

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the general issues related to this research. These include the background, the problem and the objective of the research, the operational definition of the terms, the significances and the scope of the research.

1.1 Background of the Research

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”.

1.2 Problem of The Research

Is there any 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?

1.3 Objective of The Research

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.

1.4 Operational Definition of The Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1.4.1 Vocabulary Mastery

Vocabulary is one of the language aspects that should be learnt by everyone, especially students. Meanwhile, Vocabulary mastery is a complete skill to know and understand the stock of words and their meaning based on the context. In this research, vocabulary mastery means that the students have to know and understand not only about the form and meaning, but also about the usage of vocabulary.

1.4.2 Translation Ability

Translation is the process of transferring the message from source language (SL) into the target language (TL). According to this research, translation ability means that the students are able to translate the sentence from the source language into the target language correctly based on the original message.

1.5 Significances of The Research

By conducting this research about the correlation between students' vocabulary mastery and their translation ability, the researcher hopes that the result of this research will be useful to give some contributions to English language teaching and learning, especially for the English teacher, reseacher, students and the readers itself.

1.5.1 For English Teacher and Researcher

The result of this research will be useful as a reflection in order to improve and develop their skills and methods in teaching about vocabulary which is related to the importance of translation ability for students.

1.5.2 For the Students

The finding of this research will give motivation more to the students about practicing vocabulary to improve their translation ability than they did before and it will encourage them to learn English seriously, especially about vocabulary and translation, so that they can translate the text easily by using vocabulary that they have.

1.5.3 For the Readers

The result of this research will inform them about the importance of having vocabulary more in order to be able to translate the text easily. So automatically, their translation ability will be improved by mastering any kinds of vocabulary.

1.6 Scope of The Research

In this research, the researcher discusses about vocabulary and its relation with translation theoretically and practically. The target of this research is generally to find out 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.