THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND THEIR ABILITY IN TRANSLATING ENGLISH SENTENCES INTO BAHASA INDONESIA:
A Study at the Third Semester Students of English Department of STKIP PGRI Bandar Lampung in 2013/2014

Imam Subari
STKIP PGRI Bandar Lampung

ABSTRACT

As prospective English teachers, the students of English Department of STKIP PGRI Bandar Lampung, have to master the four English language skills; speaking, listening, writing, and reading and English language components such as grammar, vocabulary, etc. Further, they also have to master translating ability as well. By mastering all those language skills and components, they will be able to do their job as English teachers well. This research is aimed at investigating the correlation between students’ vocabulary mastery and their ability in translating English sentences into Bahasa Indonesia of the third semester students of English Department of STKIP-PGRI Bandar Lampung.

From the vocabulary test given, it was obtained that the highest score was 90, the lowest score was 55 and the average score was 80. It means that the students have good vocabulary mastery. For the translating test given, the highest score was 95, the lowest score was 60, the average score was 80. It means that they also have good ability in translating English sentences into bahasa Indonesia. Based on the data analysis by using Product Moment formula at the significance level 5%, the result of research shows that \( r_{\text{count}} = 0.636 \) is higher than \( r_{\text{table}} = 0.312 \) by \( n=40 \). The result showed that the correlation between students’ vocabulary mastery and their ability in translating English sentences into bahasa Indonesia was high, and \( r_{\text{count}}=0.636 \) was highest than 0.00. So it can be concluded that there is positive and significant correlation between the students’ vocabulary mastery and their ability in translating English sentences into bahasa Indonesia of the third semester students of English Departemnt of STKIP-PGRI Bandar Lampung. This research finding implies that the better of the students’ vocabulary mastery, the better the students’ translating ability will be. So that to increase the students’ translating ability, we can increase their vocabulary mastery.

Keywords: Vocabulary, Translating, Sentence
INTRODUCTION

As one of the international languages, English is used by all nations in the world to communicate each other. Therefore, English has a very important role in every aspect of life in the world. Realizing the importance of English, in Indonesia, English has been taught as compulsory subject at junior high school up to university, and even at elementary school as a local content.

It seems that English has been considered important in all levels of education. But the result of teaching English is still far from target that should be attained. This condition might be caused by various reasons. Firstly, sometimes the teacher considers that the writing a material in the student’s text book is not important to discuss. The teacher just asks the students to write and return it to the students without giving any reasons or feedback. So they are not able to translate English sentences. This is one problem in Education in Indonesia. However, In the process of teaching and learning English at the English Department, the most of students feel that translating is difficult to do.

In learning English, students should have enough vocabulary, it means to help students in understanding the sentences in English. Vocabulary is important thing in language and one of aspects that should be mastered by the students in learning English.

New Mark (1988:5) states" Translation is transferring the meaning of language to another language" It means that by translating into other language. We need to get the first main point the meaning in the target language. Students will get much information, knowledge, idea and other. In translation ability especially English sentences into Indonesian, mastering vocabulary can help the students to understand the meaning of the sentence. The students who have enough vocabulary will not be difficult to understand the meaning of sentences or text, to get the meaning and translate easily. The students should know the structure, pronunciation, and vocabulary. To understand the lesson they use translation to get the meaning of information from the teacher.

In this case, the writer is interested in investigating the correlation between students’ vocabulary mastery and their ability in translating English sentences into Indonesian. Therefore, the writer did a research entitled: ‘The Correlation between Students’ Vocabulary Mastery and Their Ability in
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Translating English Sentences into Bahasa Indonesia of the Third Semester Students of English Department of STKIP-PGRI Bandar Lampung in 2013/2014”.

The writer would like to formulate the problems as “How is the correlation between students' vocabulary mastery and their ability in translating English sentences into bahasa Indonesia?” Therefore, the main objective of this research is to know the correlation between students' vocabulary mastery and their ability in translating English sentences into Bahasa Indonesia.

Vocabulary Mastery

Vocabulary plays an important role in language, to express some ideas or anything we must use vocabulary. Vocabulary is a vital aspect for communication, without it we can not speak and deliver some information with others. We know vocabulary is a tool to deliver ideas, express and information with others, thus the teacher should teach the student about vocabulary concerning with the important role of vocabulary, the writer focuses on it. Hornby (1984:959) states that, "Vocabulary is total number of words which (with rules for combining them) make up a language. When we concern to the statement above, it is clear that in learning language some one should recognize and master vocabulary in a certain language, we find some difficult in communication activity. Besides Pieter says that, "vocabulary is one of components of language and no language exists without words' (Pieter, 199:6).

Vocabulary is an important aspect to make dialogue, phrase, and text. Vocabulary is the vital aspect of language because we get many advantages when we master vocabulary. This assumption is supported by Wallace who states that, "Vocabulary is the vital aspect of language (Wallace, 1987:101). One statement that is also said about vocabulary by Graham Brash, "vocabulary is a listing, either selective or exhaustive, the words and, phases of language with meaning or translation into another" (Brash,1985:899). Vocabulary cannot be separated with language, they have positive correlation. Vocabulary is the knowledge of words and word meanings. Steve Stake (2005) says "Vocabulary knowledge is knowledge of a word not only be implied definition, but also implied how that word fits into world" We
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Know that vocabulary plays an important role in a language, so to make a good language we must improve vocabulary mastery.

Based on the statement above, it is clear that teaching and learning vocabulary of a language is important, because we teach certain language to the learners. We know that we teach our students vocabulary at the team too.

Translating English Sentence

Sentence is an expression of natural language that is formed by grammatical unit. This consists of subject and predicate. Sentences are used to express idea and opinion to other person. In the learning teaching process especially in teaching foreign language, the teachers usually use sentences when they give the explanation. To make the students easily understand the lesson, the teacher should explain the material by using sentences because it is a smallest unit of full expression when the teacher teaches by using words, they cannot understand many of that words.

This is supported by Hornby (1996: 777) who stated that "sentence is the largest grammatical unit, consisting of phrases and/or clauses, used to express a statement, question, command, etc." It means that the sentences not have phrases clauses in grammatical unit. Usually we use sentence to express statement, questions, command. This is supported by Cameron (2001: 12) who stated that "sentence is the basic unit of teaching learning process, it is clear than in teaching and learning process we almost use sentences to give example of the language.

Translation is the way to know the meaning from the sentences. This assumption is supported by Hornby who stated that "translation is a way to give meaning of something said or written in another language (1984:919). To give meaning from the other language we should master the grammar but not only grammar, vocabulary is too important in translation. This is supported by Richards and Rodgers (1986: 4). who stated that," it is remembered by the thousands of school learner from whom foreign language learning means a serious experience of memorizing endless lists unusable grammar rules and vocabulary an attempting to produce perfect translation of stilted or literary phrase. The writer thinks about the function of translation in English is very important.

Especially in the school and daily life translation is used to know the meaning of English, in the school the students must translate the lesson that
was given by teacher to get the information about the lesson. To know the meaning of the English language the teacher must give them many vocabularies and use them in the context.

Based on the statement above it means that translating and vocabulary are very important in communication. Concerning with the explanation, vocabulary is very important for the students in the studying a language by mastering vocabulary, the students are easy to translate from source language into target language. So it means that if vocabulary and translation have relationship

RESEARCH METHODOLOGY

In conducting the research, the writer used descriptive quantitative method. Finally, the result of the data collecting are classified and analyzed to know whether there is correlation between student vocabulary mastery and their ability in translating English sentences into Bahasa Indonesia. The population of this research were the third semester students of English Department of STKIP- PGRI Bandar Lampung in 2013/2014 which consist of 185 students and divided into four classes. In taking the sample of research, the writer used random sampling technique because the population was in classes and the classes are homogeneous. In this research the writer took one class, that was class III/C which consists of 40 students, as the sample.

To know the students' vocabulary mastery and their ability in translating English Sentences into Bahasa Indonesia, the writer used vocabulary and translation tests.

The observation was done by the writer to know about the situation of students and lecturers of STKIP-PGRI Bandar Lampung in 2013/2014. Before doing the research, the writer did pre research to find out some information about students, lecturers, place where the research was done. The research was conducted at the first (odd) semester of the third semester students of STKIP-PGRI Bandar Lampung Bandar Lampung in 2013-2014. In conducting the research, the writer did some steps as follow: 1) Determining the subject of the research; 2) Taking the sample of research by using random sampling technique; 3) Conducting the try out test to the students out of the sample to know the reability of the test; 4) Giving the test to the sample of research. They are 40 students of class III/C; 5) Calculating
and analyzing the data and making conclusion; and 6) Reporting the result of the research.

RESULT AND DISCUSSION

From the data analysis, it can be found that the highest score of vocabulary test is 90 and the lowest score is 55. The mean score of students’ vocabulary test is 72.125. Meanwhile, the highest score of translation test is 95 and the lowest score is 60. The mean score of students’ translation test is 80.375.

To test the alternative hypothesis that there was correlation between vocabulary mastery and their ability in translating English Sentences into Bahasa Indonesia, the writer used Product Moment formula. Based on the calculation of Product Moment formula, it was gained that r-count is 0.636. The test criteria was there was correlation if r-count is higher than r-table. In the table of r Product Moment with n=40 by using significance level 5%, it was gained that the score of r-table is 0.312. Since r count = 0.636 was higher than r table = 0.312 at significance level 5%, it means that the alternative hypothesis was accepted, there was correlation between students’ vocabulary mastery and their ability in translating English Sentences into Bahasa Indonesia.

To know that there was positive correlation between students’ vocabulary and students’ ability in translating English sentences into Bahasa Indonesia, the writer used the criteria as follow: If r count was more than 0.00, it mean that there was positive correlation; But if r count was lower than 0.00, it means that there was negative correlation (there was no correlation). Based on the calculation above it was gained that r count is 0.636, it means that there was positive correlation between students’ vocabulary and their ability in translating English sentences into Bahasa Indonesia.

To know the degree of the correlation between students’ vocabulary and their ability in translating English sentences into Bahasa Indonesia, it can be seen at the criteria below (Suharsimi Arikunto, 1987:319).

| 0.800-1.000 | very high correlation |
| 0.600-0.800 | high correlation |

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The r count was 0.636. It means that the correlation between students’ vocabulary and students’ ability in translating English sentences into Bahasa Indonesia was in high correlation.

From the computation above, it can be concluded that there was a significant and positive correlation between students’ vocabulary and their ability in translating English sentences into Bahasa Indonesia. The research finding in this research was appropriate with the theory of Brook (1983: 77) which stated that vocabulary is fundamental part in translating a text, in the case the text in description form.

It means that the better the students’ vocabulary mastery, the better their ability in translating English sentences into bahasa Indonesia will be. If the student’s vocabulary is good, it can be predicated that their ability in translating English sentences into bahasa Indonesia is good, too. Furthermore, if the students’ vocabulary mastery is not good, it can be predicated that their ability in translating English sentences into Bahasa Indonesia is not good either. Therefore, to increase the students’ translating ability, we can increase their vocabulary mastery.

Mastering vocabulary is required to make language learners easily in comprehending text or speaking, language learners who have enough vocabulary will not be able difficult to understand the meaning that will be translated from English sentences to Indonesian sentences.

CONCLUSION

Based on the result of the data calculation and analysis by using Product Moment formula, it was found that r count is 0.636 was higher than r table = 0.312 at significance level 5%. It can be concluded that there was a positive and significant correlation between students’ vocabulary mastery and their ability in translating English sentences into bahasa Indonesia of the third semester students of English Department of STKIP-PGRI Bandar Lampung in 2013/2014.

Based on the conclusions above, the writer proposed some suggestions concerning the research findings. The lecturer should increase the students’
vocabulary mastery in order to increase their translating ability. The lecturer should give the students more practices and more various topics in translating English into bahasa Indonesia. The students should motivate themselves to increase their vocabulary mastery in order to increase their translating ability. The students should do more practices and more various topics in translating English into bahasa Indonesia. The college should provide the students with more books in the library so that the students will be able to read more books in order to increase their vocabulary mastery which also will increase their translating ability. The college should provide the students with more facilities and rooms, especially for their own learning group activities, such as English clubs, study groups, etc.

REFERENCES

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