

ABSTRACT

Nanda, Vinza. Dwi. 2016. *The Correlation between Students' Vocabulary Mastery and Their Translation Ability among the VIII Grade Students of SMPN 2 Ambulu in the 2015/2016 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Drs. H.M. Zaki Hasan, M.Si. (2) Yayah Ikhda Nevia, M.Pd.

Key Word: Vocabulary Mastery, Translation Ability

This thesis is about the correlation between students' vocabulary mastery and their translation ability among the VIII grade students of SMPN 2 Ambulu. The objective of the research is to investigate whether or not there is a significant correlation between students' vocabulary mastery and their translation ability among the VIII grade students of SMPN 2 Ambulu in the 2015/2016 academic year.

The sample of this research used cluster random sampling technique by having a lottery to the VIII grade students of SMPN 2 Ambulu which consists of 272 students and the result was VIII B which consists of 34 students. The researcher gave two kinds of test namely, vocabulary and translation test. Both of the test were in the written form, for vocabulary test, the researcher used objective test in the form of multiple choice, meanwhile for translation test, the researcher used subjective test in the form of essay. Before the instrument was used, the researcher did the try out test first in order to find out the validity, the reliability, the difficulty level, and the discriminating power of the test. After that, the researcher selected the items which are valid and reliable before using as the instrument of this research.

The result of this research that was calculated by using SPSS 20 version showed that there was a significant correlation between students' vocabulary mastery and their translation ability. It was proven by the coefficient correlation was 0.945 while the p value was 0.000 and significance level was 0.05 then, they were compared: p value was lower than 0.05 which symbolized p value $(0.000) \leq 0.05$ it means significant and H_0 was not accepted. Therefore, the researcher concluded that there was a significant correlation between the vocabulary mastery (X) and translation ability (Y) of the VIII grade students of SMPN 2 Ambulu in the 2015/2016 academic year. Based on the result of this research, the researcher gives suggestion that the English teacher should always gives motivation and suggestion to his students in order that they can study harder, especially about mastering vocabulary in order to be able to improve their translation ability as well.

ABSTRAK

Nanda, Vinza. Dwi. 2016. *Hubungan antara Penguasaan Kosakata Siswa dan Kemampuan Terjemahan Siswa terhadap Siswa Kelas VIII SMPN 2 Ambulu pada Tahun Ajaran 2015/2016*. Skripsi. Program Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Jember. Pembimbing: (1) Drs. H.M. Zaki Hasan, M.Si. (2) Yayah Ikhdha Nevvia, M.Pd.

Kata Kunci: Penguasaan Kosakata, Kemampuan Terjemahan

Skripsi ini memuat tentang hubungan antara penguasaan kosakata siswa dan kemampuan terjemahan siswa terhadap siswa kelas VIII SMPN 2 Ambulu. Penelitian ini bertujuan untuk meneliti apakah ada atau tidaknya suatu hubungan yang signifikan antara penguasaan kosakata siswa dan kemampuan terjemahan siswa terhadap siswa kelas VIII SMPN 2 Ambulu pada tahun ajaran 2015/2016.

Sample pada penelitian ini menggunakan teknik pengambilan kelompok secara acak dengan mengadakan lotere pada siswa kelas VIII SMPN 2 Ambulu yang terdiri dari 272 siswa dan hasilnya adalah kelas VIII B yang terdiri dari 34 siswa. Peneliti memberikan dua macam tes yaitu, tes kosakata dan tes terjemahan. Kedua tes tersebut dalam bentuk tertulis, untuk tes kosakata peneliti menggunakan tes yang berbentuk pilihan ganda sedangkan untuk tes terjemahan, peneliti menggunakan tes yang berbentuk uraian. Sebelum tes digunakan, peneliti melakukan tes uji coba terlebih dahulu agar mendapatkan kevalidan, kekonsistenan, tingkat kesulitan dan daya pembeda suatu tes. Setelah itu, peneliti memilih butir tes yang valid dan konsisten sebelum tes digunakan.

Hasil dari penelitian ini dihitung menggunakan SPSS versi 20 yang menunjukkan bahwa ada hubungan yang signifikan antara penguasaan kosakata siswa dan kemampuan terjemahan siswa. Itu dibuktikan dengan korelasi koefisien 0.945 sedangkan nilai p 0.000 dan tingkat signifikan 0,05 yang disimbolkan dengan nilai p ($0.000 \leq 0.05$) itu berarti signifikan dan H_0 tidak diterima. Maka dari itu, peneliti menyimpulkan bahwa ada hubungan yang signifikan antara penguasaan kosakata (X) dan kemampuan terjemahan (Y) siswa kelas VIII SMPN 2 Ambulu tahun ajaran 2015/2016. Berdasarkan hasil dari penelitian ini, peneliti memberi saran bahwa guru bahasa Inggris harus selalu memberi motivasi dan saran kepada siswa-siswinya agar mereka dapat belajar lebih giat, khususnya tentang penguasaan kosakata agar mampu meningkatkan kemampuan terjemahan mereka dengan baik.

INTRODUCTION

One of the most important needs for human being is about having communication with each other in their environment. In communicating, they need tool to communicate called language.

There are many kinds of languages in this world, but English has already become the most important one because it plays an important role in the world. So, it is not surprised if English being an international language, most of the sources of information are written in English.

In Indonesia, English becomes the first foreign language that is required as a lesson in every level of the schools. It means that English is a must that should be learned by Indonesian students whether in a formal or informal education. According to Broughton et al (1980:6) English is taught in schools, often widely, but it does not play an essential role in national or social life. It means that English is not used by the people for having communication in their daily life but it is really focus on teaching and learning process.

Learning English means learning about four skills namely listening, speaking, reading and writing. In this case, the students have to master these skills if they want their ideas, feelings and opinions can be understood by interlocutor. These skills are so closely related to each other. It means that the students should have more knowledge about the components of the language, such as vocabulary, grammar and pronunciation. These components influence toward students' mastery in their language learning process. The most important one is about mastering vocabulary.

Vocabulary is something which is related to the most of language skills, especially in translating skills. Without mastering vocabulary, the students will get many difficulties to explore their ideas, feelings and opinions into a written form.

Educational authorities in Bishop et al (2009:15), state that "wide vocabulary and broad knowledge go together" (Hirsch 2003) and "vocabulary knowledge is knowledge" (Stahl 2005). It means that the more vocabularies that the students know, the more knowledge the students get. So, if the students want to have knowledge more, they have to know and understand about many vocabularies. It is stated by reasoning that the students' knowledge of words impacts their achievement in all areas of the curriculum because words are necessary for communicating the content. Therefore, if the students don't have many vocabularies, they will get many difficulties in communicating or expressing their mind, especially when they are in a translation activity.

According to Juliane House 1977 in Fardhani (2012:2) said that translation is the replacement of a text in the source language by semantically and pragmatically equivalent text in the target language. It is clear that translation is the process of changing a text from source language into target language which not only deal with meaning, but also deal with the purpose of the text. Therefore, when translating a text, we have to pay attention not only the meaning, but also the purpose and the function of the text itself. Translation activity is not an easy job that can be done by anyone without knowing the procedures, methods, and techniques of translating

itself. The difference between the source language and the target language and also the variations of their culture make the process of translating like a real challenge. Because there are many problematic factors of translating, they are: vocabulary mastery, grammar mastery, meaning, style, proverb, and idiom. Like Nida 1969 in Fardhani (2012:2) said that translation consists in reproducing in the receptor language closest natural equivalent of the source language message, first in terms of meaning, and secondly, in terms of style. In translating text, most of the students do not know about the difficult words, but they directly still continue their translation without thinking first about the effect that will happen. In their mind think that the word which they translate is not really important, so they can not catch and grasp the idea from their translation as good as possible. In fact, it happens in the VIII grade students of SMPN 2 Ambulu. Most of the students want to translate the text based on the existing message of the source language but they do not know about how to translate it by expressing and exploring the meaning appropriately because of lack of vocabulary.

Based on the information above, the researcher is interested in conducting the research about the correlation between students' vocabulary mastery and their translation ability. And the research is entitled "the correlation between students' vocabulary mastery and their translation ability among the VIII grade students of SMPN 2 Ambulu in the 2015/2016 academic year".

RESEARCH METHOD

This research uses the correlational research. It is usually used to correlate two variables or more based on its correlation coefficient value. It is like Fraenkel et al (2012:12) who say that correlational research is done to determine relationship among two or more variables and to explore their implications for cause and effect. In this research, those variables are vocabulary mastery and translation ability.

This research is quantitative research design, so it uses quantitative approach. It is supported by Lodico et al (2006:14) who say that correlational research is a quantitative method designed to show the relationships between two or more variables. In this research the researcher really wants to know whether the correlations between those two variables are really exist or not. Thus, the most appropriate research design used in order to answer whether or not there is a significant correlation between students' vocabulary mastery and their translation ability among the VIII grade students of SMPN 2 Ambulu in the 2015/2016 academic year.

The procedure which is used in this research will be explained in the following steps, they are the first step was constructing the vocabulary and translation try out test. The second step was trying out the test to the students in order to know whether or not they needed improvement. Before conducting the try out test, the researcher had got the school headmaster's and the English teacher's permission to do the observation. And, the researcher also had consulted the try out test items to the

English teacher in order to get some suggestions and corrections. The third one was collecting and analyzing the result of the vocabulary and translation try out test to measure their validity and reliability. The fourth one was conducting the research, the researcher conducted the research for the vocabulary test and translation test. And the last step was obtaining the scores of vocabulary and translation test and then calculating the data.

In this research, the researcher give two kinds of test in the written form, they are vocabulary and translation test.

According to Fraenkel et al (2006:113) “the whole process of preparing to collect data is called instrumentation”. In addition, according to Arikunto (2010:203) “research instrument is a device which is used by the researcher in collecting data in order to make his work become easier, get the better result, complete, and systematic so it can make the data easy to be processed”.

To know the validity of the test, the researcher used the content validity because the test items given are based on KTSP. It is supported by Purwanto (1986:177) who says that content validity is a test which is the scope and its content based on the scope and content of the curriculum that have taught. It means that a test represents the sample of the learning results that should be reached based on the purpose of curriculum. So, it is clear that the test that is given to the students have to cover the material which the students have got.

In this research, the researcher used split half reliability. Purwanto (1986:179) says that split-half reliability is a test which is divided into two parts, namely odd and even number items which have the same level of difficulty, content and its form.

And then, to know whether the test items of vocabulary reliable or not, the researcher used product moment formula for getting the correlation index between odd and even number items and Spearman-Brown formula for getting the index reliability of the test items.

The researcher uses statistical analyzes through calculation to know the result of vocabulary and translation test by using SPSS 20 version. It is because SPSS is probably the most common statistical data analysis software package used in educational research and is available at most institutions of higher education. And the researcher used pearson product moment formula to calculate the correlation data from both variables. To determine whether or not there is a significant correlation between vocabulary mastery and translation ability, the researcher will compare p value with the confidence level 95%. If the p value is lower than significance level means significant and H_0 is not accepted, meanwhile if the p value is higher than significance level means not significant and H_0 is accepted. It is supported by Martono (2014:201) who mentions that if p value ≤ 0.05 , means both variables are significant, meanwhile if p value > 0.05 , means both variables are not significant.

RESULT AND DISCUSSION

The researcher gave two kinds of test on Monday, 30 of May 2016, for measuring their vocabulary mastery and translation ability, they are vocabulary test and translation test.

Dealing with the students' score of vocabulary test, the researcher calculated the data in order to know the descriptive statistic by using SPSS 20 version. And the result appeared that the mean score of 34 students that followed vocabulary test was 63.18. In this case, the median score as large as the mode score, it was 63. Then, for standard deviation was 7.93. Minimum score was 47 and maximum score was 80. And the last, the total score showed 2148.

Dealing with the students' score of translation test, the researcher calculated the data in order to know the descriptive statistic by using SPSS 20 version. And the result appeared that the mean score of 34 students that followed vocabulary test was 69.32. The median score was 69.50 and the mode score was 70. Then, for standard deviation was 7.20. Minimum score was 53 and maximum score was 86. And the last, the total score showed 2357.

After getting the scores of students' vocabulary mastery (X) and translation ability (Y), the researcher calculated the data to find out the correlation between those variables used the pearson product moment correlation formula by using SPSS 20 version. And the correlation result of those variables was 0.945, so it had very high correlation. To know whether this coefficient correlation (0.945) was significant or not, it was necessary to find out its significance.

According to the result of correlation by using SPSS 20 version, it was appeared that p value $(0.000) \leq 0.05$, it means significant and H_0 was not accepted. See in the Sig. In other words, the Null Hypothesis (H_0) which explained that there was no significant correlation between students' vocabulary mastery and their translation ability was not accepted. While the alternative hypothesis (H_a) which explained that there was a significant correlation between students' vocabulary mastery and their translation ability was accepted.

According to the information above, the researcher concluded that the students' activity and frequency in mastering vocabulary give a useful contribution to enlarge their translation ability. It means that if the students improve their vocabulary mastery, their translation ability will improve as well. It is supported by Samston (2001:5) who states that when students improve their vocabularies, they feel smarter. They find themselves understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language, especially in translating activity.

CONCLUSION AND SUGGESTION

After conducting the research, the researcher comes to the conclusions.

First, the result of the students' vocabulary mastery of the VIII B grade students of SMPN 2 Ambulu is still in medium. It can be seen from the calculation of the mean score of the students' vocabulary mastery test is 63.18 when it is consulted to the criteria level scores by Purwanto (1986:178). The score criterion is medium. Then, the result shows that the highest score of vocabulary mastery test is 80, while the lowest score is 47.

Second, the result of students' translation ability of the VIII B grade students of SMPN 2 Ambulu is also in medium. It can be seen from the calculation of the mean score of the students' translation ability test is 69.32 when it is consulted to the criteria level scores by Purwanto (1986:178). The score criterion is medium. The result shows that 86 as the highest score and 53 became the lowest score in translation ability test.

Third, there is a significant correlation between students' vocabulary mastery and their translation ability among the VIII grade students of SMPN 2 Ambulu in the 2015/2016 academic year. It is remaining from the r_{xy} (coefficient correlation) between vocabulary mastery and translation ability was 0.945 it is in very high criteria, and consulting to the p value is lower than 0.05 which symbolized p value $(0.000) \leq 0.05$ it means significant and H_0 is not accepted. Therefore, the researcher concludes that there is a significant correlation between students' vocabulary mastery (X) and their translation ability (Y) among the VIII grade students of SMPN 2 Ambulu in the 2015/2016 academic year.

After having conclusions above, the researcher will give some suggestions in order to improve students' vocabulary mastery and their translation ability, they are:

The first suggestion is that the students have to master vocabulary because vocabulary gives more contribution to their translation ability as seen from the conclusions. In this case, the English teacher has to be well-selected in using methods and strategies appropriately when in teaching and learning process in order to be able to improve his students' vocabulary mastery and their translation ability easily.

The second suggestion is that the students have to read as much as possible in order to enrich their knowledge and improve their vocabulary mastery and translation ability.

The last suggestion is that the English teacher should always gives motivation and suggestion to his students in order that they can study harder, especially about mastering vocabulary in order to be able to improve their translation ability as well.

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