THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ENGLISH-INDONESIAN TRANSLATION ABILITY AT ELEVENTH GRADE OF SMK AL-HUDA BUMIAYU

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Abstract

This research mainly aims to find out the correlation between the students' vocabulary mastery and their English-Indonesian translation ability on the eleventh-grade students of SMK Al-Huda Bumiayu in the academic year 2021/2022. This research is a correlational study. The method of collecting data uses tests and documentation. The score data are obtained from the vocabulary test and translation test. The result of hypothesis testing is the value of $r_{xy} = 0,513 > r_{table} = 0,246$ (for the 5% level) and 0,207 (for the 1% level). Therefore, it can be concluded

that Ha is accepted and H_0 is rejected. It means that there is a significant correlation between the student' vocabulary mastery and their English-Indonesian translation ability on the eleventh-grade students of SMK Al-Huda Bumiayu in the academic year 2021/2022 and categorized in middle level correlation.

Keywords: *Correlational Study, Vocabulary Mastery, Translation Ability*

A. Introduction

As we know, learning a language means learning four skills such as listening, speaking, reading and writing. They are the basic language skills that we have to learn. Besides, English also has sub-skills like vocabulary, grammar and pronunciation. These components are related each other and influence the student's mastery in learning language skills. One of crucial sub-skills is vocabulary.

Vocabulary is one of components in learning English. Learning vocabulary does not mean that the learners only memorize an amount of the words but also their meaning and how they are constructed and use language. According to Schmitt (1998: 15), 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. Therefore, 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 needed to be mastered especially in translating certainly contexts. If the learners do not

master the vocabulary well, it is uneasy for them to do a good translation. Vocabulary plays an essential part in the process of translating both from English to Indonesian or Indonesian to English.

Dealing with the explanation, Nababan (2003: 18) describes that translation is the process of transferring the message from source language (SL) 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 into target language in order to make the information in source language become acceptable and understandable for learners.

In teaching learning English, students' vocabulary mastery cannot be separated from translation activity in the English classroom. Learners or students have to be able to understand the words. Anyway, they will not be able to understand what will they translate if they do not understand the vocabulary used in those passage or texts. Lack of vocabulary is the major problem faced by Indonesian students at schools, whereas in fact vocabulary mastery is something that influential to translation process.

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 makes the process of translating a challenge. Most of students, while finding it difficult to translate, however they still can skip the difficult words. Yet, it will make the result of translation incomplete.

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Moreover, the students who want to express their ideas in wants mostly do not know how to use the vocabulary appropriately because of the lack of vocabulary.

SMK Al-Huda is one of the private schools in Bumiayu which has many students from several study programs. The writers have observed the condition of students' English skills. Many of them get below average scores in English. It is due to the effect of online learning that makes many students accustomed to using media such as Google Translate to assist them in doing the assignments given by the teacher, so that their vocabulary mastery and translation ability are limited and do not develop. As is the case when the learning process by face-to-face, students tend to be passive when receiving material and have difficulty when doing assignment in the form of paragraph text to be translated. As a result, the writers decide to conduct the research which finds out the correlation between the students' vocabulary mastery and their English-Indonesian translation ability on the eleventh-grade students of SMK Al-Huda Bumiayu in the academic year 2021/2022.

B. Literature Review

Hiebert and Kamil (2005: 3) define, "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. Furthermore, Hidayati (2007: 7) states that vocabularies are the words that are taught in the foreign language.

Vocabulary mastery is the ability of someone to know, understand, and master vocabulary. Someone must memorize vocabulary, know how to

pronounce and understand about the meaning. According to Thornburry (2002), mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word spoken and written, the connotation or associations of the word and word frequency. From the explanation above, it is explained that vocabulary mastery is the knowledge of a person or student about vocabulary which includes aspects in vocabulary.

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) 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) add:

> "Translation is said to belong to the so-called fifth skill, it is one of the complex skills. 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".

Translation ability can be achieved if translator 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 to the quality of a text before they decide how to interpret and then translate it (Newmark, 1981: 5).

In translating activity, it is possible that someone faces some problems to translate from

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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 play with some words and sentences especially in translating English into Indonesian. This activity will be challenging to mix and match the words that the translator has acquired to the new words in English which has different structure.

C. Method of Investigation

The writers conduct quantitative research by using a correlational study. According to Faenkel and Wallen (2008: 328), correlational research is a quantitative method designed to determine the relationships and level relationship between two or more variables without any attempt to influence these variables, so that there is no variable manipulation. The purpose of correlational research is to detect the relationship between internal variations and external variations based on the correlation coefficient (Suryabrata, 2010). This research design intends to answer whether or not the students' vocabulary mastery has correlation with their English-Indonesian translation ability on the eleventh-grade students of SMK Al-Huda Bumiayu in the academic year 2021/2022.

As techniques of data collection, the writers use documentation and tests. The writers apply the techniques of data analysis with normality test, linier test and hypothesis test.

D. Findings and Discussion

The first, the writers discuss about the description of research setting. It explains about the

school profile of SMK Al-Huda Bumiayu such as the location of the school, the total number of teaching staff and students, the school's vision and mission, program majors and facilities.

The second, the writers discuss about the description of research data. It is described by providing numbers and tables. The subjects or samples of this research are the students of eleventh grade of SMK Al-Huda Bumiayu which consist of 64 students. The writers hold vocabulary test and English-Indonesian translation test.

Based on the table of frequency distribution of students' vocabulary mastery test results, it can be inferred that from 64 students as the research sample, there are 31 or 48,4% students who are included in the low category for the score of 20 - 47. Furthermore, in the average category, there are 25 or 39,1% students who got the score 48 - 75. The last category, there are 8 or 12,5% students who are included in the good category who get the score of 76 – 100. Therefore, it can be inferred that vocabulary mastery of the eleventh-grade students of SMK Al-Huda Bumiayu in the academic year 2021/2022 is categorized into low category.

Meanwhile, based on the table of frequency distribution of students' English-Indonesian translation test results, it can be inferred that from 64 students as the research sample, there are 37 or 57,8% students who are included in the low category for the score of 10 - 39. Furthermore, in the average category, there are 23 or 35,9% students who got the score 40 - 69. The last category, there are 4 or 6,3% students who are included in the good category who get the score of 70 – 100. Therefore, it can be inferred that English-Indonesian translation ability of the eleventh-grade

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students of SMK Al-Huda Bumiayu in the academic year 2021/2022 is categorized into low category.

The third, the writers discuss about the result of statistical analysis. After doing assumption tests such as normality test and linier test, the writers prepare the table and analyze the data by using product moment formula correlation in order to find and to prove whether there is correlation between variables or not.

According to the data, it is confirmed that r_{xy} is higher than r_{table} (r_{xy} = 0,513 > r_{table} = 0,246 and 0,207). Therefore, it can be inferred that Ha (Alternative Hypothesis) is accepted and H_0 (Null Hypothesis) is rejected. It means that there is a significant correlation between the student' vocabulary mastery and their English-Indonesian translation ability on the eleventh-grade students of SMK Al-Huda Bumiayu in the academic year 2021/2022.

Furthermore, if we interpret it based on the table of interpretation correlation, the r_{xy} value (0,513) is between in the value range (0,40 – 0,69). Consequently, it can be inferred that the correlation between the student' vocabulary mastery and their English-Indonesian translation ability on the eleventh-grade students of SMK Al-Huda Bumiayu in the academic year 2021/2022 is in middle level correlation.

E. Conclusion

According to the result of research findings and discussion, the writers conclude that there is correlation between the students' vocabulary mastery and their English-Indonesian translation ability. This statement can be proven from the results of frequency distribution where the sample is taken from 64 students of the eleventh grade of SMK Al-Huda Bumiayu obtaining the data that students' vocabulary

mastery is categorized into low category which is 48,4%. In addition, the result of students' English-Indonesian translation ability is also into low categorized, namely as much as 57,8% students. It means, if the students get high score in vocabulary, they get high score in translation. Otherwise, students who have lower score in vocabulary, they get the lower score in their translation.

Furthermore, the result of the data analysis from hypothesis test can be concluded that for the df $= 62$, $r_{xy} = 0,513 > r_{table} = 0,246$ for the 5% significant level, and $r_{xy} = 0,513 > r_{table} = 0,207$ for the 1% significant level. Thus, Ha is accepted and H_0 is rejected. Moreover, based on the criteria of the table of interpretation correlation (r table), it can be known that 0,513 is in range 0,40 - 0,69 level, it means that the correlation level between the students' vocabulary mastery and their English-Indonesian translation ability on the eleventh-grade students of SMK Al-Huda Bumiayu in the academic year 2021/2022 is categorized in middle level correlation.

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