**THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY
AND THEIR TRANSLATION ABILITY AT THE FIRST SEMESTER
OF THE ELEVENTH GRADE OF MAN 2 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted to English Department as a Partial Fulfillment of the Requirement for

S-1 Degree

By

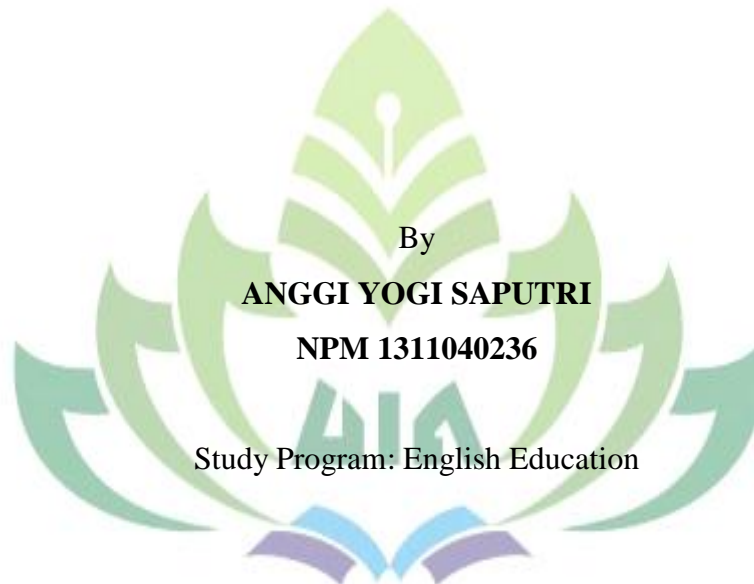**ANGGI YOGI SAPUTRI**

NPM 1311040236

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2018**

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NPM 1311040236

Study Program: English Education

Advisor	: Iwan Kurniawan, M.Pd
Co-advisor	: Dian Reftyawati, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2018**

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR TRANSLATION ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MAN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By:

ANGGI YOGI SAPUTRI

In this research, the researcher focused on the correlation between students' vocabulary mastery and their translation ability. The objective of the research was to know whether there was a correlation between students' vocabulary mastery and their translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018. There were two variables in this research, the independent variable, vocabulary mastery (X) and dependent variable, Translation ability (Y).

This is correlational research, it is used to know the correlation between vocabulary mastery and translation ability. In taking the sample of the research, the cluster random sampling was applied. The population of the research was taken from the students of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018. The sample of the research was taken 39 students from 197 populations. In collecting the data of the research, the researcher used objective test that were multiple choices consisted 20 items and one text for translation test. In this research, SPSS was used to compute Pearson Product Moment's formula.

After doing the hypothetical testing, the result demonstrated that there was positive correlation between students' vocabulary mastery and their translation ability. Based on the data analysis computed by SPSS, it was obtained that Sig (P $_{Value}$) = 0.000 and $\alpha=0.05$. It means that H_a was accepted and H_o was rejected because Sig (P $_{Value}$) $=0.000 < \alpha=0.05$. Based on this research, it was suggested that to have a good ability in translating, the students should have a good mastery of vocabulary.

Keywords: *Correlation Study, Vocabulary, and Translation*

MINISTRY OF RELIGIUS AFFAIRS
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat : Jl. Letkol H. EndroSuratminSukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title	: THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR TRANSLATION ABILITY AT THE FIRST SEMESTER OF ELEVENTH GRADE OF MAN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018
Student's Name	: ANGGI YOGI SAPUTRI
Student's Number	: 1311040236
Study Program	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University
Raden Intan Lampung

Advisor,   Co-Advisor,

Iwan Kurniawan, M.Pd   **Dian Reftya Wati M.Pd**
NIP.197405202000031002

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP. 198005152003122004

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MINISTRY OF RELIGIUS AFFAIRS
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat : Jl. Letkol H. EndroSuratminSukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR TRANSLATION ABILITY AT THE FIRST SEMESTER OF ELEVENTH GRADE OF MAN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018, by: ANGGI YOGI SAPUTRI, NPM: 1311040236, Study Program: English Education was tested and defended in the examination session held on: Thursday, February 8th 2018.

Board of examiners:

The Chairperson	: Meisuri, M.Pd.	( )
The Secretary	: Deri Herdawan, M.Pd.	( )
Primary Examiner	: Rohmatillah, M.Pd.	( )
Co - Examiner I	: Iwan Kurniawan, M.Pd	( )
Co – Examiner II	: Dian Reftya Wati, M.Pd	( )

The Dean,
Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Chairul Anwar, M.Pd
NIP 195608101987031001

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DECLARATION

I hereby declare that this thesis entitled "The Correlation Between Students'
Vocabulary Mastery and Their Translation Ability at the First Semester of The
Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2016/2017" is
completely my own work. I am fully aware that I have quoted some statements and
theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, February , 2018
The researcher

ANGGI YOGI SAPUTRI
NPM.1311040236

MOTTO

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

وَمِنْ ءَايَتِهِ خَلْقُ السَّمَوَتِ وَالْأَرْضِ وَاخْتِلَفُ أَلْسِنَتِكُمْ وَأَلْوَنِكُمْ إِنَّ فِي ذَلِكَ لَأَيَتٍ لِّلْعَلِمِينَ ۝

"And among His signs is the creation of the heavens and the earth, and the variations

*in your languages and your colors; verily in that are signs for those who know".*

(Q.S. Al-Rum: 22)[1]

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[1] Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (New Delhi: Millat Book Centre, 2006), p. 1013

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Jumbadhi, S.Pd and Mrs. Apriati who always support me with love and pray for my success.
2. My beloved brother, Bagas Aditya who always gives me spirit and suggestion for reaching the goal.
3. My beloved someone Mertanas Hendra who always supports and cheers me up until the completion of this thesis.
4. My beloved lecturers and Almamater UIN Raden Intan Lampung.
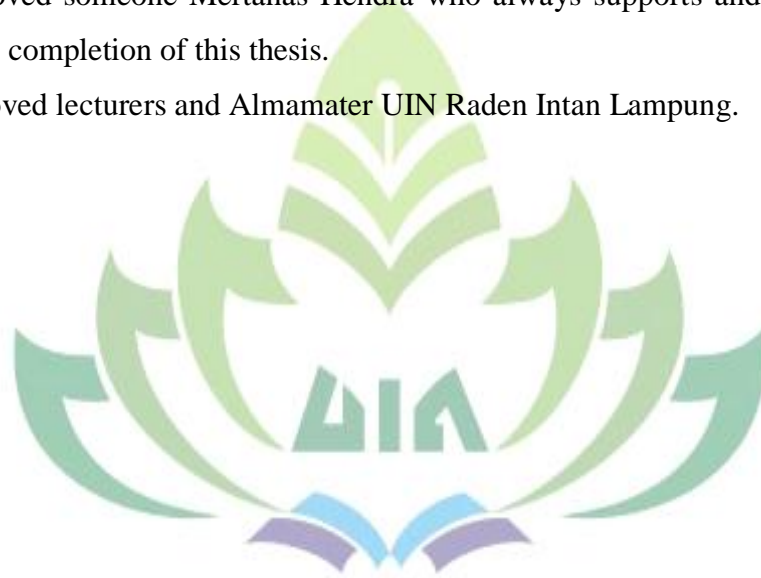
CURRICULUM VITAE

The researcher's name is Anggi Yogi Saputri. She was born in Yogyakarta on April 30th 1995. She is the first child of two children from the couple Mr. Jumbadhi and Mrs. Apriati. She has one brother, named Bagas Aditya.

The researcher began her study in Elementary School at SD N 3 Ngarip, Ulu Belu in 2002 and graduated in 2007. After graduating from elementary school, she continued her study in Junior High School at SMP N 2 Sumberejo, Tanggamus and graduated in 2008 and graduated in 2011. Then, she continued her study at MA. Mathla'ul Anwar Gisting, Tanggamus and graduated in 2013. After finishing her study in Senior High School, she decided to study in English Education study program of Tarbiyah and Teacher Training Faculty of State of Islamic University (UIN) Raden Intan Lampung.
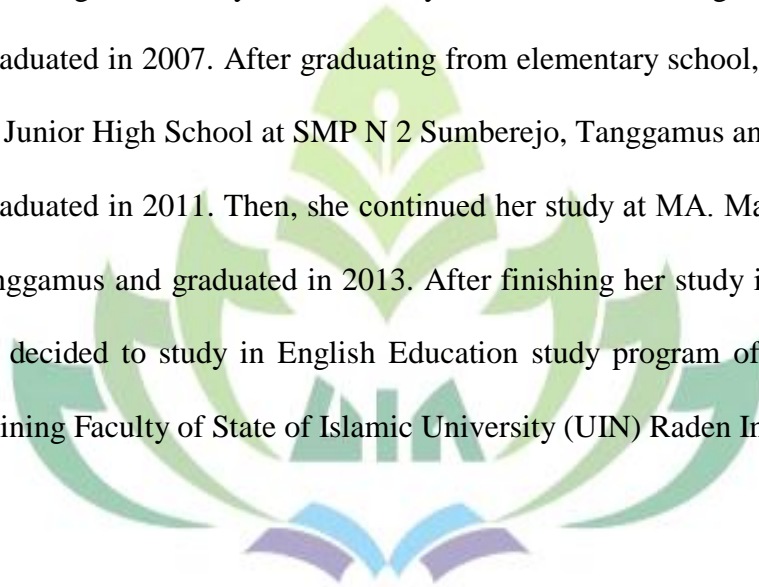
ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty, the Most Merciful, the Most Beneficent who always gives His blessing and mercy to the researcher during his study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to express his gratitude to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.

2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.

3. Iwan Kurniawan, M.Pd, the first advisor for his guidance, to complete this thesis.

4. Dian Reftyawati, M.Pd, the second advisor, who has spent countless hours correcting this final project.

5. The English Department Lecturers of UIN Raden Intan Lampung

6. Samsurizal, S.Pd, M. Si, the Headmaster of MAN 2 Bandar Lampung, who gave the researcher permissions to conduct this research and collect the data in the school.

7. Wahyu Fardhusila, S.Pd, the English teacher at MAN 2 Bandar Lampung who gave guidance and spirit to the researcher in conducting her research.

8. All students of the eleventh grade especially XI MIA 2 and XI MIA 1 of MAN 2 Bandar Lampung in the academic year of 2017/2018, for giving nice participation during the process in conducting research.

9. Her bestfriends Lupitha Windy Rizky, Melia Annisa Fitri, Trio Gumelar Anggraini and Merliana Gita who always give support, motivation and some ridiculous advice.

10. All friends in English Education UIN Raden Intan Lampung 2013, especially Vera Deviyana, Novi Amilia, Atika Amalina, Cahya Maulita T, Hazshofia Nurafifa, Filza Sabadini, Refrinisa, Buana Mutiara S. and all of of her friends in F class for amazing four years together.

Finally, none or nothing is perfect and neither is this final project. Any corrections, comments, and criticism for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, February   , 2018
The Researcher,

ANGGI YOGI SAPUTRI
NPM.1311040236

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is considered as a tool of communication and language cannot be separated from community, because the people can communicate with other people by using language. However, they cannot understand what other people say if they do not know the language that they use. Then, Patel states that language is a system of communications through which consist of a set of sounds and written symbols which are used by the people of a particular country for talking of writing.[1] It means that the language is very important in human life. Without language they cannot deliver their feelings, opinions, and thoughts to each other. It is difficult to do all activities without language.

Nowadays, English plays an important role in the world. As an international language, it is used to disseminate the information and news around the world. For our country, English helps the Indonesian people to be cognizant of the development and the their knowledge.

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[1]M.F. Patel, Preveen M, Jain, *English Language Teaching (Methods, Tools, and Techniques)* (Jaipur : Sunrise Publishers & Distributor, 2008), pp. 27-28

English also becomes very important for people to exchange meaning and represent their feeling and idea. Learning a foreign language is different from learning one's mother tongue. The students will meet a lot of difficulties in learning a foreign language (the target language/TL) because each language has its own vocabulary items and unfamiliar ways of arranging the words into sentences.

Based on this problem, translation is considered a very important thing to connect the two different languages by contributing source language (SL) into target language. Catford defines that translation is the replacement of textual material in one language (source language) by equivalent textual material in another language(target language).[2] It means that translation is an activity of rewriting a text from its source language into the target language without modifying or changing its meaning in order to make the information in the source language become acceptable and understandable for students.

In teaching learning English as foreign language, the students have to be able to understand words. If they do not understand and do not know the meaning of English vocabulary, they will get difficulties in learning foreign language especially English. 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.

Translation is not an easy job that can be done by anyone without knowing the procedures, methods and techniques of translating. Then, Ordudari in Translation Journal states that the

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[2]JC. Catford A, *Linguistic Theory of Translation* (New York: Oxford University Press, 1965). p.20

difference between the source language and the target language and the variations of their culture make the process of translating a real challenge. Among the problematic factors involved in translation are form, meaning, style, proverbs, idioms, grammar mastery and vocabulary mastery.[3] It means that in translating, the difference culture is the challenge for translator. In translation there are some factors such as, form, meaning, style, proverb, idioms, grammar mastery and vocabulary mastery.

Something influential of translation is the vocabulary mastery. Vocabulary plays an important role in learning English. Like other languages, in learning English, learners have to be able to understand words. In fact, it happens that students want to express something in English but they do not know how to express the word appropriately because of the lack of vocabulary. Therefore, Snow *et.al* cited in Tankersly states that vocabulary is the meaning and pronounciation of words that we use in communication.[4] It means that vocabulary is the vital part of language that students used in communication. Without vocabulary it is impossible for them to learn language. By mastery vocabulary, they will be easy to communicate to each other.

Vocabulary development is an important aspect of language development. In dealing with vocabulary, one should consider three important aspects of vocabulary such as how word

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[3] Mahmoud Ordudari, "Translation Procedures, Strategies and Methods", *Translation Journal*, Vol. 11 (3), (February 14, 2018).

[4]Karen Tankersly, *The Treads of Reading : Strategies for Literary Development* (Alexandria : Association for Supervision and Curriculum Development (ASCD), 2003), p.52.

form, how word meaning, and also how word usage.[5] Word formation means to know how words are spoken, written, and how they can change their form. Then 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. The meaning of language depends on where it occurs within a large stretch of discourse. Here, 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).

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.

In preliminary research at MAN 2 Bandar Lampung, the researcher asked Mrs. Wahyu Fardushila, S.Pd as the English teacher about the students' capability in English, especially about their vocabulary mastery and their translation ability. She said that that students got difficulty in translating because they lack of vocabulary.[6] In doing preliminary research, the

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[5]I. S. P. Nation, *Learning Vocabulary In Another Language* (New York : Cambridge Applied Linguistic, 2001), pp.40-41

[6]Wahyu Fardhusila, Interview, MAN 2 Bandar Lampung : 25 January 2017 at 09 : 30.

researcher got the data of vocabulary mastery of the eleventh grade of MAN 2 Bandar Lampung. It can be seen from table of the students' score given by the teacher below:

Table 1
The Students' Vocabulary Score of the Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2017/2018

No	Score	Class					Total	Percentage
		XI MIA1	XI MIA2	XI MIA3	XI MIA4	XI MIA5		
1	< 73	22	25	21	27	29	124	62.94%
2	≥ 73	18	14	19	12	10	73	37.05%
Total		40	39	40	39	39	197	100 %

Source : Document of English Vocabulary Score of the Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2017/2018.

From the table above, 124 students who get score < 73, and 73 students get the score ≥ 73. It is obvious that more than 50 % of students need to increase their vocabulary mastery because at MAN 2 Bandar Lampung, the criteria score of minimum mastery (KKM) is 73.

The researcher also did preliminary research to get students' translation ability score. Students' translation ability score is as follows:

Table 2
The Translation Score of the Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2017/2018.

No	Score	Class					Total	Percentage
		XI MIA1	XI MIA2	XI MIA3	XI MIA4	XI MIA5		
1	< 73	21	24	22	26	30	123	62.43%
2	≥ 73	19	15	18	13	9	74	37.56%
Total		40	39	40	39	39	197	100%

Source : Document of translation Ability Score of the Eleventh Grade of MAN 2 Bandar Lampung in 2017/2018 Academic Year

From the table above, 123 students who get score < 73, and 74 students get the score ≥ 73. It is obvious that more than 50 % of students need to increase their translation ability because at MAN 2 Bandar Lampung, the criteria score of minimum mastery (KKM) for English subject is 73.

There were two researchers related to this research that have been conducted. The first was research conducted by Kurniati who studied (the correlation between part of speech mastery and translation ability at the first semester of the eleventh grade of MA MA'ARIF bumi Restu Palas Lampung Selatan the academic year of 2013/2014). It was found that there is positive correlation between students' part of speech mastery and translation ability because by seeing the result of the data calculation in which null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is consequently accepted. So she concluded that good part of speech mastery enables good translation ability. It is supported by the scores the students achieved, in which they received higher scores after she gave the test.[7] So the researcher can conclude that if the students have good part of speech mastery enables have good ability in translating.

Another research was conducted by Wahyuningsih in her thesis entitled "The Correlation between Vocabulary Mastery and Reading Comprehension at Eight Grade Students of SMP PGRI 1 Kediri in Academic year 2014/2015. There were two things which were discussed in this study, vocabulary mastery and reading comprehension. The objective of this study

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[7]Dwi Kurniati, "The Correlation Between Students Part of Speech Mastery and Translation Ability" (S1 Thesis, IAIN Raden Intan Lampung, Lampung, 2014).

was to show the correlation between vocabulary mastery and reading comprehension. Increasing vocabulary skill is one of the most important things to reach the students goal in comprehension skills.[8] The research findings showed that the vocabulary mastery affected the students' performance in reading comprehension. As the influence is positive one, it supported the basic assumption that the students who got high score in vocabulary test, they would get the score in comprehension as well. It means that the more students have many stocks of words, the better they perform in comprehension.

Dealing with discussion above, it is predicted that the students who are good in vocabulary will be able to translate well. This research is done for the intention of exploring how significant the vocabulary mastery and translation. Therefore the researcher conducted a research entitled: "The Correlation between Students' Vocabulary Mastery and Their Translation Ability at the First Semester of Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2017/2018."

B. Identification of the Problem

Based on the background of the problem above the researcher found several problems as follows:

1. The students got difficulty in translating

2. The students lack of vocabulary

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[8]Lilik Wahyuningsih, "The Correlation between Vocabulary Mastery and Reading Comprehension at Eight Grade Students of SMP PGRI 1 Kediri in Academic year2014/2015(SI Thesis, Universitas Nusantara , Kediri, 2015).

C. Limitation of the Problem

In this research, the researcher focused on correlation between students' vocabulary mastery especially in noun, verb, adjective and adverb and their translation ability especially in report text.

D. Formulation of the Problem

Referring to the problem above, the researcher formulated the main problem as follows; is there any correlation of students' vocabulary mastery and their translation ability?

E. Objective of the Research

The objective of the research was to know whether there is any correlation between students' vocabulary mastery and their translation ability.

F. Use of the Research

By conducting the research about the correlation between students' mastery of vocabulary and their translation ability, the researcher hopes that the result of the research will be useful to give some contributions:

1. Theoretically

   This research hopefully gave information about vocabulary mastery and translation ability. This research also enriched the previous studies about the correlation between vocabulary mastery and translation ability.

2. Practically

The practical as significance that the researcher expected from this research are as follows:

a. For students: the finding of the research will motivate them to practice more than they did before and 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.

b. For teachers: the result of the research will be useful as a reflection in order to increase and develop their method in teaching students about vocabulary relating to its importance in their ability in translation.

c. For other researchers: the finding of the research hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation between students' mastery of vocabulary and their translation ability of the eleventh grades of MAN 2 Bandar Lampung.

G. Scope of The Research

The scope of the research is as follows:

1. Subject of The Research

The subject of the research was the students at the first semester of the eleventh grade of MAN 2 Bandar Lampung.

2. **Object of The Research**

   The object of the research was the students' vocabulary mastery and their translation ability.

3. **Place of The Research**

   This research was conducted at MAN 2 Bandar Lampung.

4. **Time of The Research**

   The research was conducted at the first semester of eleventh grade in the academic year of 2017/2018.
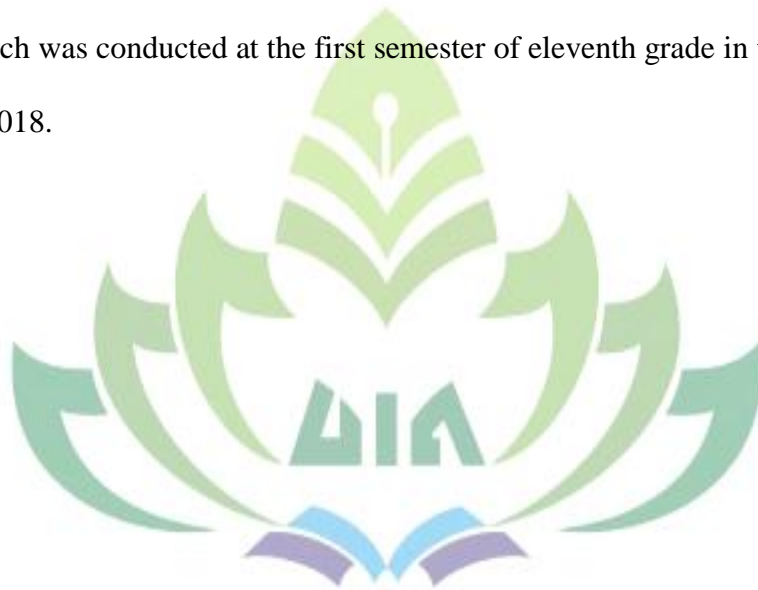
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Language is a set of rules by human as a tool of communication.[1] That statement is supported by Brown, he states that there are eight definitions about language, one of them is language is used for communication.[2] It means that language can be used to communicate or express feelings, knowledge, and thoughts, or idea to another people. English is the first foreign language considered to be taught starting from the elementary school to university.

English is an international language. A lot of country in the world using English to communicate among them and it is ones of the lessons that have to be learned. According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[3] It can be inferred that language teaching is the process of helping students to learn how to acquire the language that they want to learn.

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[1] Sanggman Siahaan, *The English paragraph* (Yogyakarta: Graha Ilmu, 2008), p.1.

[2] H. Douglas Brown, *Principles of Language Learning and Teaching (5th ed)* (London: Longman, 2006), p. 8.

[3] *Ibid*

In Indonesia, English is learnt as the foreign language. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in the society.[4] It means event English is taught from elementary school until university, a lot of people still do not master English yet because they do not use it in their daily life and it does not play an essential role in their social life. So people who learnt English as the foreign language have little opportunities to use their English in real life situation.

In Al Qur'an, it was explained about language especially foreign language, one of them in Abraham verse : 4

وَمَآ أَرْسَلْنَا مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ ٱللَّهُ مَن يَشَآءُ وَيَهْدِى مَن يَشَآءُ وَهُوَ ٱلْعَزِيزُ ٱلْحَكِيمُ ۝

Meaning: *We sent not messenger except (to teach) in the language of his (own) people, in order to make clear to them, now Allah leaves straying those whom He pleases and guides whom He pleases and He exalted in power full of wisdom.*[5]

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[4] Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 22.
[5] Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (New Delhi: Millat Book Centre, 2006), p. 604

In the verse above, explained that learning foreign language is necessary and permissible which aim to create goodness. Through a foreign language not only people know all about information but also people know how to interact each other in different country.

In teaching English as the foreign language, the teacher should have known what the teacher should do. Ur says that teaching is presenting and explaining new material, providing practice, and testing.[6] According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[7] It means teaching is giving instruction, guiding in study of something, providing with knowledge about the information or the material that is taught. In teaching and learning process, the teacher gives the material to the students.

Based on the explanation above, in Indonesia English is as a foreign language. Teaching English as a foreign language is also a process of helping someone to learn English which is either the language that they use as a mother tongue, or the foreign language which they use in their daily life for communication that influenced by ideas of the nature of English and the learning condition. In teaching English the teacher should prepare the material instruction, strategy, and media to support teaching and learning process.

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[6] Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009), p. 10.
[7] H. Douglas Brown, *Op. Cit*, p.8

B. The Concept of Vocabulary

Vocabulary is one of the important parts in learning language. If students' vocabulary is limited, they got some difficulties in using English for communication. Then, Hatch and Brown said that vocabulary is a list of words for a particular language or a list or set of word that individual speakers of language might use.[8] It means that list of word which are known and collected by someone are called vocabulary. Without vocabulary it is difficult to communicate to each other. If someone has good vocabulary he/she will be easily to learn English well and also make good his/her communication to other. It is supported by Thornburry, he says that by having adequate vocabulary, one will be able to communicate to other people and express his/her ideas clearly and easly.[9] It means that vocabulary has an important role and should be recognized as a central element in language, and it should be given from the beginning stages, in order to make students mastering in vocabulary, because the students who have wide of large of vocabulary will able to use the suitable or appropriate words in sentences for each situation in making communication to the other.

On the other hand, Hornby states that vocabulary is all the words that a person knows and uses.[10] It means that vocabulary is a total number of word that make up a

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[8] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge : Cambridge University Press, 1995), p.1

[9] Scott Thornburry, *How to Teach Vocabulary* (Essex: Longman Pearson Education Limited, 2002), p.13

[10] A S Hornby, *Oxford : Advance Learner's Dictionary,* (London : Oxford University Press, 2010), p.1662

language with their meaning using by group or person in human being communication, it makes possible for someone or students to express something or message to another.

From the statment above, the researcher can conclude that vocabulary is collection or a list of words and central elements of English of learning a foreign language that should be learnt to know the meaning of the words that can help the students use language to communication well.

1. The Types of Vocabulary

Hiebert and Kamils' states that the first consideration in delineating the construct of "vocabulary" is that individuals have various types of vocabulary that they use for different purposes. Namely oral and print vocabulary.[11] It means that types of vocabulary is depends on individual purposes in convey the meaning. Vocabulary to know the meaning divided into two form, they are oral vocabulary and print vocabulary. The people that know the meaning vocabulary when they speak or read orally it is called oral vocabulary. Meanwhile, the people that know the meaning when they write and read silently it is called print vocabulary.

On the other hand, Hiebert and Kamil also declare that knowledge of words also comes in at least two forms, they are productive vocabulary and receptive vocabulary. These will explain clearly as follows:

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[11] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary : Bringing Research to practice* (London : Lawrence Erlbaum Associates, 2009) P.3

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.[12] It means that active vocabulary is made up of words that come to people mind immediately when they have to use them in a sentence, as they speak and write. In this case, productive or active vocabulary means the stock of words that the people actually uses in their 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.[13] It means that receptive vocabulary is word that the people understands when they hear or read from other. They do not use own speech. In this case, 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 concludes 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

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[12] *Ibid*
[13] *Ibid*

knowledge to know the words involves active or productive vocabulary and passive or receptive vocabulary. The words that the people produce in speaking or writing are called productive or active vocabulary. The words that the catch from listening and reading are receptive or passive vocabulary.

According to Thorburry, in learning vocabulary there are classification of word. They are noun, verb, adjective, adverb, conjunction, determiner, pronoun and preposition.[14] These will explain clearly as follows:

1. Nouns

Noun is one important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.[15]

Noun can be divided into some classes :

a. Proper nouns, usually capitalized in English, are names for a particular person or things. Examples : Robin, Alice, London, and Civil War.

b. Countable noun is a noun that indicates something you could actually count. For example, you could count pigs : one pig, two pigs, three pigs.

c. Uncountable noun is a noun that indicates something you cannot count. For examples : furniture, advise, information, and news.

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[14] Scott Thornburry, *Op, Cit.* p. 3

[15] Marcella Frank, *Modern English : a practical reference guide*, (New Jersey : Prentice Hall, Inc, 1972), p. 6.

d. Concrete nouns is a word for a physical object that can be perceived by the senses, we can see, touch, smell, the object. For examples: flower, coffee and children.

e. Abstrack noun is a word for a concept, it is an idea that exists in our minds only. Examples: ability, success, beauty, mankind, and justice.

From the statements before, it can be concluded that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality, and abstract concepts.

2. Verbs

Verbs usually denote processes, actions or states.[16] In activities (run, walk, look, for), accomplishment (build, kill), achievement (recognize, find), and states (know, love, have).

For example in sentence:

We *walked* to the store yesterday

The kinds of verbs are:

1. Intransitive Verbs

   Intransitive verbs are verbs that do not take an object or subject attribute in the sentence.[17] Example in sentence: he is reading.

2. Transitive Verbs

   Transitive verbs are verbs that take a direct object in the sentence.

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[16] Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis : An Introductory Course* (Amsterdam : John Benjamins Publishing Company, 2000), p.91

[17] *Ibid.* p. 65

Example in sentence: He has read a book

He turned the page

3. Ditransitive Verbs

   Ditransitive verbs are verbs that take two objects in the sentence: a direct object telling "what" or "whom" and indirect object telling "to" or "for whom" the direct object is sent, give, buy and so on.[18]

   Example:

   He gave me a book

   He gave a book to me

From the statements above, the researcher concludes that verbs is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

3. Adjective

Adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun.[19]

The types of adjectives are:

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[18] *Ibid,* p.67

[19] Andrew Radford, et.al, *Linguistics :An introduction (2ⁿᵈ Ed)*, (New York : Cambridge University Press, 2009),p. 130

a. Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possesive adjectives (my, your, her), numeral adjective (fourth, first, tenth,third), and adjectives of indefinite quantity (some, few, all).

b. Descriptive adjectives

They usually indicate an inherent quality (old, young, new) or a physical state (blue, red, yellow), size or age.

From the definitions above, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

4. Adverbs

Adverb typically modifies a verb, adjective or another adverb, indicating how, when or why something happened or the degree to which a property characterizes an individual or event.[20]

Examples: Ken snores *loudly*

The baby cried *continually*

There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.[21]

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[20] *Ibid.*
[21] Mark Lester, *English Grammar Drills*, (New York : The Mc-Graw Hill Companies, 2009), pp.206-207

a. Adverb of Manner

Adverb of manner is explain how the action of the verb is done. The manner adverb has the most characteristic adverbial form (an- *ly* ending added to a descriptive adjective). Example: Anggi drives *slowly*

The music played *loudly*

b. Adverb of Time

These adverb have a fixed boundary in time; yesterday, tomorrow, next, soon, late and early. For example: He arrived *last night*

She went to Malang *yesterday*

c. Adverb of Place

Adverb of place usually answers the question *where* about the action of the verb, and come after the verb. Common of place are *here, there, far, near, over there, away, and far away.*

From the definitions above, the researcher concludes that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen.

5. Conjunction

Conjunctions are the word "joins". A conjunctions join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunctions: they are coordinating conjunction and subordinating

conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal.

Example: And, but, or, nor, for, yet, so

Subordinating conjunctions are used to join subordinate.

Example: Although, because, since, unless.

6. Preposition

Preposition belong to small group or class of word which express relations of place, direction, time or possession. Words belonging to this include: *in, on, of, at, to, from, till, with, for, beside, against, by, towards,* and so on.

7. Determiners

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

    a. Definite and indefinite articles: a, an, the.

    b. Demonstratives : this, that, those, these

    c. Quantifiers: a few, a little, much, many, a lot of, most, some, any and enough.

    d. Possessive: my, your, his, her, its, our, their.

    e. Numbers: cardinal, ordinal number.

8. Pronouns

A pronoun is a word that takes the place of a noun.[22]

a. Subjective Pronoun

A subjective pronouns acts as the subjects of a sentence. The subjective pronouns are she, he, it, I, you.

b. Objective pronouns

An objective pronoun acts as the object of the sentence. It receives the action of the verb. The objective pronouns are her, him, it, me, them, us, and you.

c. Reflexive pronouns

A reflexive pronouns refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, ourself, themself, and yourself.

d. Possesive pronouns

A possesive pronoun tells you who own something. The possesive are hers, his, its, mine, ours theirs, and yours.

e. Demonstrative pronouns

A demonstrative pronoun point out a noun. The demonstrative pronoun are that, these, this, those.

f. Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in "ever", such as whatever, whichever, whoever, whomever.

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[22]*Ibid,* p. 67

g. Indefinite pronouns

An Indefinite pronouns refers to an indefinite, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, none, nothing, several, some, and somebody.

Based on the long explanation above, the researcher concludes that vocabulary mastery is people's ability to use or to understand basic form of words of language that they have learned in certain situation. In the form of noun, verb, adjective, adverb, conjunction, preposition, determiner and pronoun.

In this research the researcher focused on four of parts of speech, they are: noun, verb, adjective and adverb because these words belong to the major of part of speech. It is supported by Fromkin, et.al who stated that words in a language classified into two terms, namely; content and function words. These will explain clearly as follows:

a. The Content Word

The content word is the word used to express or argue something such as actions, objects, attributes and ideas. It consists of noun, verb, adjective and adverb. [23] It means that the content word is a word that can tell which object, tell about the action happening, about detail object, and tell about how, when or when something is done. In other word, content word can convey information or meaning in a sentence or a text.

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[23] Victoria Fromkin, et.al, *An Introduction to Language,(7th Ed),* (Boston : Wadsworth Engage Learning, 2003), p. 73

b. The Function Word

The function word is a word that does not have clear concepts or meaning related to the word and it is only used in term of grammatical function. It consists of conjunction, preposition, article/determiner, and pronoun.[24] It means that the function word which have no lexical meaning, and whose sole function is to express grammatical relationships. In other word, function words used to make the sentences grammatically correct.

Based on the explanation above, it can be concluded that each word in English belongs to one of the eight parts of speech. Each word is also either a content word or function words. Knowing the difference between content word and function words is important because content words are stressed in conversation in English. Function words are non-stressed. In other words, function words are not emphasized in speech, while content words are highlighted.

2. The Concept of Vocabulary Mastery

Vocabulary is the first basic important aspect for learning English by learner, by mastering vocabulary they are able to communicate both orally and written well. Also by having a lot of vocabularies, the students are hoped to master four skills in English such as: listening, speaking, reading and writing.

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[24] *Ibid,* p. 74

Meanwhile, Hornby states that mastery is great knowledge about or understanding of a particular thing.[25] From that definition, it comes to the conclusion that mastery means the competency to understand and apply something learnt.

Seeing the explanation, the researcher concludes that vocabulary mastery is the ability to know the meanings of certain vocabulary items and their usage in certain context to express ideas, opinion, and feelings in communication. In other word, vocabulary mastery is people's ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives.

3. **Assessment of Vocabulary**

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. Therefore Gower, Philip, and Walters states that there are three aspects that students' need to learn new vocabulary items:

1. **The form**

    a. What parts of speech is the word – noun, verb, preposition etc.?

    b. How is it spelled – is it regular or irregular?

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[25] A S Hornby, *Oxford : Advance Learner's Dictionary,* (London : Oxford University Press, 2010), p. 914

c. Does it belong to a "family' of words, for example: electricity, electrical, electrician?

d. How is the word, or combination of words, pronounced and in words of more than one syllable, where is the stress?

e. How does the word collocate with surrounding words? Is it part of a set expression?

2. **The meaning**

a. Many words have more than one meaning. What exact meaning in which context do you want to focus on?

b. What is connotation of the item?

c. Could the vocabulary item have different meanings for different people?

3. **The use**

a. How is the vocabulary item used?

b. Does it have a restricted use? Does it belong to a particular style or register?[26]

Regarding the explanation above, 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.

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[26] Roger Gower, et.al, *Teaching Practice Handbook* (London: Heineman, 1995), p.144

In this research, the researcher used two of Gower's theory to assess of vocabulary mastery. They are word meaning and word use. Thus, vocabulary mastery in this research is the students' ability to use and understand basic words from language, which they have learned in certain situation and which sometime they have experienced in their lives especially in noun, verb, adjective and adverb.

C. The Concept of Translation

Translation is basically a change of form. In translation, the people change the form of the source language into the target language. Then, Catford defines that translation is the replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language).[27] It means that translation is an activity of rewriting a text from its source language into the target language without modifying or changing its meaning in order to make the reader conceive the content of the text easily.

Meanwhile, Larson states that translation is transferring 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.[28] It means that translation is a process of replacing or transferring messages, thought, ideas, meaning

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[27] JC. Catford, *A Linguistic Theory of Translation* (New York: Oxford University Press, 1965). p.20

[28] M. L Larson, *Meaning-based Translation: A Guide to Cross-language Equivalence* (New York: University Press of America, Inc, 1984), p.3

or information from the source language to the target language. The main point in the translation is that the translator must not change the meaning of the message of the original text.

In addition, Newmark also states that 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.[29] 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.

Based on theories above, the researcher concludes that translation is an activity that aims at conveying meaning or meanings of a given-linguistic discourse from one language to another language. When translating the translator must keep the meaning. Because if the meaning of source languge and the target language are different can be confused the readers. For translation to have a original, it will the natural and easy to understand, in order to the readers easly to finding the message of the text.

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[29] Peter Newmark, *Approach to Translation* (New York : Pergamon Press, 2001). P. 7

1. The Concept of Translation Ability

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. Meanwhile, Hornby states that ability is able to do. It means that ability is the capacity of someone to carry out a particular thing.

The ability in translating a language into another language is indicated by the quality of translation result. Translation ability can be achieved if translator (students') 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. According to Newmark "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".[30] It means that 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 students' knowledge. They must give more attention to the reader in target language. A translator must be also being

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[30] *Ibid*, p.5

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.

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

2. The Kinds of Translation

Larson states that translation is classified into two main types:

a. Form-Based Translation

Form-based translation attempts to follow the form of the source language. It is known as *literal translation.*[31] It means that form based translation is type of translation that follow exactly the form of the source language or like word by word translation. Literal translation, translation is trying to adjust to the shape of the source language, so follow the exact form of language support.

Here example of literal translation:

   SL: Who has he been living with?

   TL: Siapa dia telah tinggal.

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[31] M. L Larson, *Op. Ci*t, p.17

The translation above sound unnatural. The word *who* is simply translated into *siapa*, *has* is translated into *telah*, *he* is translated into *dia*, *been living* is translated into *tinggal* and *with* into *dengan*. The result is translation by word for word translation and it causes the combination of the target language sentence sound unnatural and usually makes the readers confused.

b. Meaning-Based Translation

Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural form of the receptor language is called idiomatic translation.[32] It means that idiomatic translation is a process translation that changes the form of source language and giving the sense of original meaning so that the receptor can understand the translation full. The translator basically needs to know about the meaning of the source language before he transfers this meaning into another language.

Example of idiomatic translation :

SL : She is a woman of steel.

TL : Dia wanita yang berjiwa kuat.

Idiomatic translation above is acceptable for the target readers because is sounds natural. The phrase *a woman of steel* is not simply translated into *wanita dari besi* but idiomatically translated into *wanita yang berjiwa kuat* because the translator understand the original meaning and knows both languages well.

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[32]*Ibid*

3. Assessment in Translation

Assessment in translation therefore goes beyond the evaluation of particular translation and must take into account other instruments. According Machali, assessment in translation can be done through three stages.[33] The first stages: functional assessment, the general impression to see whether general purpose of deviant writing. Otherwise, the assessment may to the next stage. The second steps: detail assessment based on the terms and criteria in the following table:

Table 3
Aspects of Translation Assessment

Aspects	Criteria

A. Accuracy of reproduction of meaning
    1. Linguistics aspects
        a. Transposition
        b. Modulation
        c. Lexicon (vocabulary)
        d. Idiom
	True, clear, reasonable deviate? (local/total)

2. Semantic aspects
        a. Refrensial meaning
        b. Interpersonal meaning
            1) Language style
            2) Other interpersonal aspects, for example, the denotative-connotative.
	Changed? (local/total)

3. Pragmatic aspects
        a. Matching text types(including author intent/ purpose)
        b. The demands of meaning at the level of sentence with the level of text.
	Deviate?(local/total)
	Not coherent ?(local/total)

B. Fairness of expression (in standard art)	Fair and / or literal
C. Terminology	True, default, clear
D. Correct spelling	True, default

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[33] Rochayah Machali, *Pedoman Bagi Penerjemah,* (Bandung: Kaifa, 2009), p.153

The third stage: detailed assessment of the second phase is classified in a scale or continuum and can be converted into values. To facilitate the placement of classes or categories, detailed criteria at the second stage is manifested in the general indicator in the following table:[34]

Table 4
Scoring system by Rochayah Machali

Category	Score	Indicator
The translation is almost perfect	86-90 (A)	The translation is almost equal to original text. There are no mistake in grammar, spelling and using vocabulary.
The translation is very good	76-85 (B)	There are no mistake in using vocabulary, there are any grammar and spelling mistake but not many.
The translation is good	65-75 (C)	There are grammar and idiom mistakes but not more than 15% from all texts. There are any mistakes in spelling.
The translation is enough	46-60 (D)	There are grammar and idiom mistakes but not more than 25% from all texts. There are any mistakes in uncommon vocabulary.
The translation is worse	20-45 (E)	There are grammar and idiom mistakes more than 25% from all texts.

Based on the explanation above, it can be concluded that the classification of scoring criteria of such as, accuracy reproduction meaning refers to aspect of linguistics, semantics and pragmatics, fittingness expression and selection of words those are suitable with the meaning of text, and spelling refers to accuracy of letter. In other word, the classification of scoring criteria translating text used components of grammar.

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[34] *Ibid*, p. 156

D. The Correlation between Vocabulary mastery and Translation Ability

Vocabulary mastery is very important in translation. The more words one knows, the better she/he undestands a text. Vocabulary helps the translator to understand the message of the source language and then re-express the whole message to the target language. The richness of vocabulary has very conspicuous effects on the translator's. A translator must be able to choose appropriate words that represent the meaning of the source language in the target language. So, the message thoughts or ideas that he/she translated will be understood by the readers. The translator who have a better knowledge of vocabulary or who know many vocabulary items and its appropriate usage tend the express their ideas more effectively than those who have a limited mastery of vocabulary. By knowing vocabulary items, a translator can also vary the use of words in his/her work to avoid repetition of words that can make the result of the his/her translation sound monotonous.

From explanation above, it is necessary for students to master vocabulary because it can be used to translate sentence, text or discourse well. Without knowing about vocabulary it is difficult for them to translate well because to make meaning surely the students must know the kinds of each word.

E. Frame of Thinking

Based on the preliminary research, it was found that students felt difficulty understanding the meaning of the word, all factors above relates with translation ability. From the explanation above that translation is an activity of translating words or text from one language to another language without changing the meaning of the text. When translating the translator must keep the meaning. Because if the meaning of source languge and the target language are different, it can make readers confused. Vocabulary is one of important aspect in learning language. Without vocabulary it is impossible for someone to learn a language. By mastery vocabulary, someone will be easily to deliver what he/she has in mind. The communication will not fluently if his/her does not mastering vocabulary.

Vocabulary is the vital part of language, because if we want to communicate to each other we do not getting miscommunication. With vocabulary mastery we can understand English language easly. Based on the frame of thinking above, the researcher assumed that vocabulary mastery affects the ability in translating. If the students' vocabulary mastery is good, it can be predicted that they will be good translation. Meanwhile, if the students' vocabulary mastery is not good, it can be predicted that their translation will not be good as well.

The explanation above can be seen in figure below!
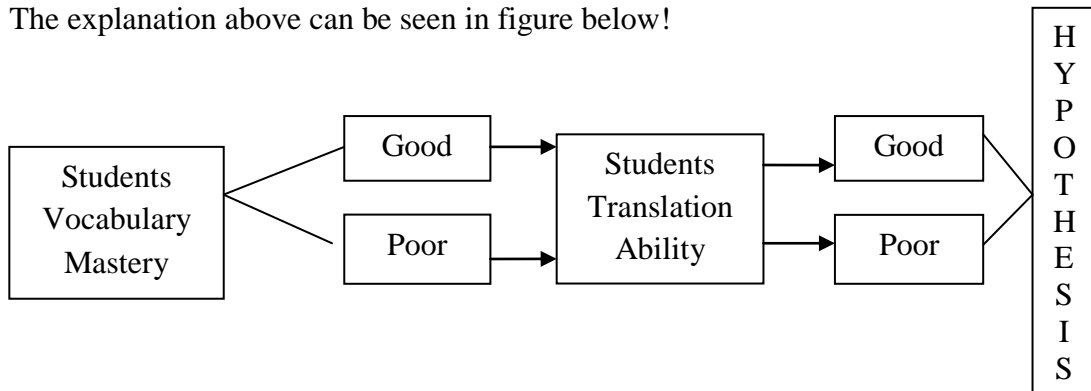
Figure 1
Frame of Thinking

F. The Hypothesis

Based on the previous explanation, the hypothesis that can be formulated in this research are follows:

1. Alternative Hypothesis (Ha): There is correlation between students' vocabulary mastery and their translation ability at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018.

2. Null Hypothesis (Ho): There is no correlation between students' vocabulary mastery and their translation ability at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative method and used correlational research as a research design. According to Lodico *et.al* "correlational research is a quantitative method designed to show the relationships between two or more variables".[1] It means that correlational study is the method to determine whether one variable have relationship with another variable. Therefore, Fraenkel *et.al* states that the purpose of correlational research is to clarify our understanding of important phenomena by identifying relationships among variables.[2]

In this research, the researcher really wants to know whether the correlation 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 their translation ability of eleventh grade students at MAN 2 Bandar Lampung in the academic year of 2017/2018 is correlational design.

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[1] Lodico, M. G., Spaulding, D. T., Voegtle, K. H, *Methods In Educational Research From Theory to Practice* (San Fransisco: Jossey-Bass, 2006). p. 14

[2] Fraenkel, J. R., Wallen, N. E., Hyun, H. H, (7th Edition), *How to Design and Evaluate Research in Education Eight Edition* (New York: McGraw-Hill, 2009).p.329

B. The Variable of the Research

Variable is characteristic or attribute of an individual or an organization that (a) researchers can measure or observe (b) varies among individuals or organizations studied.[3] It means that variable is everything that can be observed and learned by researchers. Then, Fraenkel *et.al* classified the variables into two categories. Namely: Independent variable and dependent variable.[4]

In this research, there were two variables, namely :

1. The independent variable is students' Vocabulary Mastery (X)

2. The dependent variable is students' Translation Ability (Y)

C. Operational Definition of Variables

1. The students' vocabulary mastery is students' ability to use or understand word of language that they have learned in certain situation which they really have experienced in their lives. It is indicated by the scores achieved from the test.

2. The students' translation ability is their ability to translate words or text from one language to another language. In this research, the researcher focused on translating texts. It is indicated by the scores achieved from the test.

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[3]John W. Creswell, *Educational Research (Planning, Conducting , and Evaluating, Quantitative and Qualitative Research* (New York : Person Education,2012), p.112

[4] Fraenkel, J. R., Wallen, N. E., Hyun, H. H. *Op.Cit.* p. 42

D. Population, Sample, and the Sampling Technique of the Research

1. Population

Population, sample, and sampling were very essential in this research because without all of them, this research could not be conducted. Sugiyono defines population is generalization area that consist of object or subject which having certain qualities and characteristics determined to learn then concluded by researcher.[5] It means that population is the larger group of individual has one more characteristics in common that are of interest to the researcher. In other word, population is a number of groups which the researcher would like to make the results of the research to be reported.

The population of the research was the students at the first semester of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018. The total population in this research is 197 students.

Table 5
The Number of the Students at the First Semester of the Eleventh Grade of MAN 2 Bandar Lampung in the Academic year of 2017/2018.

No	Class	Gender		Total
		Male	**Female**	
1.	XI MIA 1	12	28	40
2.	XI MIA 2	16	23	39
3.	XI MIA 3	16	24	40
4.	XI MIA 4	16	23	39
5.	XI MIA 5	15	24	39
Total		**75**	**122**	**197**

Source: The data of students of Eleventh grade of MAN 2 Bandar Lampung.

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[5] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D,*(Bandung :Alfa Beta,2008), p.117

2. Sample

Sample is a small portion of population. According to Lodico *et al* "A sample is a smaller group selected from a larger population (in this case, a realistic population) that is representative of the larger population".[6] It means that sample is a representative part of population that was took to represent the research. The sample of this research was class XI MIA 2 at MAN 2 Bandar Lampung.

3. The Sampling Technique

Sampling is the process that used to select the sample. As Fraenkel *et al* defined that sampling was the selection of the sample of individuals who will participate (be observed or questioned).[7] It had purpose to gain information about a population. Here, sampling is very important way to obtain a group of a subject who will be representative of the larger population or will provide specific information needed.

In this research, the researcher used cluster random sampling technique because the population is in groups and homogenous.

In MAN 2 Bandar Lampung the number of the eleventh grade are 5 classes namely: XI MIA 1, XI MIA 2, XI MIA 3, XI MIA 4 and XI MIA 5.

Here are the steps that followed by researcher to determining the sample:

1. First, the researcher provided 5 pieces of paper consisting of five classes, XI MIA 1, XI MIA 2, XI MIA 3, XI MIA 4 and XI MIA 5.

2. Next, the researcher rolled those pieces of paper and put them into a box.

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[6] Lodico, M. G., Spaulding, D. T., Voegtle, K. H, *Op.Cit.* p. 143
[7] Fraenkel, J. R., Wallen, N. E., Hyun, H. HI *Op.Cit.* p. 90

3. Then, the researcher shook the box until the one rolled paper comes out of it. Then, this rolled paper took as the sample. It was gotten XI MIA 2 as a sample of this research.

E. The Data Collecting Technique

Collecting data is the most important step in conducting the research. In collecting data in this research, the researcher used a test. According to Donal ary, 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.[8] It means that a test is a device that contains a series of the task to do or questions to be answered by someone to measure the one aspect specific behavior. Thus, the function of the test is as a tool to measure.

Before conducting the real test the researcher conducted a try out test to get it's validity, reliability of each item of the test. In this research, the researcher gave two kinds of tests namely vocabulary test and translation test to got the data or information.

F. The Instruments

Sugiyono states that research instrument is a tool used by researcher to measure the nature or social phenomena being observed.[9] Here, it had purpose as a tool to get the data. It is used to measure the students' ability and to get the data to prove the theory.

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[8] Donal Ary, Jacobs, L.C., Sorensen, C., Razavieh, *Introduction to Research in Education* (Blemton : Wadsworth, Cengage Learning,2006).p.201
[9] Sugiyono, *Op.Cit,* p.148

In this research, the researcher used a test as instrument namely vocabulary test and translation test. Those tests are:

a. Vocabulary Test

For the vocabulary test, the researcher used the multiple-choice with four options ; a, b, c and d. Thornbury states that Multiple-choice tests are the popular way of testing in that they are easy to score and they are easy to design.[10] Before the researcher gave the try out test to the students, the instrument consisted of 40 items and after try out test the instrument consisted of 20 items. The criteria of vocabulary mastery test can be seen in table below:

Table 6
The specification of Try Out Test for Vocabulary Mastery

Aspects of Vocabulary	Kinds of Vocabulary	Distribution		Total
		Odd	Even	
Word Meaning	Noun	31	4, 6, 20, 30	5
	Verb	1, 5	10, 26	4
	Adjective	9, 11, 13, 15, 17, 19	32, 34	8
	Adverb	25, 37	12	3
Word Use	Noun	7, 29	2, 6, 8, 18, 39	7
	Verb	27	14	2
	Adjective	3, 33	28	3
	Adverb	21, 23, 35, 39	22, 24, 36, 40	8
Total				**40**

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[10] [10] Scott Thornburry, *How to Teach Vocabulary* (Essex: Longman Pearson Education Limited, 2002), p.132

Table 7
The specification After Try Out Test for Vocabulary Mastery

Aspects of Vocabulary	Kinds of Vocabulary	Distribution		Total
		Odd	Even	
Word Meaning	Noun	9	18	2
	Verb	3,	14	2
	Adjective	5	2, 4, 6, 8	5
	Adverb	13	-	1
Word Use	Noun	1, 7, 17	-	3
	Verb	15	-	1
	Adjective	-	16	1
	Adverb	11, 19	10, 12, 20	5
Total				**20**

b. Translation Test

The translating test gave to measure the students' translating ability. In translating the students should translate text from Indonesian into English based on the theme given. In this case, the students translate a text especially report text during 90 minutes for time allocation.

G. The Scoring System

a. Vocabulary mastery test

In scoring vocabulary test, The ideal highest score is 100, the answer is score 1 if it is correct and score 0 if it is incorrect, by using the following formula:

$$S = \frac{r}{N} X\ 100$$

Notes :

$s=$ The score of test

r = Total of test which is correct.

n = The total item.[11]

b. Translating test

Then, in scoring the students' translation ability, criteria of rating scale adapted from Machali used to calculate translating test. The translation score can be seen on the table below:

Table 8
Scoring System by Rochayah Machali

Category	Score	Indicator
The translation is almost perfect	86-90 (A)	The translation is almost equal to original text. There are no mistake in grammar, spelling and using vocabulary.
The translation is very good	76-85 (B)	There are no mistake in using vocabulary, there are any grammar and spelling mistake but not many.
The translation is good	65-75 (C)	There are grammar and idiom mistakes but not more than 15% from all texts. There are any mistakes in spelling.
The translation is enough	46-60 (D)	There are grammar and idiom mistakes but not more than 25% from all texts. There are any mistakes in uncommon vocabulary.
The translation is worse	20-45 (E)	There are grammar and idiom mistakes more than 25% from all texts.

Source: Scoring System by Rochayah Machali.[12]

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[11]Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktik* (Jakarta : Rineka Cipta, 2013) p. 149

[12]Rochayah Machali, *Pedoman Bagi Penerjemah,* (Bandung: Kaifa, 2009), p.156

H. Research Procedure

In conducting the research, the researcher did the following steps:

a. Determining the population

    The researcher determined the population. In this research, the researcher chose the students of first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018 as the population of the research.

b. Finding the sample

    Population of the research was students of the eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018, and the researcher chose one class as a sample of the research. The sample of this research was XI MIA 2 consist 39 students.

c. Determining the instrument

    In this research, the researcher used the vocabulary and translation test.

d. Trying out the instrument

    Before distributed the instruments, the researcher was tried out the instrument first in order to guarantee the instruments be more valid.

e. Distributing the instrument

    After having valid and reliable instruments of the test, the researcher distributed the instruments to students

f. Analyzing the data

The data was analyzed by using coefficient correlation Pearson product moments' formula to investigate whether there is positive correlation between students' vocabulary mastery and their translation ability.

I. Try Out

Try out test was conducted to identify validity and reliability of the tests before they are used to collect the data of the research. It can be seen from the result of validity and reliability of the test. The researcher gave the tried out of the test in XI MIA 1, try out held on October 10th, 2017. The number of items were 40 items of vocabulary test, while try out translation test held on October 15th, 2017, the students translated texts from Indonesian into English. Then, the researcher evaluated the test items to get good items that were tested in the test.

J. Validity of Test

Fraenkel, *et.al* states that validity as referring to the *appropriateness, correctness, meaningfulness,* and *usefulness* of the specific *inferences* researchers make based on the data they collect.[13] It means that validity is the most important idea to consider when preparing or selecting an instrument for use. A test can be said valid if the test measures the object to be measured and suitable with the criteria. There is some criterion of good validity such as content, construct and internal validity. In this case, the validity of vocabulary test was calculated by using Anates. Anates is application

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[13] Fraenkel, J. R., Wallen, N. E., Hyun, H. H,*Op.Cit.* p. 148

program capable of calculating the analysis for multiple choice and essay of items quickly, easily, and accurately.[14]

a. Content Validity

Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information.[15] If all the instruments have represented all ideas that related to the material we measure, so the instrument has fulfilled the content validity. In the content validity the test that was given is suitable with the curriculum use. Then to make the test was valid, the researcher gave the test related to the students' vocabulary mastery and translation ability based on curriculum and syllabus in the school that was consulted to the English teacher there, Mrs.Wahyu Fardhusila. S.Pd. **(See Appendix 6)**

b. Construct Validity

Construct validity refers to the degree to which the research adequately captures the construct of interest.[16] Construct validity also referred to assumption, showing the measurement used contains correct operational definite, which was based on the theoretical concept. Construct validity is used to measure perception, language behavior, motivation, even the language ability.[17] It means the construct validity is focused on the aspects of the test which can measure the ability especially for

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[14] Muchammad Arif, *Jurnal Ilmiah* : Penerapan Aplikasi Anates (Madura : Universitas Trunojoyo Madura, 2014) p. 5

[15] Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design* (New Jersey: Lawrence Erlbaum Associates Inc., 2005), p. 107.

[16] *Ibid*, p. 108.

[17] Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2013), p. 146.

translating text ability and vocabulary mastery. In this research, a translating text and vocabulary mastery was administrated with consider the scoring covers three aspects of translating test they are, grammar, spelling and vocabulary. Scoring covers of vocabulary mastery have three aspects they are form, meaning, and use.

In this research, translation test made to measure the students' translating ability based on the scoring system by Machali. To make sure the instruments consulted to the English teacher of MAN 2 Bandar Lampung Mrs.Wahyu Fardhusila. **(See appendix 4)**

c. Internal Validity

Internal validity refers to the extent to which the results of a study are a function of the factor that the researcher intends.[18] It can be reached if it has accordance between the part of instrument and all instruments holistically. In other word an instrument, has internal validity if every single instrument supported the mission holistically. To know the validity of test, the researcher needs to do a try out. In this research, try out test held on October 10th, 2017. The number of item were 40 items of vocabulary test, while try out translation test held on October 15th, 2017, the students translated 1 text into English. Then, the researcher evaluated the test items to get good items that were tested in the test.

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[18] Alison Mackey and Susan M. Gass, *Op.Cit,* p. 109

Based on the result obtained in the Anates, the result of validity test for vocabulary mastery test showed that there were 20 items considered valid they were 19, 18, 20, 11, 9, 13, 15, 35, 25, 31, 27, 29, 23, 10, 28 , 8, 26, 22, 24, 36 items number. And the result of validity test for vocabulary mastery test also showed that there were 20 items considered invalid they are 1,2,3,4,5,6,7, 12, 14, 16, 17, 21, 30, 32, 33, 34, 37, 38, 39, 40 items number. **See appendix 19**

K. Reliability of Test

According to Lodico *et al* "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".[19] It means that reliability of instrument was needed to make sure that the instrument could be consistent if used in other time. In this case, the reliability of vocabulary test was calculated by using Anates. Meanwhile, for translation test the researcher used inter-rater reliability. Inter-rater reliability is a measure of reliability used to assess the degree to which different judges or raters agree in their assessment decisions. In measuring the reliability of translation test, the researcher asked Mrs. Wahyu Fardhusila,S.Pd (English teacher) to score students' assignment as a rater II.

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[19] Lodico, M. G., Spaulding, D. T., Voegtle, K. H, *Op.Cit* p.87

The criteria of reliability as follows:

Table 9
Criteria of Reliability

0.800-1.000	Very high reliability
0.600-0.800	High reliability
0.400-0.600	Medium high reliability
0.200-0.400	Low reliability
0.00-0.200	Very low reliability

Based on the result obtained in the Anates that reliability test of vocabulary mastery was 0.85. It means that reliability of vocabulary test was very high. Meanwhile, based on the result calculated by using inter-rater reliability that reliability of translation test was 0.94 because Kappa coefficient > 0.6 and P $_{Value}$ < α = 0.05 so, perception of rater I and Rater II are the same. It means that reliability of translation test was very high. It can be concluded that both of them were reliable. **(See Appendix 19 and 20)**

L. The Data Analysis

To analyze the data, the researcher used parametric statistics. In parametric statistics, there are two assumptions which must be fulfilled, they are normality test and linearity test.

1. Fulfillment of the Assumption

Parametric statistical significances tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including

statistics parametric test to produce accurate results, the assumption underlying them such as normality test and linearity test must be satisfied.

a. Normality Test

Normality tests are supplementary to the graphical assessment of normality.[20] It means that normality test is used to know whether the data normal distribution or not. In this research, statistical computation by using SPSS (*Statistical Package for the Social Science*) of version 16 used for normality test. SPSS is comprehensive system for analyzing data. SPSS can take data from almost any type of file and use them to generate tabulated and plots of distributions and trends, descriptive statistics, and complex statistical analyses.[21] It means that SPSS is a program that can be used to perform data entry and analysis to create tables and graphs. In this research, the researcher used Kolmogrove-Smirnov and Shapiro-Wilk. H_o is accepted if Sig (P $_{Value}$) > α = 0.05. **(See Appendix 22)**

In this case, the criteria of normality test as follows:

H_o : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria acceptance and rejection o1wf normality test are:

H_o is accepted if sig > α =0.05

H_a is accepted if sig < α = 0.05.

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[20] Asghar ghasemi, Shaleh Zahediasl, *International Journal* : Normality Tests for Statistical Analysis : A guide for Non- Statisticians, (Tehran : Int J Endocrinol Metab, 2012), p.2

[21] Marija Norusis, *SPSS 16.0 User's Guide* (Chicago : Prentice Hall, 2007), p.3.

b. Linearity Test

Linearity test is used to know the size of the linear relationship between two variables x and y. before analyzing the data by using Pearson's product moment formula, the researcher checked out whether the data obtained are linear or not. The researcher used SPSS (*Statistical Package for the Social Science)* to check it in order to make the researcher easy. Then the researcher checked the result of linearity. If the result was higher than α, it means that the data were linear. **(See Appendix 23)**

2. Hypothetical Test

Hypothetical test is very important to find out whether or not the alternative hypothesis (H_a) or null hypothesis (H_o) is accepted in this research. In this research, the researcher used Pearson Product Moment's formula. In this case, the researcher used statistical computation by using SPPS (*Statistical Package for Social Science)* to analyses the data**. (See Appendix 24)**

The hypothesis of this research are :

H_a: There is correlation between students' vocabulary mastery and their translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018.

H_o: There is no correlation between students' vocabulary mastery and their translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018.

While the criteria accepted or rejected are:

Ha is accepted if Sig. $< \alpha = 0.05$

Ho is accepted if Sig.$> \alpha = 0.05$

To know the correlation between students' vocabulary and their translation ability, the researcher used the criteria as the following table:[22]

Table 10
R Value Interpretation

r value	Interpretation
0.800 – 1.00	Very high correlation
0.600 - 0.800	High correlation
0.400 -0.600	Medium correlation
0.200-0.400	Low correlation
0.000- 0.200	Very Low correlation

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[22] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,(*Bandung : Alfa Beta, 2013), p. 257

CHAPTER IV
RESULT AND DISCUSSION

A. Data Analysis

To analyze the data, the researcher used SPSS (*Statistical Package for the Social Science*) version 16 to getting the result of vocabulary mastery and the result of translation ability.

B. Result of the Test

a. Result of the Vocabulary Mastery Test

The test was conducted in order to know the students' vocabulary mastery. The test was administered in MAN 2 Bandar Lampung on October 31th, 2017. The minimum score was 40 and the maximum score was 95. There were 1 student who got the score 40, 1 student who got the score 90, and 18 students got score lower than 75. The mean of the vocabulary mastery test is 68.59. **(See Appendix 9)**
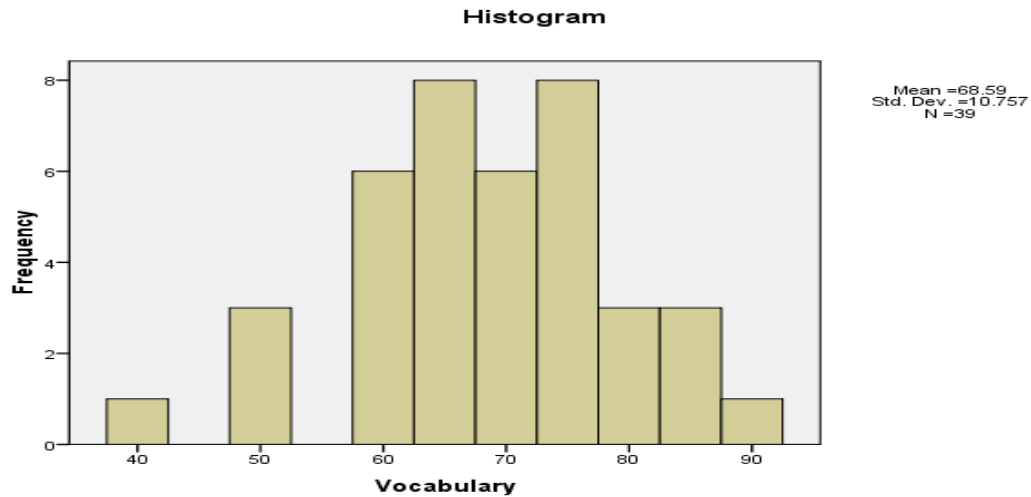
Figure 2
The Result of vocabulary Mastery Test

Based on the figure 2, it can be seen that there were 23 students who get under average scores and 14 students get a good scores over average score 73 (Standard Minimum of Criteria).

b. Result of the Translation Test

The test was conducted in order to know the students' translation ability. The test was administered in MAN 2 Bandar Lampung on November 4th, 2017. The minimum score was 46 and the maximum score was 86. There were 5 students who got the score 46, 1 student who got the score 86, and 29 students who got the score lower than 75. The mean of the translation ability test is 65.38. **(See Appendix 10)**
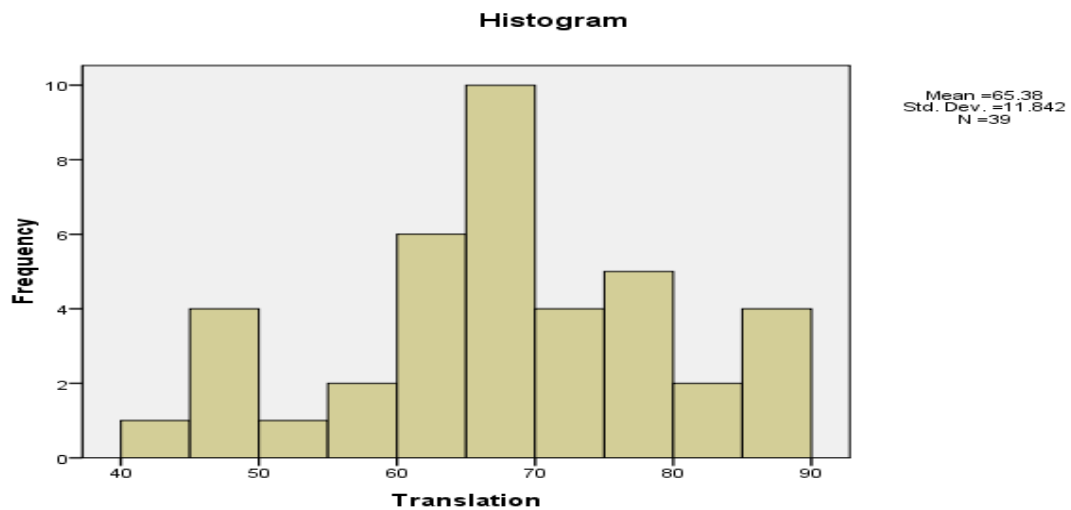
Figure 3
The Result of Translation Ability Test

Based on the figure 1, it can be seen that there were 28 students who got score under average scores and 11 students who got the score over average score (Standard Minimum of Criteria).

C. Result of the Data Analysis

1. Fulfillment of Assumptions

Before knowing the result of the data analysis by using Pearson Product Moment's formula, there were two assumptions that must be done and found out. They were normality test and linearity test.

a. Result of Normality Test

The normality test is used to measure whether the data in the vocabulary mastery and translation ability were normally distributed or not. In this research, statistical

computation by using SPSS (*Statistical Package for the Social Science*) was used for

normality of the test. The test normality employed were Kolmogorov - Smirnov and

Shapiro -Wilk. H_o is accepted if Sig (P $_{Value}$) > α = 0.05.

The hypotheses for the normality test were formulated as follows:

H_o : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria acceptance and rejection of normality test are:

H_o is accepted if sig > α =0.05

H_a is accepted if sig < α = 0.05

Table 11
Result of Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Vocabulary	.113	39	.200[*]	.965	39	.258
Translation	.128	39	.105	.957	39	.142

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above, it can be seen that Sig (P $_{value}$) for vocabulary mastery was

0.258 and Sig (P $_{value}$) for translation ability was 0.142. Because Sig (P $_{value}$) of

vocabulary mastery and translation ability higher than 0.05 it means H_o was accepted.

The conclusion was that the data in vocabulary mastery and translation ability had normal distribution.

b. Result of Linearity Test

The test was intended to test whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson product moment formula. The researcher used SPSS Statistic 16.0 and the result was as follow:

Table 12
Result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Translation * Vocabulary	Between Groups	(Combined)	2432.689	8	304.086	3.149	.010
		Linearity	1574.320	1	1574.320	16.306	.000
		Deviation from Linearity	858.369	7	122.624	1.270	.298
	Within Groups		2896.542	30	96.551		
	Total		5329.231	38			

Based on table, it can be seen that Sig (P_{value}) was 0.298 and $\alpha = 0.05$. It means that Sig (P_{value}) > α. The conclusion was that the data were linear. **(See Appendix 22)**

2. Result of Hypothetical Test

The hypothesis is very important to find out whether or not the alternative (H_a) or null hypothesis (H_o) is accepted in this research. The Pearson Product Moment's formula by using SPSS (*Statistical Package for the Social Science*) was computed for testing hypothesis.

The hypothesis of this research are as follows:

H_α : There was correlation between students' vocabulary mastery and their translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018.

H_o : There was no correlation between students' vocabulary mastery and their translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018.

While the criteria acceptance or rejection of hypothesis test are as follows:

H_a was accepted if Sig. $< \alpha = 0.05$

H_o was accepted if Sig. $> \alpha = 0.05$

Table 13
Result of Hypothetical Test

Correlations		Vocabulary	Translation
Vocabulary	Pearson Correlation	1	.544[**]
	Sig. (2-tailed)		.000
	N	39	39
Translation	Pearson Correlation	.544[**]	1
	Sig. (2-tailed)	.000	
	N	39	39

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

Based on the results obtained in the Pearson Product Moments' formula, it was clear that the value of significant generated *Sig.* (P $_{value}$) = 0.000 < α = 0.05. So H$_o$ was rejected and H$_a$ was accepted. Based on the computation, it can be concluded that there was positive correlation between students' vocabulary mastery and their translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018.

D. Discussion

The findings of the research showed that there was correlation between students' vocabulary mastery and their translation ability. The result was gotten from collecting and analyzing the data taking from test by using Pearson's Product moment formula.

In this research, there are two types of test namely; vocabulary test and translation test. They were used to know the correlation of them.

At the beginning of activity, the try out was conducted in MAN 2 Bandar Lampung on October 10th, 2017. Try out test given to 40 students of the eleventh grade of MAN 2 Bandar Lampung out of the sample. It was prepared in form multiple choice questions of vocabulary mastery test in 40 items, and 1the text in form essay of translating text, it held on October, 10th 2017 for Vocabulary test and on October, 15th 2017 for translation test. It had purposed to know how accurate and effective the test before they used to collect the data of the research and identify whether the test can be given or not. Then, the test items were evaluated to get a good items that were tested in the test. It can be seen from the result of validity and reliability of tests. After knowing the result of validity and reliability test from try out, it can be seen that the result of try out test showed that the instrument is valid and reliable.

The number of the result of items validity for vocabulary mastery test that was valid 20 items from 40 item number. The result of validity test for translating test showed both of items were valid. So, in this research, the theme of translation test was the dog. Based on the result obtained in the Anates that reliability test in vocabulary mastery was 0.85 and for translation ability the researcher used inter-rater reliability was 0.941. It can be concluded that reliability of vocabulary mastery was very high and reliability of translation ability was high and both of them were reliable. Thus, it can be used for test.

At the end of the research, vocabulary mastery and translation ability test were given to know the correlation among the variables. It was conducted in MAN 2 Bandar Lampung on Bandar Lampung on October 31th, 2017 and on November 4th, 2017. The test was given to 39 students from 197 populations. The sample of the research was taken from XI MIA 2 class. In collecting the data, it was used objective test that were multiple choices consisted of 20 items test, and translation test that consisted of one text the theme is the dog. In this case, the students translate a report text during 90 minutes for time allocation and 90 minutes for time allocation of vocabulary test.

To analyze the data, SPSS (*Statistical Package for the Social Science*) version 16 was used to getting the result of vocabulary mastery, result of translation ability, result of normality test, and result of linearity test. In this case, Pearson product moments formulas' by using SPSS (*Statistical Package for the Social Science*) version 16 was used to getting the result of hypothetical test.

Based on the results obtained by using SPSS (*Statistical Package for the Social Science*) version 16, the result of vocabulary mastery test was conducted in order to see students' vocabulary mastery. The minimum score was 40 and the maximum score was 95. There were 1 student who got the score 40, 1 student who got the score 90, and 18 students got score lower than 75. The mean of the vocabulary mastery test is 68.59. it can be seen that there were 23 students who get under average scores and 14 students get a good scores over average score 73 (Standard Minimum of Criteria).

The test was conducted in order to know the students' translation ability. The minimum score was 46 and the maximum score was 86. There were 5 students who got the score 46, 1 student who got the score 86, and 29 students who got the score lower than 75. The mean of the translation ability test is 65.38. It can be seen that there were 28 students who got score under average scores and 11 students who got the score over average score (Standard Minimum of Criteria).

The result of the data analysis showed that value of significant generated Sig (P $_{Value}$) = $0.000 < \alpha = 0.05$. It means that there was correlation between two variables. In this research, the independent variable, vocabulary mastery (X) was highly influenced by dependent variable, the ability of translating (Y) and dependent variable, the translation ability (Y) was also highly influenced by the variable X.

Because by seeing the result of the data calculation in previous chapter where alternative hypothesis (H$_a$) was consequently accepted, it means that there was correlation between vocabulary and translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018. In other words, the null hypothesis (H$_o$) was rejected and alternative hypothesis (H$_a$) was accepted. It is supported by the research Kurniati about the correlation between part of speech mastery and translation ability. The result of the research has shown that

there is correlation between students' part of speech mastery and translation ability.[1]

Thus indicates the connection between vocabulary mastery and translation ability is significant. Based on this research, it was suggested that to have a good in translating, students should have a good mastery of vocabulary. It means that there was correlation between students' vocabulary mastery and their translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018.

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[1] Dwi Kurniati, *"The Correlation Between Students Part of Speech Mastery and Translation Ability"* (S1 Thesis, IAIN Raden Intan Lampung, Lampung, 2014).

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data the researcher draws a conclusion as follows:

There was correlation between students' vocabulary mastery and their translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic year of 2017/2018 because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_o) was rejected, and alternative hypothesis (H_a) was accepted. It means that the researcher's assumption was revealed that vocabulary mastery and translation ability were correlated significantly. Pearson's product moment formula by using SPSS shows the result obtained that the value of significant generated *Sig.* (P $_{Value}$) = 0.000 < α = 0.05. It can be revealed from the hypothesis testing.

Based on this research, it was concluded that a good ability in translating text, students should have mastery of vocabulary. It means that there was correlation between students' vocabulary mastery and their translation ability at the first semester of eleventh grade of MAN 2 Bandar Lampung in the academic of 2017/2018.

B. Suggestions

Based on the conclusion above, the researcher gave some suggestion as follows:

1. Suggestion for the Teacher

In this research, the researcher found out that the correlation between students' vocabulary mastery and their translation ability can be used to develop and motivate the students to master the vocabulary and ability in translating. Due the finding, the English teacher 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.

2. Suggestion for the Students

The students should study hard and more practice in learning English in order to develop their vocabulary mastery and their ability in translating because to get good ability in translation, the students have to master of vocabulary.

3. Suggestion for Further Researchers

For further researchers can also investigate the correlation between students' vocabulary mastery and their reading comprehension more depth to reinforce the result of this research and find out the better result.

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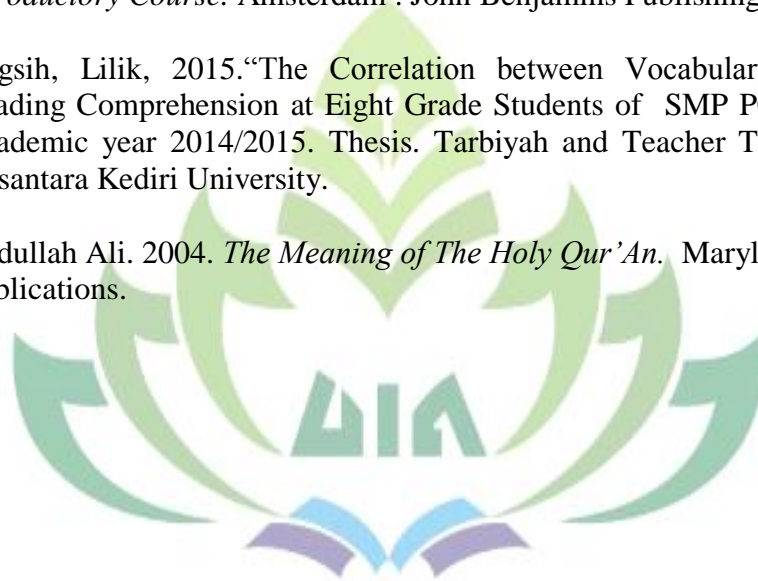
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