscious activity. So that, translation process is set of conscious activity finished by translator while he or she transferring the message from source language into target language. Therefore, translator must be careful because one mistake will affect in the next steps.

Translation is a complicated process. A translator who is concerned with transferring the meaning will find that the target language has a way which desired. According to Nababan (2003: 25), process translation consists of three steps are analyzing, transferring, restructuring. Firstly, a translator has to analyze the message of the source language into simplest forms then transfer it into the target language. Finally by restructuring it in the receptor language which is most appropriate for audience whom they intends to reach. These processes are drawn in the next picture:

Figure 2.1: Translation Process (Suryawinata, 1987: 80)

Based on Suryawinata (in Nababan, 2003: 25), the explanation of the picture as follows:

a.   Analyzing

The first step of the translation process is analysis. Grimes (2006: 102) said:

> "Analysis is the separation of something into its component parts. .... Analysis is critical developing understanding and making meaning in every discipline. Writer, readers, thinkers analyze problems, processes, events, and ideas by breaking each into its smallest unit".

It means that analysis is a set of process to explain the meaningful of information into detail part which easier to be understood by others people. Dealing with translation activity, it always started by analyzing the text. It aims to understand the meaning about the chronological event or some information of the context. The text refers to the source language document which to be translated (Larson, 1998: 51).

Based on the paragraph above, Larson (1998: 53) also says that the process of discovering the meaning of the source language text which is to be translated is called exegesis. In this step, it involves reading activity as the first activity to analyze the text. The translator or learner (s) begins by reading the text several times then by reading may help them in understanding the culture or language of the source text. As the translator reads, they will be looking for the writer purpose and the theme of context.

The goal of exegesis is to determine the meaning which is to be communicated in the receptor language text. The translator carefully studies the source language text, using all the available tools, determines the content of

source language message, the related communication situation matters, and all other factor which will need to be understood in order to produce an equivalent translation. Most often, it is to communicate certain information to people speaking another language or it may be to share the enjoyment of the source text.

b. Transferring

After having completed the process of source analysis, it is then the result of the analysis be transferred from language A to language B or from the source language to the receptor language. According to Nida (1969: 99), a number of people may assist by way analysis and restructuring, but the transfer itself is the crucial and focal point of translation process. In this step, translator must be find equivalent meaning in both source language and target language. This process can be called thinking process because this activity takes place in someone's or translator's brain (inner translator). It is machines are a long way from effecting adequate transfers. Then, translator conveys it into both of oral or written language. Getting good translation, translator needs to restructuring of the result.

c. Restructuring

The last process is restructuring. Kridalaksana 1984 (in Nababan, 2003: 28) defines that restructuring is transference process into suitable with target language stylistic, reader, or listener. Catford (1975: 43) explored "possible to carry out an operation in which the TL text, or, rather, parts of the TL text, do have values set up in the SL: in other words, have SL meaning. We call this process transference". It means that, when transferring into target text should have the same meaning with source language text. In this step, the translator must pay

attention of language style to determine suitable target language style. It is also important to see about who the target language is.

Dealing with it, the target language refers to the audience (Larson, 1998:51). For whom is the translation will be prepared. The form of translation will be affected by questions of dialect, educational level, age level, bilingualism, and people's attitudes toward their language. Besides, it will be used at school, business, or read orally. Thus, the meaning of source language can be delivered fully in target language.

Seeing the steps above, the researcher concluded that the process of translation is not easy process. The translator must understand each of steps like as analysis, transferring, and restructuring. These are the processes to create good translation. Besides, the message of target language must appropriated for whom it will be conveyed so it won't go meaningless.

4. The importance of translation

Translation can be separated from learning foreign language. One of the main aims of teaching learning foreign language is to develop the students' ability to communicate or express in the target language. As form of communication, translation involves interaction and cooperation between people who makes it a very useful tool in foreign language teaching learning.

At the beginning of study especially in English, translation activity is applied in the foreign language teaching learning process to achieve progress in improving language skill in speaking, reading, listening, and writing. According to Duff 1994 in the Journal KALBOTYRA (2007: 132) states that properly

designed translation activities can be employed to enhance the four skills and to develop three qualities essential to any language learning: accuracy, clarity, and flexibility. It means that it trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).

In this case, the purpose of translation activities is not to train professional translator, but to help learners acquire and strengthen their knowledge especially in English. In other words, it is a means to an end, not an end to be achieved. Therefore, translation is served as a tool to improve language skills and language components as well as vocabulary. However, some learners may become translator one day, and the basic knowledge of translation that they have gained in the classroom can serve as a solid ground for building up translation skills.

Translation process in foreign language or second language acquisition is not only the process of conveying meaning from the source language (SL) to the target language (TL), but the benefit of translation go further. It's the learning methods that facilitate learning of four language skills and make a foreign language more comprehended to English language learners in their level. Particularly, those who struggle to express themselves by using system of verbal or written communication. As Schaffner (2002) in International Journal of Asian Social Science (2013: 2470) listed the benefits of translation to foreign language learning. There are six benefits are to improve verbal ability, to expand the students' vocabulary in L2, to develop their style, to improve their understanding of how language work, to consolidate L2 structures for active use, and to monitor and improve the comprehension of L2.

As the important of translation toward language skills, it also might provide a guided practice especially in reading activity. Before start of translating a text, it should be read carefully and analyzed in detail to determine the contents in term of what, how, and why it are said. It also can improve students' reading comprehension and promotes vocabulary development. In other words, translation can help students' improve in their writing skills because it is transfer of a text from one language into another.

In conclusion, translation is very important as a tool to learn foreign language especially English. It can be integrated into daily classroom activities to help the students develop and improve language skills and language component especially vocabulary. Translation in foreign language classes enhances better understanding of two languages and strengthens students' translation ability.

C. Previous Study

In graduating paper, the researcher took two previous studies which have relevant from the other graduating paper as comparison. Firstly, the research was done by Zulfa (2009) entitled "The Correlation between Students' Vocabulary Achievement and the Writing Description Paragraph Ability of the First Years Students at Mts Miftahul Huda Karangsono Ngunut Tulungagung". She took 23 students that consisted of 12 males and 11 females as the sample of this research. The data was analyzed used Spearman-Rank Correlation. Based on the result of Spearman-Rank Correlation showed that the coefficient correlation was 0,96 and "p_{value}" was 0.000 < 0,05. She concluded that there was Correlation between the

Students' Vocabulary Achievement and the Writing Description Paragraph Ability.

The second study was done by Muawanah (2012) entitled "A Correlational Study between the Students' Interest in Listening English Song and Vocabulary Mastery of the Student of XI IPA 2 at MAN Trenggalek in Academic 2011/2012. The sample consisted of 32 students. She also analyzed the data use Spearman-Rank Correlation. The correlation obtained from the formula of Spearman was 0,89. The data analysis showed that "r_{count}" was higher than "r_{table}" of Spearman Correlation, either in 5% significance (r_{table}: 0.362) and 1% significance (r_{table}: 0.467). The implication showed that there was correlation between students' interest in listening English song and their vocabulary mastery in the XI IPA 2 of MAN Trenggalek in academic 2011/2012.

Dealing with two previous studies, the researcher only selected the summarization that there was correlation between vocabulary and writing as well as listening. Meanwhile, this research was different from two researches above in term of location. In other word, translation area was also as differential focus between this study and previous study.

CHAPTER III

RESEARCH METHOD

This chapter presented the research methodology used in this study. It comprised research design, population, sampling, and sample, research instrument, validity and reliability testing, normality testing, data collecting method, data analysis.

A. Research design

Before going further to any explanation about the methodology, it's necessary to know that this research was conducted to uncover the research problem propose which the data studied were in the form of students' activity in the classroom. Supported by Fraenkel *et al* (2012: 7) that research was an activity where the researcher observing, analyzing, questioning, hypothesizing, and evaluating in the formal things systematically.

This research used quantitative approach and the design employed was correlational research. According to Lodico *et al* (2006: 14), correlational research was a quantitative method designed to show the relationships between two or more variables. In accordance, the researcher really wants to know whether the correlations between those two variables were really existed or not. Thus, the most appropriate research design used in order to answer whether or not students' vocabulary mastery had correlation to English-Indonesian translation ability of

seventh grade students of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 was correlational design.

B. Population, Sampling, and Sample

1. Population

Population, sample, and sampling were very essential in this research, because without all of them, this research couldn't be conducted. Sugiyono (2014: 117) also defined "Population is generalization area that consist of object or subject which having certain qualities and characteristics determined to learn then concluded by researcher". Meanwhile, Fraenkel *et al* (2012: 91) explained that population was the larger group to which one hopes to apply the results. So that, population was the larger group of individual that has one more characteristics in common that are of interest to the researcher.

In this research, the population was all students coming from the seventh grade students at SMPN 1 Sumbergempol Tulungagung. The total numbers of this population was 349 students. Bellow, the number of the seventh grade students of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015.

Table 3.1: Students' Number of Seventh Grade at
SMPN 1 Sumbergempol Tulungagung

No.	Class	Students' Number		
		M	F	Total
1.	7A	15	17	32
2.	7B	15	17	32
3.	7C	16	16	32
4.	7D	17	15	32
5.	7E	17	15	32
6.	7F	16	16	32
7.	7G	16	16	32
8.	7H	16	16	32
9.	7I	18	13	31

Continuation...

10.	7J	16	14	30
11.	7K	16	16	32

2. Sampling

Sampling was the process that used to selecting the sample. As Fraenkel *et al* (2012: 91) defined that sampling was the selection of the sample of individuals who will participate (be observed or questioned). It had purpose to gain information about a population. Here, sampling was very important way to obtain a group of a subject who will be representative of the larger population or will provide specific information needed.

According to Sugiyono (2014: 119), technique of sampling was divided into two groups were *Probability Sampling* and *Non-Probability Sampling*. Both of them each were still elaborated into some other kinds of sampling. What sampling would be used in this research was *Cluster Random Sampling* which belonged to Probability Sampling. It means the researcher choose a group that exists in the population at random. The researcher used the cluster random sampling because the groups in the population had the homogenous characteristic (Prasetyo, 2008: 133).

3. Sample

Sample was a small portion of population. According to Lodico *et al* (2006: 143), "A sample is a smaller group selected from a larger population (in this case, a realistic population) that is representative of the larger population". It means that sample was a representative part of population that taken to represent the research. The data was taken from students among the population, which was considered as sample. The number of the sample for this research would

automatically be less than the population. They were 32 students from B class picked as the sample who were widely spread from the 11 classes of seventh grade students. It consisted of 16 males and 16 females.

C. Research Instrument

In conducting the research, instrument played an important role in order to measure the involved variables. Research instrument was defined as tool(s) to measure the nature or social phenomena being observed (Sugiyono, 2014:148). Here, it had purpose as a tool to get the data. It used to measure the students' ability and for getting the data to prove the theory.

This research used a test as instrument. According to Ary *et al* (2010: 201), "Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned". In this case, the researcher gave two kinds of tests namely vocabulary test and English-Indonesian translation test to get the data or information. Moreover, it would explain more detailed as follows:

1. Vocabulary test

As in Chapter 2, there were five languages testing in vocabulary such as multiple choice, completion, gap-fill, picture, definition. In this research, the researcher used multiple choices test. The reason for using multiple-choice items was they were undoubtedly one of the most commonly used types of item in objective test. The questions consisted of 40 multiple choices item test. You can look at the complete instruments (**see appendix 1**).

2. Translation test

Here, the researcher provided the paragraph of descriptive text as the translation test instrument (**see appendix 2**). The translation rated by two raters using the similar scoring guide to have similar perspective to collect the score. The scoring guide was adopted from Angelli & Jacobson (2009: 40-41). Scoring guide involved the rubric covered four aspects. The first aspect was to rate the *source text meaning*, which indicated that the students' understand the information of source text is reflected clearly in the target text. The second was *target text style* dealing with the students' translating where the result were linked into the given target language genre. The next was *situational appropriate*. Here, it was a measure of students' ability to employ the functional aspect of target text in their translation. The last aspect was the *grammar use* covered how the students employed sentence structure especially in present tense. The rubric consisted of those 4 aspect ranged from 1 to 4 point for each. The total score was obtained by summing up the score from each aspect (**see appendix 3**).

D. Validity and Reliability Testing

Validity and reliability were the two criteria used to judge the quality of all pre-established quantitative measures. Before using these test, a try out to 25 students to find out the validity and reliability of the test.

a. Validity Testing

The validity of an assessment or tool indicates the extent to which it is an adequate measure of the curriculum and objectives it represent. According to Hughes (1989: 22) argued that test was said to be valid if it measures accurately

what it was intended to measure. In addition, Lodico *et al* (2006: 87-88) presented, "Validity focuses on ensuring that what the instrument "claims" to measure is truly what is measuring". It can be concluded that validity was usefulness instrument that showed the degree of truly. The researcher wanted the information that obtained through an instrument to serve the purpose of research. A common misconception is that a test is or is not valid.

According to Brown (1996: 231), there are four types of validity. They are content validity, criterion-related validity, construct validity and face validity. Furthermore, the researcher emphasized on the content validity and criterion-related validity in this research.

Content validity is a kind of validity which depends on careful analysis of the language being tested and of the particular test. A test is said to have content validity if its contents constitutes a representative sample of the language skill, structures, etc. being tested (Hughes, 1989: 22). The researcher made these tests based on course objectives in the syllabus of seventh grade at SMPN 1 Sumbergempol Tulungagung by developing the material that adopted from a book entitled "LKS Bahasa Inggris SMP VII 2014-2015". These tests are made by herself aimed to measure the students' mastery of vocabulary and students' ability in translation appropriate with the materials that they learnt at class. In this test, the researcher provided the multiple-choice test and translating an essay test which consulted or validated with three experts are two lectures (Dr. Susanto, SS. M. Pd, Dwi Astuti Wahyu Nurhayati, SS. M. pd), and an English teacher at SMPN 1 Sumbergempol (Herry wibowo, S. Pd). (**see appendix 4**).

Meanwhile, to know the criterion-related validity used product-moment correlation analysis by using SPSS. This calculation showed on the table 3.3 and 3.4 in the Output of Corrected Item-Total Correlation which item tests were stated valid because the coefficient value were positive and higher than "r_{table}".

b.   Reliability Testing

Lodico *et al* (2006: 87) stated, "Reliability refers to the consistency of scores, that is, an instruments' ability to produce "approximately" the same score for an individual over repeated testing or across different rater". It means that reliability of instrument was needed to make sure that the instrument could be consistent if used in other time. Therefore, the instrument as the test was reliable.

Before giving the test, the researcher made test to be tried out to know how far the reliability of the instrument. One of the ways to achieve the reliability was applied rater reliability. According to Brown (1996: 203), there were two kinds of rater reliability namely *inter-rater reliability* and *intra-rater reliability*. Inter-rater reliability was an essentially variation which two scorers or raters do the scoring then a correlation coefficient was calculated between them. While, intra-rater in which one scorer or rater does the scoring twice then two sets of them are calculated to get correlation coefficient.

Accordingly, the researcher used both of them to achieve the reliability testing. The researcher used intra-rater in vocabulary testing as well as inter-rater used in translation testing. After the scores had been collected, they were processed by using SPSS 16.0 version to know whether or not the instrument was reliable. According to Nugroho (in Sujianto, 2009: 97), reliability could be

achieved when the Cronbach Alpha value reaches more than 0,60. In addition, Triton (in Sujianto, 2009: 97) stated that there were some interpretations of Cronbach values (see table 3.2).

Table 3.2: Cronbach Alpha interpretation based on Triton

Cronbach values	Interpretations
0,00 – 0,20	Less reliable
0,21 – 0,40	Rather reliable
0,42 – 0,60	Quite reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very reliable

From the table above, the researcher could be seen that the closer the reliability coefficient to 1, the more reliable the instrument used in a research. In this study, the researcher applied SPSS 16.0 to analyze reliability the data. There were two analyses of reliability coefficient presented here namely vocabulary reliability coefficient and the translation reliability coefficient. The first table showed you the result of the process done by SPSS 16.0 finding out the value of students' vocabulary reliability coefficient (see table 3.3).

Table 3.3: Reliability Statistic of Vocabulary Mastery Test

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.685	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
vocab1	70.800	130.062	.524	.[a]
vocab2	61.400	158.375	.524	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Having known the value resulted by the reliability coefficient, the researcher surely concluded that the instrument used in this study was *reliable* based on the Cronbach Alpha's value interpretation given by Triton. The conclusion could be simply seen (see table 3.3) showed the Cronbach Alpha's value reached 0,685. Then, the output of Item-Total Statistic showed that Corrected Item-Total Correlation was 0,524. It means that the item was stated valid because the coefficient value was positive and higher than "r_{table}" (**see appendix 5**) or the value showed (0,524 > 0,396).

The second analysis was coming from the score of two raters for English-Indonesian translation test. The reliability coefficient of the translation test could be seen as follow (see table 3.4).

Table 3.4: Reliability Statistic of Translation Test

Reliability Statistics

Cronbach's Alpha	N of Items
.933	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
translation1	32.5000	608.724	.875	.ᵃ
translation2	34.0000	563.411	.875	.ᵃ

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Cronbach Alphas value was 0, and was closer to 1 which means that the instrument used was *very reliable*. The output of Item-Total Statistic resulted that Corrected Item-Total Correlation was 0,875. Similarly with vocabulary, the item of instrument was stated valid because the value showed 0,875 > 0,396.

E. Normality Testing

1. Normality testing

Normality testing was used to know whether each instrument have normality or not. The main reason of conducted normality testing in this research that it was necessary for the researcher to know that the population or data involved in the study was in normal distribution. One of the well-known ways to test the normality in a research used *One-Sample Kolmogorv-Smirnov test*. This could be done easily by using SPSS 16.0 program. Normality test was done towards the two scores (vocabulary score and translation score) obtained from the students. The data was presented as the next table (see table 3.5).

Table 3.5: Vocabulary and EI Translation Test Score

No	Name	Score	
		Vocabulary	EI Translation
1	AF	65	18.75
2	AFN	70	6.25
3	AA	75	75
4	ASA	75	68.75
5	BCA	85	37.5
6	CTR	65	43.75
7	CAMBA	57.5	31.25
8	CN	87.5	81.25
9	MFHA	40	18.75
10	FTR	70	50
11	IAA	52.5	43.75
12	IH	75	75
13	RH	37.5	0
14	MAA	70	18.75
15	MRN	50	6.25
16	NWF	92.5	87.5
17	NNS	75	75
18	NA	87.5	87.5
19	NAz	75	68.75
20	PH	70	75
21	RAd	57.5	12.5
22	RNAFS	62.5	37.5
23	RES	65	68.75
24	RAr	70	50
25	REA	90	81.25
26	SOA	80	43.75
27	SA	37.5	25
28	TH	87.5	6.25
29	VPM	40	31.25
30	YWR	77.5	18.75
31	YWE	32.5	0
32	ZNR	80	81.25

The hypotheses involved were:

a. H_0 : The data is in normal distribution

b. H_a : The data is not in normal distribution

The analysis of which hypothesis was accepted refer to the significance value (α = 5%). Null hypothesis (H_0) would be rejected when the *Asymp. Syg* value was lower than 0,05 (*Asymp. Sig* < 0,05). The resulted of the normality testing done by using SPSS below (see table 3.6).

Table 3.6: Table Normality using One Sample Kolmogorov-Smirnov Test
One-Sample Kolmogorov-Smirnov Test

		Vocabulary	translation
N		32	32
Normal Parameters[a]	Mean	67.3438	44.5312
	Std. Deviation	16.72763	29.04521
Most Extreme Differences	Absolute	.157	.173
	Positive	.105	.125
	Negative	-.157	-.173
Kolmogorov-Smirnov Z		.887	.978
Asymp. Sig. (2-tailed)		.411	.295

a. Test distribution is Normal.

The value of *Asymp. Sig. (2-tailed)* was 0,411 in vocabulary and was 0,295 in translation which were higher than 0,05 (0,411 > 0,05 and 0,295 > 0,05). As a result, the Null hypothesis (H_0) was accepted while the Alternative Hypothesis (H_a) was rejected. Accordingly, all data from the scores was in a normal distribution.

F. Data Collecting Method

The data collecting method was the method to obtain the data in the research. Data collecting method was a systematical and standard procedure used to collect data that is needed. As Sugiyono (2014: 193) declared, "Two important parts of research affect the result quality are research instrument quality and collecting data quality. Research instrument qualities are concerned in validity and reliability. While, collecting data quality are concerned in accurately method". The data of this study was collected by:

1. Try out test

Before administering the real test, it was important to conduct twice try out test. The purpose was to know the extent of reliability of the items test. There

were two sets of try out test are vocabulary try out-test and translation try out-test which were conducted separately. The researcher gave tried out to D class that consisted of 25 students of seventh grade students of SMPN 1 Sbumbergempol.

a. Vocabulary Try-Out Test

In this research, the vocabulary tryout test conducted twice try-out. The first try out test was held on May 11th 2015. The second try out was held on May 16th 2015. The students had 40 minutes finishing the test. It contained of 40 multiple choices items test. Every right answer had score 2.5 and 0 was wrong answer. The maximum score was 100.

b. Translation Try-Out Test

The translation try-out test in this research was about descriptive text. It involved subjective testing. So, the researcher only gave once try-out test but used inter-rater to score it. This try-out test was held on May 11th 2015. The students had 40 minutes to translate the text. The minimum score was 0 and 100 as the maximum score.

2. Administering Test

As try-out test, the test consisted of two sets namely vocabulary test and translation test which was held at the same time. It was held on May 20th 2015. These tests contained of 40 multiple choices items for vocabulary tests and translating the paragraph of descriptive text. The students had 80 minutes to finishing the test. It was given to 32 students of B Class at seventh grade students of SMPN 1 Sumbergempol who as the sample of this research.

G. Data Analysis

In the research, data analysis was useful activity and need accurately. Data analysis was technique to analyze the obtained data. As this research, all data were gain from the result of test in the form of number. All data were analyzed quantitatively. The numerical data was obtained from the subjects' of vocabulary score and translation score.

After all the data was gathered, firstly, the researcher *tabulated* them into the tables which expected the readers more easy to understand. Secondly, knowing the correlation between the two involved variables, researcher employed computer calculation of *Pearson Product Moment* correlation using SPSS 16.0 program to analyze the data. This resulted the interpretation coefficient correlation (r) value of how strong/high or weak the correlation between the variables as follows (Sugiyono, 2014: 257).

Table 3.7:The Interpretation Coefficient Correlation (*r*) Value

Interval coefficient	Interpretation
0,00- 0,199	very low
0,20- 0,399	Low
0,40- 0,599	Enough
0,60- 0,799	High/strong
0,80- 1,000	Very high/strong

Thirdly, the researcher would take a conclusion based on the result showed by SPSS 16.0 program if the hypothesis was rejected or accepted. Then, finding out the significant correlation for all population, the researcher used product moment significant correlation formula as follow:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t : "t_{test}" value

r : Pearson coefficient correlation

n : Number of sample

CHAPTER IV

FINDING AND DISCUSSION

In this discussion, the researcher presented the finding of the research. It presented some discussions dealing with the collected data of students' score from both vocabulary and English-Indonesian translation. This chapter covered the description of data, hypothesis testing, and discussion.

A. The Description of Data

The descriptions of data were described by providing numbers and tables. The subjects or samples of this research were the students of B class of seventh grade students at SMPN 1 Sumbergempol Tulungagung which consisted of 32 students. The researcher held vocabulary and English-Indonesian translation test. It was done in order to obtain the necessary data related to the two variables. Presenting the data used statistic computation. The results both of them can be seen as follows:

1. Students' Vocabulary Mastery Score (X)

Having done collecting the data covering vocabulary mastery score and English-Indonesian translation score, the researcher then comes to present them. The following scores were obtained from 32 students which had been decided to take a part as the samples and to represent the population. The next table showed you clearly the score of vocabulary mastery test (see table 4.1).

Table 4.1: Vocabulary Mastery Test Score

No	Name	Score
1.	AF	65
2.	AFN	70
3.	AA	75
4.	ASA	75
5.	BCA	85
6.	CTR	65
7.	CAMBA	57.5
8.	CN	87.5
9.	MFHA	40
10.	FTR	70
11.	IAA	52.5
12.	IH	75
13.	RH	37.5
14.	MAA	70
15.	MRN	50
16.	NWF	92.5
17.	NNS	75
18.	NA	87.5
19.	NAz	75
20.	PH	70
21.	RAd	57.5
22.	RNAS	62.5
23.	RES	65
24.	RAr	70
25.	REA	90
26.	SOA	80
27.	SA	37.5
28.	TH	87.5
29.	VPM	40
30.	YWR	77.5
31.	YWE	32.5
32.	ZNR	80

Dealing with table above, then the data was computed to know descriptive statistic used SPSS 16.0 program. For the result, you can look the next page (see table 4.2).

Table 4.2: The Descriptive statistic of Vocabulary Mastery Test Score

Statistics

Vocabularytest

N	Valid	32
	Missing	0
Mean		67.344
Median		70.000
Mode		70.0[a]
Std. Deviation		16.7276
Minimum		32.5
Maximum		92.5
Sum		2155.0

a. Multiple modes exist. The smallest value is shown

The result appeared that the total score from 32 students who followed vocabulary test was 2155. The mean score or the average score was 67,34. In this case, the median score as large as the mode was 70. Maximum score was 92,5 and minimum score was 32,5. The last was standard deviation showed 16,72. Knowing the frequencies of the score, see table 4.3.

Table 4.3: Frequency of Vocabulary Mastery Test Score

Vocabularytest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.5	1	3.1	3.1	3.1
	37.5	2	6.2	6.2	9.4
	40	2	6.2	6.2	15.6
	50	1	3.1	3.1	18.8
	52.5	1	3.1	3.1	21.9
	57.5	2	6.2	6.2	28.1
	62.5	1	3.1	3.1	31.2
	65	3	9.4	9.4	40.6
	70	5	15.6	15.6	56.2
	75	5	15.6	15.6	71.9
	77.5	1	3.1	3.1	75.0
	80	2	6.2	6.2	81.2
	85	1	3.1	3.1	84.4
	87.5	3	9.4	9.4	93.8

Continued…

Continuation…

90	1	3.1	3.1	96.9
92.5	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on the table 4.3, it showed that from the 32 students following the vocabulary mastery test, there were 1 student (3.1%) got score 32.5, 2 students (6.2%) got score 37.5, 2 students (6.2%) got score 40, 1 student (3.1%) got score 50, 1 student (3.1%) got score 52.5, 2 students (6.2%) got score 57.5, 1 student (3.1%) got score 62.5, 3 students (9.4%) got score 65, 5 students (15.6%) got score 70, 5 student (15.6%) got score 75, 1 student (3.1%) got score 77.5, 2 students (6.2%) got score 80, 1 student (3.1%) got score 85, 3 students (9.4%) got 87.5, 1 student (3.1%) got score 90, 1 student (3.1%) got score 92.5. In this test, no one got both of them were lowest and highest score. Further, students' score can be calculated in order to know the percentage and categorization based on the interval of their score as presented on the table 4.4.

Table 4.4: Percentage of Students' Vocabulary Mastery Test Score

Interval	Frequency	Percentage	Categories
81-100	6	18,75%	Excellent
61-80	17	53,125%	Very Good
41-60	4	12,5%	Good
21-40	5	15,625%	Fair
1-20	0	0	Poor
Total	**32**	**100%**	

Based on the table above, the mean score lies in the range 61–80 in which 53,125% of the students' score existed. We know that it belonged to 17 students in very good categorization. In another case, 6 students lies in the range 81-100 in which 18,75% of students' score and they lies in excellent categorization. Yet, it

was only 12,5% of the total students (4 students) lies in range 41-60 doing the test well. Meanwhile, the students lies in the range 21-40 in which 15,625% of students' score got by 5 students. In this calculation, none of the students lies in the lowest range or poor categorization.

2. Students' English-Indonesian Translation Score (Y)

This part discusses the result of the calculation of the English-Indonesian translation score (see table 4.5).

Table 4.5: English-Indonesian Translation test Score

No	Name	Score
1.	AF	18,75
2.	AFN	6,25
3.	AA	75
4.	ASA	68,75
5.	BCA	37,5
6.	CTR	43,75
7.	CAMBA	31,25
8.	CN	81,25
9.	MFHA	18,75
10.	FTR	50
11.	IAA	43,75
12.	IH	75
13.	RH	0
14.	MAA	18,75
15.	MRN	6,25
16.	NWF	87,5
17.	NNS	75
18.	NA	87,5
19.	NAz	68,75
20.	PH	75
21.	RAd	12,5
22.	RNAFS	37,5
23.	RES	68,75
24.	RAr	50
25.	REA	81,25
26.	SOA	43,75
27.	SA	25
28.	TH	6,25
29.	VPM	31,25
30.	YWR	18,75
31.	YWE	0
32.	ZNR	81,25

As vocabulary mastery test, the data on the table 4.5 was also calculated to find the descriptive statistic used SPSS 16.0 program. For the result as the next table (see table 4.6).

Table 4.6: The Descriptive Statistic of EI-Translation Test Score
Statistics

Translationtest

N	Valid	32
	Missing	0
Mean		44.5312
Median		43.7500
Mode		18.75[a]
Std. Deviation		29.0452E1
Minimum		.00
Maximum		87.50
Sum		1425.00

a. Multiple modes exist. The smallest value is shown

Based on the calculation, it resulted 44,53 as average or the mean score. Median score was 43,75 while mode score was 18,75. In this test, the students' minimum score was 0 and maximum score was 87,5. The standar deviation was 29,04. Besides, finding out the frequencies of the score (see table 4.7).

Table 4.7: Frequency of EI-Translation Test Score
Translationtest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	6.2	6.2	6.2
	6.25	3	9.4	9.4	15.6
	12.5	1	3.1	3.1	18.8
	18.75	4	12.5	12.5	31.2
	25	1	3.1	3.1	34.4
	31.25	2	6.2	6.2	40.6
	37.5	2	6.2	6.2	46.9
	43.75	3	9.4	9.4	56.2
	50	2	6.2	6.2	62.5

Continuation...

68.75	3	9.4	9.4	71.9
75	4	12.5	12.5	84.4
81.25	3	9.4	9.4	93.8
87.5	2	6.2	6.2	100.0
Total	32	100.0	100.0	

Seeing on the table 4.7, it showed that from the 32 students following the translation test, there were 2 student (6.2%) got score 0, 3 students (9.4%) got score 6.25, 1 student (3.1%) got score 12.5, 4 students (12.5%) got score 18.75, 1 student (3.1%) got score 25, 2 students (6.2%) got score 31.25, 2 students (6.2%) got score 37.5, 3 student (3.1%) got score 43.75, 2 students (6.2%) got score 50, 3 students (9.4%) got score 68.75, 4 students (12.5%) got score 75, 3 students (9.4%) got score 81.25, 2 students (6.2%) got score 87.5. The researcher concluded that no one got highest score (100) but there were two students who got lowest score (0). Moreover, the students' score can be calculated in order to know the percentage and categorization based on interval of their score (see table 4.8).

Table 4.8: Percentage of Students' English-Indonesian Test Score

Interval	Frequency	Percentage	Categorization
80-99	5	15,625%	Excellent
60-79	7	21,875%	Very good
40-59	5	15,625%	Good
20-39	5	15,625%	Fair
0-19	10	31,25%	Poor
Total	**32**	**100%**	

Regarding the calculation above, students average score in English-Indonesian translation test was 44,53. It lies in the range 40-59 reached 15,625% of the students' score which having good categorization. Here, we know that the

score belonged to 5 students in this range. In another case, the highest percentage

of the students' score exactly 31,25% which lies in the range 0-19. This range was

a very large number of students' score which lies in the worst or poor

categorization. Meanwhile, the students' score lies in the range 20-39 was in fair

categorization are the same percentage as 80-99 was in excellent categorization.

Both of them are got by 5 students who reached 15,625%. Moreover, the rest of

the percentage lies in the range 60-79 reached 21,875% was in very good

categorization.

3. Correlational Testing

As the researcher said in advance, all analysis of this research mainly

employed the computation process using SPSS 16.0 program. One of the roles of

SPSS 16.0 was finding out the correlational significance using *Pearson Product*

Moment analysis. Having completely collected the data, researcher ran the

program which finally resulted the coefficient correlation as presented the

following table (see table 4.9). The result of correlational testing arose two

important interpretations covering the strength of the correlation and the direction

of the correlation itself.

Table 4.9: Pearson Product Moment Correlation

Correlations

		vocabulary	Translation
vocabulary	Pearson Correlation	1	.632[**]
	Sig. (2-tailed)		.000
	N	32	32
translation	Pearson Correlation	.632[**]	1
	Sig. (2-tailed)	.000	
	N	32	32

[**]. Correlation is significant at the 0.01 level (2-tailed).

The correlation value between vocabulary mastery and English-Indonesian translation ability showed by Pearson Correlation was resulting 0,632. That correlation value indicated how strong the correlation between vocabulary and translation were. The result means *high/strong correlation* between those two variables due the appeared coefficient correlation was 0,632 which lies between the interval 0,60–0,799. It referred to the interpretation table of coefficient correlation given by Sugiyono (2014: 257) which had been attached in the previous chapter. The correlation itself belonged to the *positive correlation or directional correlation* as the Pearson correlation value was in the positive number and was not in the negative one. This means that as one variable was increased, another did too. This also happened if a variable was decreased, another did too. Under the Pearson correlation, it was stated the *Sig. (2-tailed)* which was used to measure the significance of correlation and was discussed in the next part later on. The last point came up in the table was the number of the involved sample. It showed 32 which means that all samples or their scores had been included into the calculation.

B. Hypothesis Testing

Given the fact that the coefficient correlation resulted the high correlation, the hypothesis testing hasn't been found yet. To find out whether or not the alternative hypothesis was accepted, the researcher consulted the decision to the similar table used to know the correlation value.

This research proposed two hypotheses which had been stated in the previous chapter. Both the coefficient correlation and *Sig. (2 tailed)* appeared in

the table, and then it would be analyzed based on the hypothesis in the research. The critiques of hypothesis testing were:

a. If "r_{count}" > "r_{table}" or "p_{value}" (showed in sig.2 tailed column) < level of significance, H_a is accepted

b. If "r_{count}" < "r_{table}" or "p_{value}" (showed in sig.2 tailed column) > level of significance, H_0 is accepted

Looked at the output of correlation value from SPSS 16.0, it marked by *Sig. (2-tailed)* was 0,000. This was obviously lower than the level of significance (5% or 0,05). It automatically indicated that H_a was accepted. Besides, the analysis could be done by comparing the "r_{count}" and the "r_{table}".

The "r_{count}" (0,632) was clearly higher than "r_{table}" value in the level of significant 5% (0,349) and 1% (0,449) for total number of students= 30. (See the "r_{table}" in **Appendix 3**). Thus, it can be concluded that H_a **"There is Correlation between Students' Vocabulary Mastery and Their English-Indonesian Translation Ability of Seventh Grade Students at SMPN 1 Sumbergempol Academic Year 2014/2015"** was accepted while H_0 was automatically rejected.

The result of the "r_{value}" was also similar to that of the "t_{test}" value. It aimed to find out the correlation significance for all population as explained in Chapter 3. For the result as follow:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.632\sqrt{32-2}}{\sqrt{1-(0.632)^2}} = 4.466$$

From the result, "t$_{count}$" (4,466) was obviously higher than "t$_{table}$" (2,042) for df= 30 (**see in appendix 6**). Hence, this value indicated that the correlation was significant.

C. Discussion

In the last part of this chapter, the researcher would fully reviewed the result of this research dealing with the finding up to the hypothesis testing. The researcher began to collect the data by administering a kind of test was vocabulary test.

The vocabulary test were required students to evaluate and rated them. The maximum raw score for vocabulary test that might be obtained by each student was 40 points. The raw points obtained by the students were then divided by 40 and was multiplied by 100 ($\frac{n}{40}$ X 100). The final score resulted the original score which had been presented the table 4.1 above.

On the other hand, English Indonesian translation test was done by the similar students or samples involved in the vocabulary test. The highest point that was possibly got by each student was 16 points. The raw points would be similarly processed to that of in the vocabulary score by dividing the raw score by 16 and multiplying the result by 100 ($\frac{n}{16}$ X 100). All of this score showed in the table 4.5 above. Finally, the researcher found the highest score for vocabulary mastery score was 92,5 and the lowest score was 32,5. In addition, the highest score of English-Indonesian was 87,5 and the lowest one was 0.

Focus on the correlation value of the vocabulary and English-Indonesian translation, the researcher found that the coefficient correlation was 0,632 from the computation process. Based on the interpretation given by Sugiyono (2014: 257), this value is categorized into the *strong/high correlation*.

Continuously, the "r_{count}" also influenced the hypothesis decision making. To know which hypothesis was accepted, the "r_{count}" was compared with the "r_{table}". It found that "r_{count}" was higher than "r_{table}" for degree of freedom 30 and at 5% significance level or 0,632 > 0,349 for df.30 and at 5% significance level. Consequently, Ha was accepted (There is correlation between students' vocabulary mastery and their English-Indonesian translation ability) and H_0 must be rejected (There is no correlation between students' vocabulary mastery and their English-Indonesian translation ability). Besides, the criterion for "r_{table}" was significant due the "t_{test}" showed that the "t_{count}" was higher than "t_{table}" or 4,466 > 2,042.

The computation result showed that the correlation value was 0,632 which automatically considered as a high correlation. So that, it affected to the hypothesis testing which accepted the Alternative Hypothesis (H_a). This factor implied that the students' activity and frequency in mastering the vocabulary give a useful contribution to enlarge their English-Indonesian translation ability. It means that if the students improve their mastery of vocabulary, their translation ability will improve as well. It definitely means that students' vocabulary mastery of the seventh grade students at SMPN 1 Sumbergempol Tulungagung correlated positively to their English-Indonesian translation ability. Conversely, when the

students had bad mastery in vocabulary so they also bad in translation ability. Therefore, the correlation between students' vocabulary mastery and their English-Indonesian translation ability of seventh grade students at SMPN 1 Sumbergempol Tulungagung was the high/strong level of correlation.

Moreover, there was a significant correlation between the students' vocabulary mastery and their English-Indonesian translation ability. It could be interpreted that the higher students' vocabulary mastery was, the higher their ability in translation would be. In this case, the teachers have to help their students in improving their vocabulary since vocabulary lesson is not explicitly specified in the curriculum and in the teaching and learning process. It aimed to make the students become the master in vocabulary and also improve their translation ability.

Based on the explanation, the researcher concluded that vocabulary mastery plays an important role in learning English, in order to develop our language skills (especially in translation ability). Like other languages, someone has to be able to understand the words, not only the words from the source language but also the equivalent words in the target language especially in learning English. Vocabulary mastery is very useful to help the students or the learners to comprehend the content of a text/passage/book. Moreover, vocabulary mastery will help the students to have a better comprehension of an English text so that they will be able to make a good translation.

In a text, someone cannot translate the text word for word because words sometimes not occur on their own, occasionally words occur in the company of

other words. Without having a good competence of vocabulary mastery, we could not recognize whether or not the words are stand alone or in the company of other words. In addition, a word in one language sometimes has more than one meaning in other language. If the students have good vocabulary mastery, it would be easier for them to recognize or to determine the most appropriate meaning of a word in a sentence or in a text as a whole.

Moreover, easy or difficulty in improving one's vocabulary mastery is connected with the notion of frequency, since the more frequent words will probably be absorbed and learnt simply because they occur regularly. It will be easier for the students to recognize the words that they often hear or read. As the result, when the students have to do a translation assignment, the result of their translation will be good enough because they have a good comprehension of the word (the meaning, word use and word formation) or the vocabulary in the passage.

The result finding of this research dealing with Zulfa's study (2009) entitled "The Correlation between Students' Vocabulary Achievement and the Writing Description Paragraph Ability of the First Years Students at Mts Miftahul Huda Karangsono Ngunut Tulungagung". In her research, the data analysis obtained that Alternative Hypothesis (Ha) accepted or stated there was Correlation between the Students' Vocabulary Achievement and the Writing Description Paragraph Ability. Based on Spearman correlation resulted ($p= 0,96$) as coefficient correlation value. Besides, *Sig*. (*1-tailed*) showed that 0,000 was lower than 0,05 which symbolized (0,000 < 0,05).

In addition, this research finding also was supported by Muawanah (2012) entitled "A Correlative Study between the Students' Interest in Listening English Song and Vocabulary Mastery of the Student of XI IPA 2 at MAN Trenggalek in Academic 2011/2012". She explained that Alternative Hypothesis (Ha) also was accepted. Based on Spearman correlation value showed ($p= 0,89$). It mean that "r_{count}" was higher than "r_{table}" of Spearman Correlation, either in 5% significance (0,362) and 1% significance (0,467) which symbolized $0,362 < 0,89 > 0,467$ for df.30. So, it implied that there was correlation between students' interest in listening English song and their vocabulary mastery in the XI IPA 2 of MAN Trenggalek academic 2011/2012.

Seeing the previous study, the researcher concluded that vocabulary mastery is the central knowledge in learning foreign language. It is the priority key in understanding the language used either oral or written. Especially in this research, it was very useful to help the students in comprehending the content of a text. It would help the students to have a better comprehension of an English text. So, they would be able to make a good translation. Dealing with this statement, Laufer and Girsai (2008: 698) supported "Translation tasks embody the element of need since words that have to be understood (when translating into L1), or produced (when translating into L2) are predetermined by the source text".

Traditionally, translation had been the most widely used means of presenting the meaning of a word in monolingual classes. Translation had the advantage of being the most direct route to a word's meaning assuming that there is a close match between the target word and its L1 equivalent. As Widdowson

(2003) in Journal Pan-Pasific Association of Applied Linguistic (2012: 113) believed that translation can be used to present the second language not as the acquisition of new knowledge and experience, but as an extension or alternative realization of what the learner already knows. In addition, translation can be used to help the students reinforce and internalize what they had already acquired. In improving students' translation activity, teacher should teach vocabulary to their students since vocabulary had high relationship with translation. Having a lot of vocabulary could make the students understand the text easily.

Based on the discussion, it was appropriate with the calculation of contributing the students' vocabulary mastery toward their English-Indonesian translation ability. The better students' vocabulary mastery, the better their translation ability would be. Therefore, the correlation between students' vocabulary mastery and their English-Indonesian translation ability of seventh grade students' at SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015students' is in a high level of correlation.

CHAPTER V

CONCLUSION AND SUGGESTION

This was the final chapter of this research dealing with the conclusion and the suggestion that might be able to be taken as the concern to the future study.

A. Conclusion

There were obviously some main points related to the finding covered the students' vocabulary mastery as well as their English-Indonesian translation and the correlation coefficient obtained from the conducted research as you can see below:

1. For the vocabulary score, the calculation of the result showed that the mean score or the average score was 67,34. This mean score was in the level up to 61-80. So, it can be concluded that the students' vocabulary mastery was very good categorization. This calculation was simply obtained by dividing the total score (2155) with the number of the involved samples (N=32). 92,5 became the highest score for vocabulary mastery, while the lowest score was 32,5.

2. English-Indonesian translation resulted 44,53 as its average score. It was in the level 40-59. So, it can be concluded that the students' English-Indonesian translation was good categorization. The result showed 90 as the highest score and 0 became the lowest score in translation test.

3. In the case of the coefficient correlation or the "r" Pearson Product Moment, *p-value* in column *sig. (2-tailed)* showed 0.000 that was lower than *level of significant (α)* 5% (0.349) and 1% (0,449) or 0.349 > 0.000 < 0,449. So, Ha was accepted and Ho was rejected. Besides, the researcher found that the correlation value was 0,632. Based on the interpretation table given by Sugiyono (2014: 257), the correlation between students' vocabulary mastery and their English-Indonesian translation lies in *high/strong correlation*.

According to the explanation, the researcher concluded that students' vocabulary mastery and their English-Indonesian translation ability of seventh grade students at SMPN 1 Sumbergempol Tulungagung academic year 2014/2015 got high score in vocabulary if they got high score in translation. Otherwise, students who had lower score in vocabulary, they got the lower score in their translation. Finally, the correlation between two variables of both students' vocabulary mastery and English-Indonesian translation ability was positive correlation.

B. Suggestion

Seeing all the explanation and the conclusion above, the researcher intended to give some suggestions related to English teaching learning as well as the future studies. Firstly, for the teachers should give more attention and motivate the students to upgrade their vocabulary. The teachers also should give the input about students' work so they would know their weakness in translating text. Considering this view, hopefully that the students as translator would translate more appropriately. Secondly, the researcher advised the students that they should

have good mastery in vocabulary before doing translation works. The students can practice with other kinds of text to increase their translation especially English into Indonesian. The last suggestion was the further researcher. They were expected to conduct a research that similar types should be done with greater population in order to gain a wider generalization.