

The Correlation of Students' Vocabulary Mastery and Translation Ability at the Fourth Semester of English Education Program of Batanghari University

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui hubungan penguasaan kosakata mahasiswa dan kemampuan penerjemahan mereka pada semester empat Program Pendidikan Bahasa Inggris Universitas Batanghari. Penelitian ini menggunakan metode kuantitatif. Populasi datanya adalah mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris Universitas Batanghari sedangkan teknik pengambilan sampelnya adalah *cluster random sampling*. Jumlah sampel penelitian adalah 30 siswa dan instrumen yang digunakan dalam penelitian ini adalah tes untuk variabel (X) dan variabel (Y). Dalam menghitung data digunakan program SPSS 17.00 dengan analisis teknik *spearman rank*. Hasilnya menunjukkan bahwa ada korelasi yang signifikan antara penguasaan kosa kata siswa dan kemampuan penerjemahan mereka. Berdasarkan tabel korelasi indeks, nilai koefisien korelasi sebesar 0,411 berada pada rentang skala indeks 0,400-0,600 yang berarti bahwa korelasi penguasaan kosa kata (X) dan kemampuan penerjemahan (Y) berada dalam korelasi sedang, dengan korelasi koefisien adalah 0,411. Kesimpulannya, korelasi tersebut positif dan dapat dikategorikan sebagai korelasi yang wajar.

Kata Kunci: Penguasaan Kosa Kata, Terjemahan.

Abstract: *The purpose of this research is to find out the correlation of students' vocabulary mastery and their translation ability at the fourth semester of English Education Program of Batanghari University. This research used quantitative method. The population of the data is the fourth semester students of English Education Program of Batanghari University meanwhile the technique of taking sample is cluster random sampling. The total sample of the research is 30 students and the instrument that used in this research is test for variable (X) and variable (Y). In calculating the data, SPSS 17.00 program with spearman rank technique analysis was used. The result showed that there was a significant correlation of students' vocabulary mastery and their translation ability. Based on the indexes correlation table, the correlation coefficient in the value of 0.411 is in the range of indexes scale 0.400-0.600 which means that the correlation of vocabulary mastery (X) and translation ability (Y) is in Fair correlation, with the correlation coefficient is 0.411. In conclusion, the correlation is positive and can be categorized as fair correlation.*

Key words: *Vocabulary mastery, Translation.*

INTRODUCTION

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or ascertain language should know the words. Vocabulary mastery can support them in speaking when they are communicating to people, to write or translate words. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The student can be said gaining progress in English, the mastery of vocabulary. Vocabulary is very important to be learned. There are two main reasons why we should learn vocabulary. First, we want other people to understand what we are speaking to them and we also want to know what other people want to communicate to us. Furthermore, we do not want that there will be misinterpretation and misunderstanding in our communication. We want to articulate what we are thinking to other people as well. (Gillet, 2009).

Vocabulary, broadly defined, is knowledge about words and word meanings. However, this definition is inadequate, as it sweeps over some important distinctions. First of all, words come in both oral and written forms, and the words typically used in speech are less precise and of a more limited variety than the words use in print. Hayes and Ahrens (1988) found that per 1.000 words, more rare words were used in children's books (30.9) and newspapers (68.3) than in adult television shows (22.7), expert witness testimony (28.4), or college graduates talking to their fiends (17.3).

Translation has a relationship with vocabulary because a paragraph is formed of a sentence and the sentence was made up of a word. So that when students see a word that mastered from a paragraph will

appear curiosity of students to find the meaning of other words that are arranged in a paragraph. Then automatically the students' ability to translate a sentence or paragraph arises by itself. Translation consists of translating the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant, only the form changes. (Larson, 1984:3)

Translation may be defined as follows: the replacement of textual material in one language source language (SL) by equivalent textual material in target language (TL). (Catford, 1965:20). Translation is change the text in the source language into the target language text by considering the meaning of the language so on try as closely-similar. However, in the world of education there are still many students who difficulty to translate a word or sentence.

As a matter of fact, the students have difficulties in understanding the meanings of the words and in translating English text. This such as a learning situation is becoming the problem in doing research to the English Education students who study translation. Moreover, this is becoming the interest to do research concentrating on vocabulary knowledge and ability in translate English text. That is why this research entitled "The Correlation of Students' Vocabulary Mastery and their Translation Ability at the Fourth Semester of English Education Program of Batanghari University.

THEORETICAL FRAMEWORK

Vocabulary

The existence of vocabulary has an important role in any language event. Accordingly, it's necessary to know the meaning or definition of vocabulary. Vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual words. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire working knowledge of a large number of words. The long lists of words and their translation in our exercise books somehow always seem to defy memory, and even when we can recall the word we want, it doesn't always seem to fit comfortably into our own sentence (Bastian, 1994: 73).

Harmer (2003:153) classified that vocabulary provides the vital organs and flesh. Thus, in communication, students need vocabulary which can support them to produce and use meaningful sentences because vocabulary provides organ of sentences. That's why vocabulary is very important to be mastered. For that reason, students have to develop their vocabulary and master it in order to be able to communicate with other.

To get the right meaning of the words of sentences the thing that must be considered in learning vocabulary is sense relation. It is significant to distinguish the meaning of individual item of what they mean in the real word, their meaning in relation to other words within the vocabulary system of the language.

Translation

Translation has been defined in many ways by different writers in the field depending on how they view language and translation. Generally, translation is a process of transferring a language to another. As Catford (1978:20) says "Translation is the replacement of textual material in one language (SL) by equivalent textual in another language (TL)". Machali, (2000:5) defines 'Translation is the rendering the meaning of a text into another language in the way that the author intended the text'. It means that in translation the meaning of a text must be the same author's ideas.

According to Nida and Taber (in Shiyang Ran: 2009). 'Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style'. Newmark (1988: 45-47) uses eight terms in his classification. They are: 1) Word-for-word, 2) Literal, 3) Faithful, 4) Semantic, 5) Communicative, 6) Idiomatic, 7) Free, and 8) Adaptation. He put them in the form of a flattened V diagram as Follows:



METHODS

Quantitative studies are the traditional mode of research, carefully worked out procedures and rules exist for the research. In addition, collecting information and analyzing data from surveys or from instruments in an experimental design involve a shorter period of time than that required of qualitative approach. (Creswell,1994:2). This research used descriptive quantitative method. Quantitative method is the research method that is analysis data by statistical to test the hypothesis (Sugiyono, 2007:14). This research technique is descriptive research. Descriptive research is the most basic form of the research. Description research divided into five, these are: survey, correlation research, comparison research, tracer study, and evaluate research (Arikunto, 2010:3).

The population of the research is the fourth semester students of English Education Program of Batanghari University which consists 2 classes and the total number of the students are 55 students. Meanwhile this research uses simple random sampling to choose respondents as the sample. Simple random sampling technique is used if the members of population are homogeny that has the same characteristics, for example: from the same class, same level of learning, same major, or the same skill and the same teacher.

Table 1
The sample of the Fourth Semester Students of English Education Program

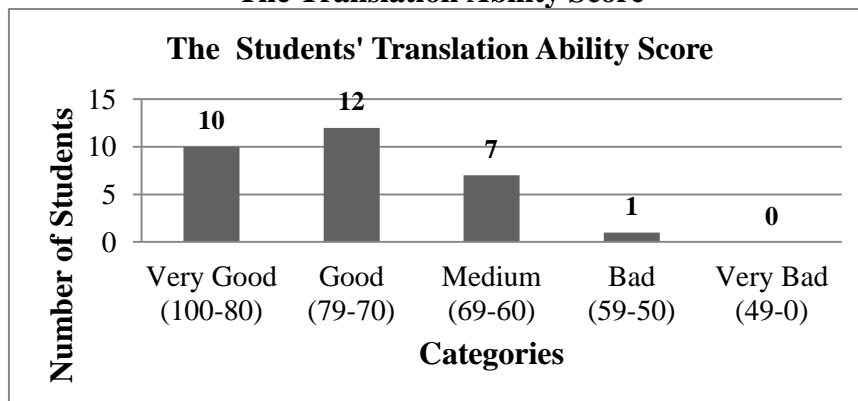
Class	Students		Total
	Men	Women	
IV.A1	19	11	30

Source: Students' attendance list of the Fourth Semester Students

RESULT AND DISCUSSION

The students' translation ability had 5 categories; they are very good, good, medium, bad, and very bad. The students must translate a sentence from English language to Indonesian language. The summary of students' translation ability can be seen from the chart below:

Chart 1
The Translation Ability Score



The chart above shows the students' translation ability score are in the good categories. It can be seen that Ten students get score between (80-100) or can be classified as very good categories. Twelve students get score between (70-79) can be classified as good categories.

Seven students get score between (60-69) or can be classified as medium categories. One student get score between (50-59) or can be classified as bad categories and there is no one of the student get score between (0-49).

The Correlation of Students' Vocabulary Mastery and Their Translation Ability.

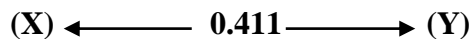
In order to know the correlation of students' vocabulary mastery (variable X) and students' translation ability (variable Y), this research calculate the data by using SPSS 17.00 program with spearman rank technique analysis. The result of correlation between vocabulary mastery (X) and translation ability (Y) is as follows:

Table 2
Correlations

			Vocabulary Mastery	Translation Ability
Spearman's rho	Vocabulary_Mastery	Correlation Coefficient	1.000	.411*
		Sig. (2-tailed)	.	.024
		N	30	30
	Translation_Ability	Correlation Coefficient	.411*	1.000
		Sig. (2-tailed)	.024	.
		N	30	30

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

Based on the table result above with the level of confidence 0.025 and subject of the research is 30 students, the correlation coefficient is in the number of 0.411. Based on the indexes correlation table, the correlation coefficient in the value of 0.411 is in the range of indexes scale 0.400-0.600 which means that the correlation of vocabulary mastery (X) and translation ability (Y) is in Fair correlation, with the correlation coefficient is 0.411. It is visualized as follows;



From the output statistic correlation table above, it also resulted the value of significant (2-tailed) is 0.024. This value is used to know whether or not the hypotheses which already constructed are accepted or rejected. The criteria is; if the value of significant is lower than α 0.025 means that Alternative hypotheses is accepted and Hypotheses null is rejected, on the opposite, if the value of significant is higher than α 0.025 means the alternative hypothesis is rejected and hypotheses null is accepted.

From the result above, it can be seen that the value of significant (2-tailed) is 0.024 which is lower than α 0.025 (0.355) means that the Hypotheses alternative of this research is accepted. It is visualized as follows; Sig. (two-tailed) 0.024 < α 0.05 (0.355) = Ha accepted and H0 Rejected

It means that there is significant correlation of students' vocabulary mastery (X) and their translation ability (Y). It's can be conclude that it's true there is a correlation of students' vocabulary mastery and their translation ability and because the result of "spearman rank correlation" is 0.411 it means that the correlation is positive and can be categorized as fair correlation. Based on the finding, it can be shown that the result of vocabulary mastery test reliability gained significant reliable with value of $r_b = 0,58$ as correlation coefficient value and the value of $r_{11} = 0,73$ as reliability of instrument.

The ability in translating a language into another language is indicated by the quality of translation result. A good translator, indeed, produces a good translation that meets some requirements, such as componential analysis, modulation, descriptive equivalent, functional equivalent; cultural equivalent, synonym, and paraphrase (Newmark, 1991:3). In this research, the criteria that is used to measure the students' translation ability is by translate a sentence from English language to Indonesian language. The result of students' translation is good. It can be seen from the mean of the translation ability is about 73.

This research use the spearman rank correlation method which computing by SPSS program, Version 17.0 in order to know whether how the correlation of students' vocabulary mastery and their translation ability. The result of the correlation is 0.411, which means that students' vocabulary mastery and their translation ability is in fair correlation. Next, to answer the hypotheses of the research, the researcher looks at significant value of correlation statistic output. The significant value is in the number of 0.024. It is lower than α 0.05 (0.355) which means Ha is accepted and Ho is rejected. In other words, the correlation of those variables is significant. The correlation is positive and can be categorized as fair correlation.

It can be stated if the value of X is high, then the value of Y is high as well. The students who have a good score vocabulary mastery, they are easier to translate a sentence well and mastery vocabulary with good capability will also affect the students' ability to translate a sentence. Like other languages, in learning English, 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. Vocabulary mastery is very useful to help the students or

the learners to comprehend the content of a sentence/text/passage/book. Moreover, vocabulary mastery will help the students have a better comprehension of an English text so that they will be able to make a good translation. Without having a good competence of vocabulary mastery, we could not recognize whether or not the words 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.

CONCLUSIONS

After getting the data which has been analyzed on the previous chapter, it can be concluded that the correlation of students' vocabulary mastery and their translation ability at fourth semester students of English Education program of Batanghari University falls into medium category. In addition, the students' translation ability falls into good category. Thus, there is a significant correlation of students' vocabulary mastery and their translation ability. The correlation is positive and can be classified as fair correlation. It means that students' vocabulary mastery has contribution for students' translation ability and students' translation ability will be better by vocabulary mastery.

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