THE CORRELATION BETWEEN
STUDENTS' VOCABULARY MASTERY AND THEIR
TRANSLATION ABILITY OF THE SECOND YEAR
STUDENTS OF SENIOR HIGH SCHOOL

**(A Case Study of the Eleventh Grade Students of SMA Negeri 1 Blora
in the Academic Year of 2010/2011)**

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in English

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THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR TRANSLATION ABILITY OF THE SECOND YEAR STUDENTS OF SENIOR HIGH SCHOOL

(A Case Study of the Eleventh Grade Students of SMA Negeri 1 Blora in the Academic Year of 2010/2011)

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, ataupun dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernta dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi / tugas akhir / final project ini telah membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang,

Yang membuat pernyataan

Yuanita Novikasari

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When we die,

No one remember us for what we weighed.

Our weight is not etched into our headstones.

(Stephanie Klein, *Moose, 2008*)

To

My beloved mother,

My great father, and

My lovely sister.

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Nothing in this world is perfect and this final project is no exception. I hope that this final project will be useful and beneficial for the readers, especially those who are involved in English teaching profession.

Yuanita Novikasari

ABSTRACT

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This final project is about the correlation between the students' mastery of vocabulary and their translation ability among the eleventh grade students of SMA Negeri 1 Blora. The basic problem I wanted to discuss in this final project was the importance of vocabulary mastery among the eleventh grade students of SMA Negeri 1 Blora in order to develop their skills, especially in translation ability. The final project had several objectives, which were to find out the level of vocabulary mastery of the eleventh grade students of SMA Negeri 1 Blora in the academic year of 2010/2011, to find out their translation ability, and to find out whether there is a correlation between the students' mastery of vocabulary and their translation ability. The population of this final project was the eleventh grade students of SMA Negeri 1 Blora in the academic year of 2010/2011 and it was about 297 students. I took 30 students as the samples by applying random sampling technique. After conducting the research, I found that the average score of the students' vocabulary mastery was 63.2, that was in fair level. Likewise, their translation score was fair referring to their average score, which were 70.77. Moreover, the result of data analysis using SPSS shows that the correlation coefficient between the two variables (vocabulary mastery and translation ability) is 0.749, while the critical value for 30 samples and 95% confidence is 0.361. Since the correlation coefficient obtained (0.749) is higher than the table value (0.361), it means that there is a significant positive correlation between the two variables and the correlation is considered to be substantial. Based on the research findings, I give some suggestions, which are the teachers should find an effective way to develop the students' mastery of vocabulary and similarly, the students have to try to improve their vocabulary in that order to get a good achievement in translation. Furthermore, since vocabulary is not explicitly specified in the curriculum, the teachers have a duty to help their students in improving their mastery of vocabulary.

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CHAPTER 1

INTRODUCTION

In this first chapter, I explain about several parts. They are the background of the study, reasons for choosing the topic, research questions, purposes of the study, significance, statement of hypothesis, and outline of the report.

1.1 Background of the Study

One of the basic needs of human being is communicating with each other in their community. As a result, they need a means of communication called 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 recondition of the world and expanding their knowledge.

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. A learner 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 in order to make the information in the source language become acceptable and understandable for learners.

Translation typically has been used to transfer written or spoken source language texts to equivalent written or spoken target language texts. In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—into another language and thus making them available to wider readers.

Translation is not an easy job that can be done by anyone without knowing the procedures, methods and techniques of translating. The difference between the source language and the target language and the variations of their cultures make the process of translating a real challenge. Among the problematic factors involved in translation are form, meaning, style, proverbs, idioms, grammar mastery, vocabulary mastery, etc.

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.

Vocabulary development is an important aspect of language development. In dealing with vocabulary, one should consider three important aspects of words, such as their form, their meaning, and their distribution.

An investigation on correlation between students' vocabulary mastery and their translation ability of the second year students of senior high school was conducted to find out whether or not there is a significant correlation between students' vocabulary mastery and their translation ability.

Finally, the writer hopes that the result of this investigation will give the answer to the problem above.

1.2 Reasons for Choosing the Topic

Vocabulary mastery is considered to be important. Vocabulary is used in almost all of our daily life activities related to reading, writing, speaking, even listening. Vocabulary mastery is said to play an important role in translation process.

The translation process involves at least two language cultures, a variety of domains of definition and the problematic intervention of a translator. Some students still think that translation is a difficult process since they are sure that they are not capable enough to do the job of translating and they still lack of vocabulary.

The reasons why the writer chooses the topic are:

(1) It is important for the eleventh graders to master their vocabulary in order to develop their skills.

(2) Students want to express something in English but they do not know how to express the word appropriately because of lacking of vocabulary.

(3) Students will be confident enough to do the translation job/assignment because their mastery of vocabulary is good enough.

1.3 Research Questions

The problems that will be discussed in this study are:

(1) What is the correlation between students' mastery of vocabulary and their translation ability of the second year students of senior high school?

(2) Is the correlation between students' mastery of vocabulary and their translation ability of second year students of senior high school positive and significant?

1.4 Purposes of the Study

The purposes of the study are as follows:

(1) To find out the level of vocabulary mastery of the second year students of SMA Negeri 1 Blora.

(2) To find out the translation ability of the second year students of SMA Negeri I Blora.

(3) To find out the correlation between students' mastery of vocabulary and their translation ability of the second year students of SMA Negeri 1 Blora.

1.5 Significance

By conducting the research about the correlation between students' mastery of vocabulary and their translation ability, I hope that the result of the research

will be useful to give some contributions to English language teaching and learning, i.e.:

(1) 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.

(2) 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.

(3) 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 SMA Negeri 1 Blora.

1.6 Statement of Hypothesis

Based on the statement of the problems presented earlier, the research hypothesis is stated as follows:

"There is a significant positive relationship between students' mastery of vocabulary and their translation ability of the second year students of SMA Negeri 1 Blora."

However, the testing of the hypothesis will be changed into a null hypothesis: "There is no a significant positive relationship between students' mastery of

vocabulary and their translation ability of the second year students of SMA Negeri 1 Blora."

1.7 Outline of the Report

Chapter I is introduction of this study. It explains about the general background of the study, reasons for choosing the topic, research questions, purposes of the study, significance, statement of hypothesis, and outline of the report.

Chapter II is review of related literature. It explains about the review of the previous studies, review of theoretical studies, and framework of the present study.

Chapter III is method of investigation. It explains about the object of the study, population, sample, variable, hypothesis, instrument, procedures of collecting data, and procedures of analyzing data.

Chapter IV is result of the study. It explains about the research findings, results, and discussion.

Chapter V is conclusion and suggestion. It explains about the conclusion and suggestion of the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter is divided into several parts. First is the review of the previous studies; it describes related studies that had been conducted in the past. Second is the review of theoretical studies; it contains quotations and definitions about translation, vocabulary mastery and language testing. Third is the theoretical framework, it shows summary of the theoretical study.

2.1 Review of the Previous Studies

Translation and vocabulary mastery are two skills which is important in transferring the source language to the target language. Some researchers conducted some studies about translation ability, particularly the ability to determine the proper translation equivalent, and vocabulary mastery.

In Sharoff's research "Using Collocations from Comparable Corpora to Find Translation Equivalents" (Sharoff, Babych and Hartley, 2006); they presented a tool for finding appropriate translation equivalents for words from the general lexicon using comparable corpora. For a phrase in the source language, the tool suggests a range of possible expressions used in similar contexts in target language corpora. Their first attempt at implementing this research program is devoted to finding the most appropriate translations of collocations and multiword expressions (MWEs). Since many collocations have a more or less fixed meaning,

according to the "one-sense-per-collocation" hypothesis (Resnik as quoted by Sharoff, 2006), they were sure about reliability in their translation. Many frequent collocations are missed in dictionaries, so translators have to rely on their expertise in finding suitable translation. They said that the problem with using comparable corpora to find translation equivalents is that there is no obvious bridge between two languages.

A theoretical proposal of human translation process was being examined by Mariani, Salmon and Agnetta in their study "Toward a Translation Ability Testing: Merging Research on Bilingualism and L2 Teaching with Translation Theory" (Mariani, Salmon and Agnetta, 2007). In this study, the researchers explained about the disorder of translation in bilingual, such as impossibility to translate, spontaneous/incoercible translation, translation without comprehension, and paradoxical translation. They said that even if it is unquestionable that translation processes cannot be studied without a strict connection to the research on bilingualism and switching, in the very field of Translatology poor references are normally given by scholars to clearly inform the addressees of terms, definitions and neuro-research results, which could on its turn directly involve a "revolution" in L2 teaching. Translation is defined in a strict functional way in a framework of a stimulus-response mechanism, where the text is intended as a trigger of a psycho-cognitive reaction.

Another research is conducted by Osman Cin in his final project entitled "The Correlation between Vocabulary Mastery and Reading Comprehension" (Cin, 2007). There were two things which are discussed in this study, vocabulary

mastery and reading comprehension. The objective of this study 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. 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 student who got high score in vocabulary test, he would get the score in comprehension as well. It means that the more students have many stocks of words, the better he performs in comprehension.

In the study conducted by Abdellah "What Every Novice Translator Should Know" (Abdellah, 2002), it says that in translation, the richness of vocabulary, depth of culture, and vision of the translator could certainly have very conspicuous effects on his/her work. He said that another translator might produce a reasonably acceptable version of the same text, which, however, may very well reflect a completely different background, culture, sensitivity, and temperament. Abdellah also stated that one of the criteria to make a good translation is the knowledge of the grammar of the source language plus the knowledge of vocabulary, as well as good understanding of the text to be translated.

After looking at some studies about translation, then I concern my research on the correlation between students' mastery of vocabulary and their translation ability to make sure whether there is a significance correlation between students' mastery of vocabulary and their translation ability or not. It is because there are

some views which stated that if you do not master the vocabulary, you could not make a good translation.

2.2 Review of Theoretical Studies

2.2.1 Vocabulary

2.2.1.1 Further Understanding about Vocabulary

Vocabulary development is an important aspect of language development. If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh (Harmer, 1991:153). Having different learning opportunities will help improve learners' overall language ability by improving their vocabulary. Teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own.

The size of the English vocabulary has some wonderful advantages. Although it may be true that any concept can be expressed in any language, a language can make the process easier or harder by providing or not providing appropriate words. The enormous size of the English vocabulary also has its disadvantages, as we are reminded each time we have to use a dictionary to look up a word we do not know, or because we were tricked by the alluring picture on the front cover of a book into thinking that the language inside would be easily within our understanding.

According to Harmer (1991:156-158) in his book "The Practice of English Language Teaching", what the students need to know to have a better

understanding in linguistic are: (a) *Meaning*. The first thing to realize about vocabulary items is that they frequently have more than one meaning. Sometimes words have meanings in relation to other words. As far as meaning goes, students need to know about meaning in context and they need to know about sense relation. (b) *Word Use*. What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. Word meaning is frequently stretched through the use of metaphor and idiom. It is also governed by collocation. Students need to recognize metaphorical language use and they need to know how words collocate. (c) *Word Formation*. Words can change their shape and their grammatical value. Students need to know the facts about word formation and how to twist words to fit different grammatical contexts. Word formation means to know how words are written and spoken and how they can change their form. (d) *Word Grammar*. Just as words change according to their grammatical meaning, the use of certain words can trigger the use of certain grammatical patterns.

2.2.1.2 Vocabulary Mastery

Vocabulary is an important part in language learning and teaching because without having knowledge of vocabulary, we cannot express our ideas and use the appropriate words in listening, reading, speaking and writing. Vocabulary mastery is easier than mastery of other components (grammar and phonology).

Hornby (1995:1331) explains that vocabulary is: (1) the total number of words in a language; (2) all the words known to a person or used in a particular

book, subject, etc; (3) a list of words with their meanings, esp. one that accompanies a textbook in a foreign language.

Teaching vocabulary is clearly more than just presenting new words. There are some issues about vocabulary teaching. For example, students see a lot of words in the course. Some of them are used straight away, whereas the others are not. We have to remember that the students' ability to use or understand words need a long time and process. However, we can learn a few lexical items that are most useful in particular situations and we try to master them first.

There are two kinds of vocabulary mastery. They are passive and active. Passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce. Whereas, the active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use.

2.2.1.3 Vocabulary Teaching

If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh (Harmer, 1991:153). Vocabulary is necessary to give students something to take hold of when learning structures. The acquisition of vocabulary is just as important as the acquisition of grammar. Part of the problem in teaching vocabulary lies in the fact that whilst there is a consensus about what grammatical structures should be taught and at what levels, the vocabulary teaching is not explicitly specified in the curriculum.

Vocabulary teaching is as important as the teaching of structure. According to Harmer (1991:161-170) there are some activities which are designed to teach and practice words and their various uses, such as: (1) *Presentation.* Not all vocabulary can be learnt through interaction and discovery techniques. There are many occasions when some form of presentation and/or explanation is the best way to bring new words into the class. For example, *realia* (the teacher holds up the object or points to it, says the word and then gets students to repeat it); *pictures* (it can be used to explain the meaning of vocabulary items); *mime*, *action and gesture*; *contrast*; *enumeration*; *explanation*; and *translation*. (2) *Discovery.* A number of discovery techniques can be found from simple matching tasks to more complex understandings of connotation and context. (3) *Practice*. The activities in this section are designed to encourage students to use words in an involving way, such as actions and gestures; bring, take, and get; and traits of character.

2.2.2 Translation

2.2.2.1 Further Understanding about Translation

Translation is very important for everyone, including students, because we need to translate some texts in order to comprehend the content of the text. Some books are written in English, therefore, without good competence in English, including translation ability; the students will have difficulties in comprehending English texts to enrich their knowledge.

According to Newmark (1991:1), "translation is concerned with moral and with factual truth". It means that translation is an activity that aims at conveying meaning or meanings of a given-linguistic discourse from one language to another. Translation is considered an act of communication. To translate most effectively, the translator should analyze the messages; to do so, he/she should have some tools at hand; such tools can be the well-known communication strategies which prevents a communication from disruption.

Translation is basically a change of form. In translation, we change the form of the source language into the target language. Larson defined translation as follows: "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" (Larson, 1984:3).

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.

2.2.2.2 Ability in Translating

The ability in translating a language into another language is indicated by the quality of translation result. A good translator, indeed, produces a good translation that meets some requirements, such as componential analysis, modulation, descriptive equivalent, functional equivalent, cultural equivalent, synonym, and paraphrase (Newmark, 1991:3).

In translating a text from the source language into the target language, there are three stages to be considered, such as the perception of the utterance in foreign language, processing of the result (e.g. identification of unfamiliar words), and the result itself. Failure to clear these stages successfully may be due to the students' poor or insufficient knowledge of the foreign vocabulary or possible lack of information on rare words and/or stylistic labels in the dictionaries consulted.

Inevitably, translators and student translators encounter problems in the translation process. A translation problem may appear at any stage of the translation process. Students who find a problem in the source text can either ignore it or try to solve it. They ought to decide to solve it because they want the target readers to understand or receive the target text in a certain way, and this is only possible if they have a particular concept of translation in the back of their minds. If this concept did not exist, then there would not be an objective to achieve.

2.2.2.3 Fundamental Principles in Translation

Translation is a valuable means of promoting understanding between individuals, groups, organizations and nations as well as a medium of cultural transmission and information and technology transfer. There are some principles in translation according to Newmark (1991), such as:

Translation should not read like a translation. As a warning against inadvertent interference, this junction is valid and salutary. However, when an authoritative text is linguistically innovatory, its translation is likely to be so, and

if the translator-reviser or the critic keeps thinking that a translation should not appear to be one.

Translation has to be as accurate as possible, as economical as possible, in denotation and in connotation, referentially and pragmatically. The accuracy relates to the source language text, either to the author's meaning, or to the objective truth that is encompassed by the text, or to this objective truth adapted to the intellectual and emotional comprehension of the readership which the translator and/or the client has in mind. That is the principle of a good translation; where it plainly starts falling short, it is a mistranslation.

A translation is never finished. It is always slightly but significantly dependent on the interpretant (in C. S. Peirce's sense) or different interpretants, or the same one at another point of time and mood. Understanding the text and its themes means reducing the language to its reference-points in reality, which means not only simplifying but also as it were dementalising it, treating it as an object without a spectator, dehumanizing it.

2.2.2.4 Equivalence

To translate a text, it needs to know the equivalent of a word or an idiom of the source language to the target language. It will be different when we translate an independent word and a text as a whole. A word may have more than one meaning. Hence, we need to look for the appropriate equivalence of a word in a text.

Baker (1992) in the book *In Other Words: A Coursebook on Translation* distinguishes equivalence into five levels, they are:

Equivalence at word level, it is the basic level which is taken by the translator. It discusses the meaning of a single word. Translation problems rise from the lack of equivalence at word level. It means that there is no word in the target language which expresses the same meaning as the source language. Baker states: "there is no one-to-one correspondence between orthographic words and elements of meaning within or across language". However, when someone wants to translate a text, s/he usually translates the word as a single unit to find the direct equivalent in the target language.

Equivalence above word level, it is the same as the equivalence of world level. However, it has a difference in the target. In the earlier time, this equivalence is used to explore at combination words and phrases. According to Baker (1992:46) that words rarely occur on their own, they almost always occur in the company of other words. However, words are not strung together at random in any language; these are always restrictions on the way they can be combined to convey meaning. The restrictions are used to make the word combinations natural. Three main headings that deal with the difficulties encountered by translators as result of differences in the lexical patterning of the source language are idioms, connotation, and collocation.

Grammatical equivalence, it is used when the translation heads for the disparity of grammatical categories across languages. Grammar is the set of rules which determine the way in which units such as words and phrases can be

combined in a language and the kind of information which has to be made regularly explicit in utterance (Baker, 1992:83). The grammatical rules in one region may different from others. It makes some problems in finding the appropriate correspondence in the target language. These problems may influence the translator to add or to omit information in target text because of the lack of certain grammatical devices. The grammatical devices which are discussed by Baker are number, gender, person, tense and aspect, and voice.

Textual equivalence, it is used when the translation heads for the equivalence between the source language text and target language text in terms of cohesion and coherence.

Pragmatic equivalence, it is used when the translation heads for the strategies of avoidance during translation process.

2.2.3 Language Testing

In any consideration of educational testing, a distinction must be drawn between the rather informal, teacher-made test of the classroom and those formal, large scales, standardized instruments which are prepared by professional testing service to assist institutions in selection, placement, and evaluation of students. The characteristics of a good test are: (a) *Reliability*. Reliability is meant for the stability of test score. Test reliability is affected by a number of factors; one of the chief factors is the adequacy of the sampling of task. Test reliability may be estimated in a number of ways. The simplest technique would be to retest the same individuals with the same test. A second method is with the use of alternate

or parallel form. The third method is giving a single administration of the test and then obtaining two scores for each individual. (b) *Validity*. If there is sufficient evidence that test scores correlate fairly highly with actual ability in the skills area being tested, then we may feel reasonably safe in assuming that the test is valid for our purposes. (c) *Practicality*. We must keep in mind a number of very practical considerations, such as economy, ease of administration and scoring, and ease of interpretation.

Without testing, there is no reliable means of knowing how effective a teaching sequence has been. Testing provides a form of feedback, both for learners and teachers. Moreover, testing has a useful backwash effect; if learners know they are going to be tested, they may take the teaching and learning activity more serious.

2.2.3.1 Vocabulary Testing

Vocabulary test is designed to put the witnesses' fluency in traditional languages in the area to the test. If vocabulary knowledge is accepted as a fundamental component of second language proficiency, it is natural to expect that one of the primary goals of language testing will be to assess whether or not learners know the meanings of the words they need to communicate in second language.

The first decision that must be made is whether to test the students' active or passive vocabulary—that is, the words they should be using in their speech and writing or those they will need merely to comprehend, especially in their reading.

Vocabulary test on an intermediate level will concentrate on the words needed in speaking or comprehending the oral language, while tests on an advanced level will deal mostly with the lexicon of written English—the words needed by students if they are to understand newspapers, periodicals, literature, and textbook.

There are some types of test to check our vocabulary mastery. According to Thornbury (2002:132-135) types of vocabulary test are:

Multiple-choice test. Multiple-choice tests are the popular way of testing in that they are easy to score and they are easy to design. Moreover, the multiple-choice format can be used with isolated words, words in a sentence context, or word in whole texts. On the negative side, multiple-choice test have been criticized because (1) learners may choose the answer by a process of elimination, which hardly constitutes 'knowing the right answer; (2) depending on the number of possible answers (called distractors), there is a one-in-three (or one-in-four) chance getting the answer right; (3) they test recognition only—not the ability to produce the word; (4) they are not easy to design as it might appear. On what basis are the distractors chosen. According to Hughes (2003:180) multiple choices is used for testing recognition ability.

Cloze test. It is a kind of gap-fill tests that require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it. In a cloze test, the gaps are regularly spaced (e.g. every seventh, eight, or ninth word). In this way, knowledge

of a wide range of word types—including grammar words as well as content words—is tested.

Word Formation. The students are asked to convert words from one form to another so as to fit a context. This kind of task tests learners' knowledge of derivations (composer and misplaced as opposed to the incorrect compositor or deplaced). It also tests their ability to interpret the surrounding context, in order to make the correct choice among several possible derivations.

A more revealing test of productive vocabulary knowledge is to set learners the task of writing a whole text that includes the selected vocabulary items. When scoring such a test, marks can be allocated for both correct form and appropriate use of each of the selected words.

According to Hughes (2003:182), to test the production ability we can use pictures test (this method of testing vocabulary is obviously restricted to concrete nouns that can be unambiguously drawn), definitions, and gap filling. However, the testing of vocabulary productively is so difficult that it is practically never attempted in proficiency tests.

2.2.3.2 Translation Testing

A translator should be concerned that the result of his/her work be a good and qualified translation. A translation, which does not effectively deliver the message/the content of the source language, cannot be called a good one. There are three main reasons for testing a translation; the translator wants to be sure that his translation is "accurate", "clear", and "natural" (Larson, 1984:485). In

translating/rewriting a text, a translator must be careful not to omit or add information of the source language.

There are several ways of testing a translation. The translation test should be done systematically and it needs to be taken carefully. According to Larson (1984, 489-502) there are some ways to test a translation:

Comparison with the source language. One of the main purposes of the comparison is to check for equivalence of information content. The comparison is actually a self-check; that is, it is done by the translator. Of course, it could be done by someone else who knows both languages well and knows translation principles. After checking to be sure that all of the information is there, the translator will make another comparison of source language and receptor language texts, looking for any problems.

Back-translation into the source language. A second way to check a translation is by having someone else, who is bilingual in the source and receptor languages, make a back-translation of the translated text into the source language. This person takes the translation and writes out the meaning he gets from it back into source language. He should do it without having read the source text used by the translator. This back translation will let the translator know what is being communicated to this person.

Comprehension tests. Good comprehension testing is the key to a good translation. The purpose of this test is to see whether or not the translation is understood correctly by speakers of the language who have not seen the translation previously. It is designed to find out what the translation is

communicating to the audience for whom it is intended. This type of test involves having people retell the content of the translation and answer questions about it. Comprehension testing is done with persons who are fluent speakers of the receptor language. These people should be ordinary people from various classes of the society. It should be done with the more highly educated and with the newly literate, if the translation is intended for all.

Naturalness test. The purpose of naturalness tests is to see if the form of the translation is natural and the style appropriate. This testing is done by reviewers. Reviewers are people who are willing to spend time reading through the translation and making comments and suggestions. However, most reviewers simply read the translation looking for ways to improve the naturalness and style. Reviewers need to know enough about translation principles to understand what is meant by an idiomatic translation. All reviewers should be looking for ways to improve, the clarity, naturalness, flow of the discourse, and the emotive impact on the readers. The process used by the reviewer is first to read through the whole section of the translation at one time. He should write notes either in the margin or on a separate paper to give to the translator. After the reviewer has checked for clarity and naturalness, he may also check for accuracy, if he knows the source language well. He will compare the translation with the source text looking for omissions, additions, or any changes of meaning. Once again, the reviewer should make careful notes for the translator.

Readability tests. The translator and tester may do readability tests. These tests are done by asking someone to read a part of the translation aloud. It should

be a complete section; that is, a unit. As they read, the tester will notice any places where the reader hesitates. In addition, if he stops and re –reads the sentence, this should be noted as it indicates some problem in readability. Readability tests do not need to be done in formal sessions only. At any time that someone is reading the translation, the translator, testers, and reviewers who are listening should be aware of any difficulties in reading. A text is readable because it is good writing, that is, it has a pleasing style, a good rhythm, and moves along at an acceptable pace. It should be kept in mind that what is readable for one audience may not be readable for another. Readability may also be affected by formatting matters. The size of type, punctuation, spelling, size of margins and space between lines may all affect the readability tests.

Consistency checks. As the translation comes near to completion, it is very important that consistency checks of various kinds be made. Some of these have to do with the content of the translation and others have to do with the technical details of presentation. All of those who are testing the translation should be alert for reading problems related to formatting as well as content. The source text will have had certain key terms which were identified and for which lexical equivalents were found. If the document being translated is a long one, or done over a long period of time, it is possible that the translator has been inconsistent in the use of lexical equivalents for some key terms. In the final review, the formatting of the text and of any supplementary material like footnotes, glossary, and index or table of contents, should also be checked for formatting style.

2.3 Theoretical Framework

The theoretical framework I would like to present here starts from some underlying theories that are relevant to the research objectives. They are vocabulary mastery, translation ability, and language testing. As said before, vocabulary mastery and translation are two skills that are very important in transferring the source language into the target language. This study will find out the correlation between students' vocabulary mastery and their translation ability.

```
┌─────────────┐                    ┌─────────────┐
│ Vocabulary  │                    │ Translation │
│  Mastery    │                    │  Ability    │
└─────────────┘                    └─────────────┘
      │                                  │
      ▼                                  ▼
┌─────────────┐                    ┌─────────────┐
│ Vocabulary  │                    │ Translation │
│    Test     │                    │    Test     │
└─────────────┘                    └─────────────┘
         ╲                          ╱
          ╲                        ╱
           ▼                      ▼
          ┌──────────────────┐
          │      Result      │
          └──────────────────┘
```
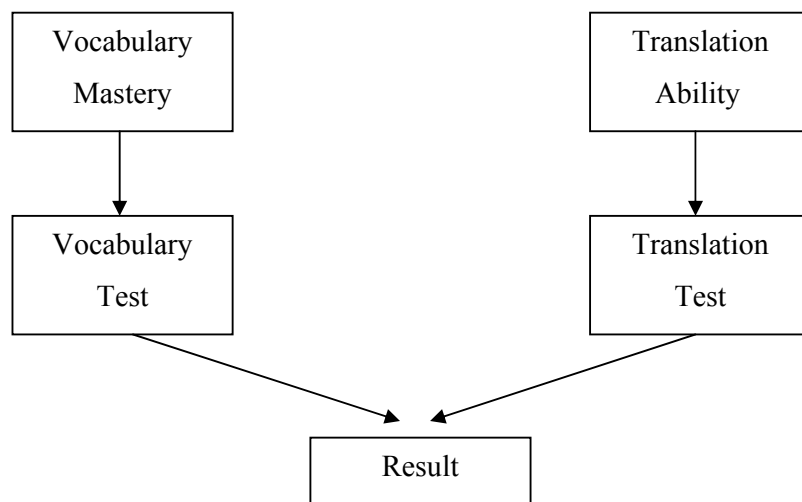
Figure 2.1 The Correlation between Students' Vocabulary Mastery and Their Translation Ability.

The role of language in the developing world is materialized through "translating," and since critical language study is concerned with the processes of producing and interpreting texts and with the way these cognitive processes are socially shaped, it can be considered as an alternative approach to translation studies. One of the important things to produce a good translation is know the

appropriate equivalent of a word/phrase/idiom of the source language into the target language.

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. Mastering vocabulary is very useful in order to comprehend the content of a text. Ease or difficulty in the learning ability of vocabulary is connected with the notion of frequency, since the most frequent words will probably be absorbed and learnt simply because they occur regularly.

To evaluate one's vocabulary mastery and one's ability in translation, a kind of language test is needed. There are some ways to test the vocabulary mastery, such as the multiple-choice test, cloze test, and/or word formation. Whereas to test the translation ability, we can use comparison with the source text, back-translation into the source language, comprehension tests, naturalness test, readability test, and consistency checks

The result of the test will be analysis to find out whether there is any correlation between students' vocabulary mastery and their translation ability or not. The analysis will be discussed to determine whether the students with high mark in vocabulary test also get a high mark in translation test, and vice versa.

CHAPTER 3

METHODS OF INVESTIGATION

This chapter deals with the methods in conducting the research. It presents object of the study, population, sample, variables, hypothesis, the instrument used in this research, procedures of collecting data and procedures of analyzing data.

3.1 Object of the Study

As the topic indicates, the primary aim of this study is to reveal the correlation between students' vocabulary mastery and their translation ability. This study seeks to identify the possible relationship between both of the two variables.

The method of investigation was held through a quantitative research. Hornby (1995:1035) states that quantitative is connected to the amount or number of something rather than with how good it is. The study used the correlational research. According to Lodico, correlational research is a quantitative method designed to show the relationships between two or more variables (Lodico, 2006:14). Correlational research is similar to descriptive survey in that it is non-experimental, consisting of only one group of individuals and two or more variables that are not manipulated or controlled by the researcher.

In this term of quantitative data, I used statistical analysis to calculate the numeral data that were gathered, and then I analyzed them by the use of

correlation analysis. The correlation coefficient was then interpreted to find out the relationship between students' vocabulary mastery and their translation ability.

3.2 Population

In quantitative research, the researchers attempt to discover something about a large group of individuals by studying a much smaller group. According to Lodico (2006:140), "A population is the wider group of individuals about which the researcher wants to make statements".

"The population is the group of people we want to *generalize* to." (Muijs, 2004:15). The population is the group that the researcher wants to generalize his/her findings to.

Based on the definition above, the population of this study was the second year students of SMA Negeri 1 Blora in the academic year of 2010/2011. The total number of the second year students of SMA Negeri 1 Blora is 297. They are XI IA 1= 31, XI IA 2= 30, XI IA 3= 30, XI IA 4= 30, XI IA 5= 30, XI IS 1= 38, XI IS 2= 36, XI IS 3= 38, XI IS 4= 34.

3.3 Sample

Lodico in his book *Methods in Educational Research* stated, "A sample is a smaller group selected from a larger population (in this case, a realistic population) that is representative of the larger population. Samples allow researchers to work with a smaller, more manageable subgroup of the realistic population. (Lodico, 2006:143).

There are some sampling techniques in quantitative research. For example, simple random sampling (it involves the random selection of individuals from the realistic population as a whole), stratified random sampling (it would allow the researcher to stratify along the variable of party affiliation—that is, to select a sample that was more representative of the population), cluster random sampling (numbers are assigned to the cluster or subgroup within the realistic), and convenience sampling.

In this research, I used random sampling technique to choose the samples. The total number of the eleventh grade of SMA Negeri 1 Blora is 297. According to Arikunto (2002:112), in random sampling technique, if the subject is more than 100, sample can be taken between 10%-15% or 20%-25% or more. Therefore, in this research, I took 30 students as the sample or approximately 10% of the population.

3.4 Variable

According to Muijs (2004:8), variables are any characteristic of the unit we are interested in and want to collect (e.g. gender, age, self-esteem). On the other hand, Brown (2005:7) stated that a variable is something that may vary, or differ.

Moreover, Brown (2005:8) also stated that the operationalization of variables is a researcher's chance to explain how each variable is being defined with respect to the construct in question.

From the definition above, it can be concluded that research variable includes the factors or the conditions that have a role in the phenomena. In order to assess

the relationship between variables in a study, the variable should be identified. In this study, there are two variables; they are dependent variable and independent variable.

3.4.1 Independent Variable

An independent variable is variable selected and systematically manipulated by the researcher to determine whether, or the degree to which, it has any effect on the dependent variable (Brown, 2005:11). Tuckman (1978:58-59) stated that the independent variable is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon.

The independent variable of this study is the students' vocabulary mastery which is indicated by the vocabulary test.

3.4.2 Dependent Variable

A dependent variable is observed to determine what effect, if any, the other types of variable may have on it. In other words, it is the variable of focus—the central variable—on which other variables will act if there is any relationship (Brown, 2005:10). According to Tuckman (1978:59), the dependent variable is that factor that appears, disappears, or varies as the experimenter introduces, removes, or varies the independent variable.

Based on the definition above, the dependent variable of this study is the students' translation ability which is indicated by the score of the translation test.

3.5 Hypotheses

The hypotheses formulated in two laps, they are:

3.5.1 Null Hypothesis (H_0)

(H0) There is no significant positive relationship between students' mastery of vocabulary and their translation ability of the second year students of SMA Negeri 1 Blora.

3.5.2 Alternative Hypothesis (H_1)

(H1) There is a significant positive relationship between students' mastery of vocabulary and their translation ability of the second year of SMA Negeri 1 Blora.

Both of the hypotheses will be used in this research. After finding out the result from hypotheses based on the research, it will show which is more appropriate to draw hypotheses of the research, using null hypothesis or alternative hypothesis.

3.6 Instrument

Instrument is the important thing in an experiment in which the reliability of the instrument will automatically affect the reliability of the data obtained.

Instrument is a means of collecting data. It can be in the form of observational sheet, questionnaire, interview, and test.

In line with the purpose of the study, that is to find out the correlation between students' mastery of vocabulary and their translation ability of the second year students of senior high school, the writer used two instruments. The instruments were vocabulary test and translation test.

For the vocabulary test, I used the multiple-choice type in order to facilitate the students to answer the test. The vocabulary test will cover the recognition of synonyms and antonyms, definitions, and the appropriate word for the context. While in the translation test, the students were asked to translate an English text into Indonesian.

3.6.1 The Condition of the Test

3.6.1.1 *Reliability of the Instrument*

Reliability refers to the consistency of scores, that is, an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different raters (Lodico, 2006:87). According to Cohen, Reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents (Cohen, 2000:117).

The instrument said to be reliable when approximately the same result are obtained on different occasion.

Unreliability is clearly a problem. If we measure something unreliably, our results are untrustworthy and any conclusions tainted. Unreliable instruments will also lead to relationships with other variables being lower than if they were more reliable, thus perverting our ability to come to clear research findings.

3.6.1.2   Validity of the Instrument

Validity is the most important criteria in measuring an instrument. Validity is the touchstone of all types of educational research (Cohen, 2000:106). A test said to be valid when it can measure what is intended to be measured.

According to Cohen in his book *Research Methods in Education* (Cohen, 2000:131-132), with regard to validity, it is important to note here that an effective test will ensure adequate: *content validity* (e.g. adequate and representative coverage of program and test objectives in the test items, a key feature of domain sampling); *criterion-related validity* (where a high correlation co-efficient exists between the scores on the test and the scores on other accepted tests of the same performance); *construct validity* (e.g. the clear relatedness of a test item to its proposed construct/unobservable quality or trait, demonstrated by both empirical data and logical analysis and debate, i.e. the extent to which particular constructs or concepts can give an account for performance on the test); *concurrent validity* (where the results of the test concur with results on other tests or instruments that are testing/assessing the same construct/performance—similar to predictive validity but without the time dimension); *face validity* (that, superficially, the test appears—at face value—to test what it is designed to test); *jury validity* (an important element in construct validity, where it is important to agree on the conceptions and operationalization of an unobservable construct); *predictive validity* (where results on a test accurately predict subsequent performance—akin to criterion-related validity); *consequential validity* (where the inferences that can be made from a test are sound); *systemic validity* (where

program activities both enhance test performance and enhance performance of the construct that is being addressed in the objective).

To ensure test validity, then the test must demonstrate fitness for purpose as well as address the several types of validity outlined above.

3.7 Procedures of Collecting Data

The procedures of collecting the data of this research involved several steps. The first step was constructing the vocabulary test and translation test.

The second step was trying out the instrument to examine whether or not they needed improvement. Before conducting the try out, I had got the school headmaster's and the English teacher's permission to do the observation.

The third one was collecting and analyzing the vocabulary test and translation test to measure their validity and reliability.

The fourth one was conducting the research. I conducted the research for the vocabulary test and translation test.

The last step was obtaining the scores of vocabulary test and translation test and then computing the data.

The procedures of collecting data of this research can also be seen in the following diagram:

```
┌─────────────────────────────────┐
│   Constructing the translation  │
│   test and the vocabulary test  │
└─────────────────────────────────┘
```

```
┌──────────────────────────┐        ┌──────────────────────────┐
│ Trying out the vocabulary │        │ Trying out the translation │
│          test             │        │           test            │
└──────────────────────────┘        └──────────────────────────┘
```

```
┌──────────────────────────┐        ┌──────────────────────────┐
│ Collecting and analyzing the │     │ Collecting and analyzing the │
│ vocabulary test to measure   │     │ translation test to measure its │
│ its validity and reliability │     │ validity and reliability     │
└──────────────────────────┘        └──────────────────────────┘
```

```
┌──────────────────────────┐
│  Conducting the research  │
└──────────────────────────┘
```

```
┌──────────────────────────┐
│    Obtaining the scores of │
│  vocabulary test and translation │
│            test            │
└──────────────────────────┘
```

Figure 3.1 The Procedure of Collecting the Data of the Research

3.8 Procedures of Analyzing Data

The aim of analyzing the data was to find the correlation between the students' vocabulary mastery and their translation ability. The data were obtained from the vocabulary test and translation test.

In this research, the data obtained from the vocabulary test and translation test were put into numerical form to facilitate the computation by using statistical method.

Here, I wanted to analyze the correlation between the students' vocabulary mastery and their translation ability. I believed that the better the students' mastery of vocabulary is, the better their translation ability will be. Nowadays, rather than having to calculate the mathematical equations for our data analysis ourselves, we will usually get software packages to do this. In this research, I will use SPSS, because SPSS is probably the most common statistical data analysis software package used in educational research and is available at most institutions of higher education.

According to Muijs (2004:143), in SPSS if we have two variables (X and Y), the correlation is computed using the formula for Pearson's correlation coefficient. Therefore, what is actually happening is that the difference between the individual response and the mean for each variable is calculated. This will give us a positive score if both are positive, so if the respondent scores above the mean on both variables the outcome will be positive. The same is true if the score on both is negative. If the respondent scores below the mean on both variables, the outcome will also be positive. If the respondent has a positive score on variable X and a negative score on variable Y, the outcome will be negative.

Pearson r coefficients vary between −1 and +1, with +1 indicating a perfect positive relationship (a high score on variable X = a high score on variable Y), −1 a perfect negative relationship (a high score on X = a low score on Y), and 0 = no relationship. Thus in this study, a correlation coefficient close to 1 would mean that if we score high in vocabulary test, we are likely to score high in translation test as well. A coefficient close to −1 would suggest that if we score high in

vocabulary test, we would score low in translation test, while a coefficient close to 0 would suggest that getting good grades in vocabulary test did not predict grades in translation test at all (the two are unrelated).

All this means that Pearson's r gives us information about a number of aspects of the relationship: (a) the *direction* of the relationship: a positive sign indicates a positive direction (high scores on X means high scores on Y), a negative sign a negative direction (high score on X means low scores on Y); (b) the *strength* of the relationship: the closer to 1 (+ or –) the stronger the relationship.

The correlation coefficient is a measure of the strength of the relationship and its direction. The significance is calculated separately using a statistical test that gives us the p-value. The SPSS output gives us both the coefficient and the p-value.

CHAPTER 4

RESULTS OF THE STUDY

This chapter presents the research finding, results, and the discussion of the research finding.

4.1 Research Finding

The research was conducted to find out whether there was a correlation between students' mastery of vocabulary and their translation ability. I administered two kinds of test for measuring the second year students of SMA Negeri 1 Blora vocabulary mastery and translation ability; they are vocabulary and translation tests.

4.1.1 Students' Mastery of Vocabulary

In this vocabulary test, there were 30 multiple-choice questions. Each question has five choices. The score of each item was 1. Students' marks are got by dividing the total score by 3 multiplied by 100.

To facilitate the measurement of student's mastery of vocabulary, the raw scores were converted into the standard score using the percentage correction formula. To judge the students' grade and the level of the vocabulary mastery, there were seven levels of the classification of the students' grade based on Depdikbud as cited by Waris (2010:11).

Table 4.1

The Table of the Grade Classification

Score	Grade
96 to 100	excellent
86 to 95	very good
76 to 85	good
66 to 75	fairly good
56 to 65	very fair
36 to 55	poor
0 to 35	very poor

(Depdikbud as cited by Waris, 2010:11)

There were various scores, from high to low score. After computing the 30 items of test, 1 student got 77, 7 students got 70, 4 students got 67, 7 students got 63, 5 students got 60, 2 students got 57, 2 students got 53, and 2 students got 50. The complete data could be seen in Appendix 7.

The diagram below shows the percentage of the result of the test:

Diagram 1

Percentage of Students' Mastery of Vocabulary

Vocabulary test

- 3,30%
- 13,30%
- 36,70%
- 46,70%

Legend:
- Excellent
- Very Good
- Good
- Fairly Good
- Very Fair
- Poor
- Very Poor
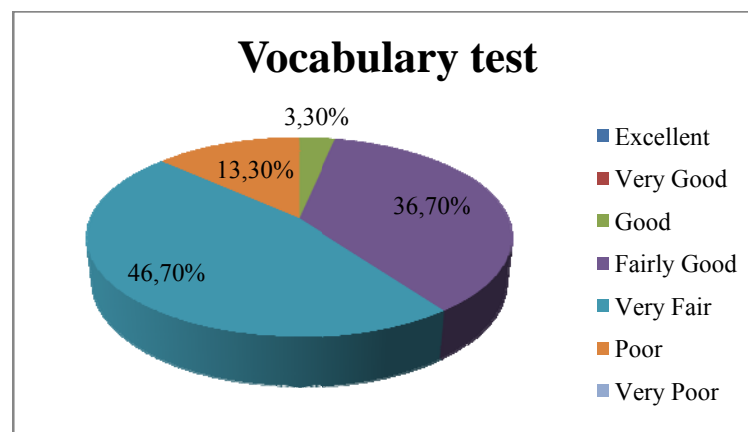
From the diagram above, we can see that 1 student got the good grade; 11 students got the fairly good grade; 14 students got the very fair grade; 4 students got the poor grade; and no one got the excellent, very good, and very poor grade. The complete data could be seen in appendix 8.

After computing the data using SPSS, we could see that the average score (mean) of students' vocabulary mastery was 63.2. It can be said that the students' vocabulary mastery of the eleventh grade students of SMA Negeri 1 Blora in the academic year of 2010/2011 was fair.

4.1.2 Students' Translation Ability

In this translation test, there were 3 texts, they are report, narrative, analytical exposition.

The test was divided into 4 components to simplify the identification of the students' translation ability. They are fluency, structure of language, comprehension of the meaning, and choice of word. Maximum score for each component was 5. The complete detail of the translation assessment criteria could be seen in Appendix 11. The maximum score of each text was 20, so the maximum total score was 60. Students' marks are got by adding up the score of the text divided by 60 multiplied by 100.

In fluency component, there were 2 students (student number 23 and 30) who got 5 points, 26 students who got 4 points, 2 students who got 3 points, and no one got 2 points. In structure of language component, there were 1 student who got 5 points, 14 students who got 4 points, 15 students who got 3 points and no

one who got 2 points. In comprehension of the meaning component, there were 8 students who got 4 points, 22 students who got 3 points and no one who got 5 and 2 points. In choice of word component, there were 10 students who got 4 points, 20 students who got 3 points and no one who get 5 and 2 points.

There were various scores, from high to low score. After computing the three items of test, 1 student got 83, 1 student got 78, 1 student got 75, 5 students got 73, 8 students got 72, 4 students got 70, 4 students got 68, 3 students got 67, 2 students got 65, and 1 student got 63. The complete data could be seen in Appendix 9.

The diagram below shows the percentage of the result of the test:

Diagram 2

Percentage of Students' Translation Ability
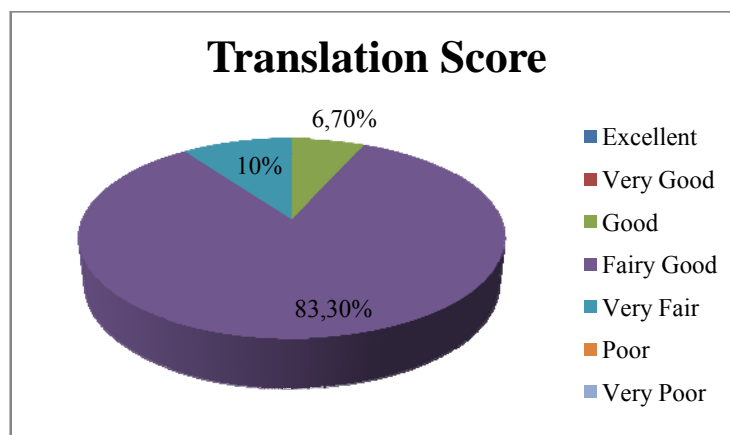
From the diagram above, we can see that 2 students got the good grade; 25 students got the fairly good grade; 3 students got the very fair grade; and no one got the excellent, very good, poor, and very poor grade. The complete data could be seen in appendix 10.

After computing the data using SPSS, we could see that the average score (mean) of students' translation score was 70.77. It can be said that the students' translation ability of the eleventh grade students of SMA Negeri 1 Blora in the academic year of 2010/2011 was fair.

4.2 Results

The main goal of this research was to find out what the correlation between students' mastery of vocabulary and their translation ability of the eleventh grade students of SMA Negeri 1 Blora is.

To carry out the statistical analysis, the working hypothesis was changed into the Null Hypothesis to know about the correlation between the students' mastery of vocabulary and their translation ability of the eleventh grade students of SMA Negeri 1 Blora in the academic year of 2010/2011.

After getting the scores of the students' mastery of vocabulary and their scores in translation test, the data were statistically computed to find out the correlation between the variables using SPSS, where:

X = the students' mastery of vocabulary (vocabulary test)

Y = the students' translation ability (translation test)

In correlating those two variables, a statistical analysis that was used was Pearson's Product Moment formula. The data, then, was calculated using SPSS.

Table 4.2

Correlation Coefficient Result

Descriptive Statistics

	Mean	Std. Deviation	N
vocabulary	63.20	6.583	30
translation	70.77	3.980	30

Correlations

		vocabulary	translation
vocabulary	Pearson Correlation	1	.749
	Sig. (2-tailed)		.000
	N	30	30
translation	Pearson Correlation	.749	1
	Sig. (2-tailed)	.000	
	N	30	30

The correlation coefficient of the two variables was 0.749. To know whether this correlation coefficient (0.749) was significant or not, it was necessary to find out its significance.

The rejection or acceptance of the Null Hypothesis (H_0) is based on the level of significance. In psychological or educational research, the 5 percent alpha of significance is occasionally used as standard of acceptance of the Null Hypothesis and it is also used as standard for rejection (5 percent level of significance) to judge the correlation between the two variables above.

The level of significance gained in this investigation was 0.749, whereas the figure on the table of critical values of the *r* Product Moment with 95%

confidence level and the number of subjects 30 was 0.361. It means that the correlation coefficient between the students' mastery and vocabulary and their translation ability was significant because $r_{xy} > r_{table}$ (0.749 > 0.361) or in the other words, the Null Hypothesis (H_0) which explain that there was no significant correlation between students' mastery of vocabulary and their translation ability was rejected. While the alternative hypothesis or working hypothesis (H_1) which explained that there was a significant correlation between students' mastery of vocabulary and their translation ability was accepted.

Then, in order to know the extent of the influence of students' mastery of vocabulary in their translation ability, I measured the determinant index, as follow:

$$\text{Determinant Index} = (r_{xy})^2 \times 100\%$$
$$= (0.749)^2 \times 100\%$$
$$= 56.10\%$$

The result showed that the extent of the influence of students' mastery of vocabulary in their translation ability was 56.10%. It was clear that students' mastery of vocabulary gave contribution to the students' translation ability.

4.3 Discussion

After conducting the research, I found that there was a significant correlation between the two variables because the result of the data analysis showed that the correlation coefficient between the two variables was 0.749, while the critical values of the r Product Moment with 95% confidence level and the number of

subject 30 is 0.361. It means that there is a positive correlation between the two variables (vocabulary mastery and translation ability).

In order to know the level of relationship of the correlation coefficient, it could be determined by using the correlation coefficient interpretation by Best (1981:255) as follows:

Table 4.3

Correlation Coefficient Interpretation

Coefficient	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to .100	High to very high

(Best, 1981:255)

From the table above, I could conclude that the level of relationship of the correlation between the two variables was substantial because the correlation coefficient of the two variables was 0.749 while the determined criteria showed that the correlation coefficient between 0.60 to 0.80 considered substantial. In this case, the variable Y (students' translation ability) was substantially associated with the variable X (students' mastery of vocabulary). In other words, the students' mastery of vocabulary of the eleventh years of SMA Negeri 1 Blora correlated positively to their translation ability.

From the correlation coefficient found (0.749), it means that there is a significant correlation between vocabulary mastery and translation ability because the value is not in Null Hypothesis (H_0) area. These factors imply that the students' activity and frequency in mastering the vocabulary give a useful

contribution to enlarge their translation ability. It means that if the students improve their mastery of vocabulary, their translation ability will improve as well.

Moreover, from the result obtained, we can say that the teachers have to help their students in improving their vocabulary, since vocabulary lesson is not explicitly specified in the curriculum and in the teaching and learning process, to make them master the vocabulary and also improve their translation ability.

There was a significant correlation between the students' mastery of vocabulary and their translation ability. It could be interpreted that the higher students' mastery of vocabulary is, the higher their ability in translation will be. Therefore, the Null hypothesis is rejected and the hypothesis could be accepted. There is a significant positive relationship between the students' mastery of vocabulary and their translation ability of the eleventh grade students of SMA Negeri 1 Blora in the academic year of 2010/2011.

Based on the data obtained, we can conclude that vocabulary mastery plays an important role in learning English, in order to develop our language skills (especially in translation ability). Like other languages, in learning English, someone has to be able to understand the words, not only the words from the source language but also the equivalent words in the target language. Vocabulary mastery is very useful to help the students or the learners to comprehend the content of a text/passage/book. Moreover, vocabulary mastery will help the students to have a better comprehension of an English text so that they will be able to make a good translation.

In a text, we cannot translate the text word for word because words sometimes not occur on their own; occasionally words occur in the company of other words. Therefore, we usually found some phrases, idioms, collocation, or fixed expressions. Without having a good competence of vocabulary mastery, we could not recognize whether or not the words are stand alone or in the company of other words. In addition, a word in one language sometimes has more than one meaning in other language. If the students have good vocabulary mastery, it will be easier for them to recognize or to determine the most appropriate meaning of a word in a sentence or in a text as a whole.

Moreover, ease or difficulty in improving one's vocabulary mastery is connected with the notion of frequency, since the more frequent words will probably be absorbed and learnt simply because they occur regularly. It will be easier for the students to recognize the words that they often hear or read. As the result, when the students have to do a translation assignment, the result of their translation will be good enough because they have a good comprehension of the word (the meaning, word use and word formation) or the vocabulary in the passage.

In conclusion, the students will understand more about the meaning of the words, word uses, and word formations by improving their vocabulary mastery. If the students understand and know about the meaning of the words, word use, and word formation, their translation result will be better. It means that, the better students' mastery of vocabulary, the better their translation ability will be.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and the suggestions for students, teachers, and anyone who read this final project.

5.1 Conclusions

This research is proposed to answer whether or not there is a significant correlation between students' vocabulary mastery and their translation ability.

In her attempt to obtain the intended data, the researcher arranged the vocabulary test to measure the students' vocabulary mastery and translation test to measure the students' translation ability.

After conducting the research, the writer comes to some conclusions.

First, the vocabulary achievement of the second year students of SMA Negeri 1 Blora is fair. It can be seen from the computation in which the mean score of the students' vocabulary achievement is 63.2 when it is consulted to the table of category level scores by John W. Best (1981:260); the score is categorized in fair.

Second, the translation ability of the second year students of SMA Negeri 1 Blora is fair. It can be seen from the computation in which the mean score of the students' translation ability is 70.77 when it is consulted to the table of category level scores by John W. Best (1981:260); the score is categorized in fair.

Third, there is a significant positive correlation between the vocabulary mastery and translation ability of the eleventh grade students of SMA Negeri 1 Blora in the academic year of 2010/2011.

Recalling the r_{xy} observed value of the correlation between vocabulary mastery and translation ability applied to the sample is 0.749, and consulting to the critical values of the *r* Product Moment with 95% confidence level and the number of subjects 30 was 0.361. It means that the result obtained from the computation is greater than its critical value. Therefore, the writer concludes that there is a significant positive correlation between the vocabulary mastery (X) and translation ability (Y) of the second year students of SMA Negeri 1 Blora.

5.2 Suggestions

From the conclusion above, some suggestions are offered in order to improve the students' mastery of vocabulary and their translation ability. They are:

The first suggestion is that the students have to master vocabulary, because vocabulary contributes to the mastery of translation ability as seen from the conclusion. Teacher can use one or more of the following ways to develop the students' vocabulary mastery. For example: (i) by playing scrabble game in the English class, (ii) by using riddles, (iii) by using puzzle, (iv) by using crossword puzzle, (v) by finding words of the letters in boxes, or (vi) by finding the appropriate words.

The second suggestion is that to get a good achievement in translation, the students have to master vocabulary very well. Because vocabulary lesson is not

explicitly specified in the curriculum, the teachers have a duty to help their students in improving their vocabulary.

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

The fourth suggestion is that the English teacher at Senior High School should get informed of the finding so that they can take necessary steps to address the situation.

The last suggestion is that further researches of similar types should be done with greater population in order to gain a wider generalization.

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Appendix 1

STUDENTS' NAME OF THE INVESTIGATION CLASS

No.	Name	Code
1	Adhitiyan Basuki	S-1
2	Agung Adi Hananto Waluyo	S-2
3	Agus Yulianto	S-3
4	Dimas Thaffif Romahendra	S-4
5	Fradila Ginanjar Abdi N.	S-5
6	Irfan Maulana Putra	S-6
7	Lucky Nugroho Aji	S-7
8	Maharani Ratna Puspita	S-8
9	Mohamad Fem E. A.	S-9
10	Pratiwiningsih	S-10
11	Rr. Ewa Adisty Apriliana Putri	S-11
12	Septia Devi Cahyaningtyas	S-12
13	Siswoko Adi Saputro	S-13
14	Sri Lestari	S-14
15	Tinuk Novia Korniyati	S-15
16	Ulfa Puri Ayu Prahastiani	S-16
17	Arrofi Elyas K	S-17
18	Aszahra A. K.	S-18
19	Danni Ramadhan	S-19
20	Ditya Ayu Intan S.	S-20
21	Galih Pambayun P. F.	S-21
22	Handy Gupita B.	S-22
23	Ikhsan Muhammad R.	S-23
24	Moh. Nurul Aziz	S-24
25	Novi Puspitasari	S-25
26	Prakoso Adi	S-26
27	Rizkiana Indah K. A.	S-27
28	Rohmanto Pramudita E. P.	S-28
29	Saifudin Adi Nugroho	S-29
30	Sigit Arif Anggoro	S-30

Appendix 2

OUTLINE OF THE TEST

Kelas XI Semester 1

Standar Kompetensi:

Membaca

5. Memahami makna teks fungsional pendek dan esei berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis

6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar:

5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report, narrative,* dan *analytical exposition*

6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition*

Kinds of test: Vocabulary test and Translation test

Types of text use: Report, Narrative, Analytical Exposition

KISI-KISI SOAL

Vocabulary Test

		Types of test	Number of item	Item Number
Report	Nature	Multiple choice	2	1, 2
	Celebration	Multiple choice	4	3, 4, 5, 6
	Flora and Fauna	Multiple choice	2	7, 8
	Metropolitan City	Multiple choice	2	9, 10
Narrative	Kingdom	Multiple choice	3	11, 12, 13
	Economy	Multiple choice	3	14, 15, 16
	Advice and Warning	Multiple choice	1	17
	Letter	Multiple choice	3	18, 19, 20
Analytical Exposition	Healthy life	Multiple choice	3	21, 22, 23
	Welfare	Multiple choice	2	24, 25
	Agriculture	Multiple choice	3	26, 27, 28
	Cooperation	Multiple choice	2	29, 30

Evaluation directive for vocabulary test:

Maximum mark = 100

Total score maximum each student = 30

Students' mark are got by divide the total score with 3 multiply 100

Example:

Rei gets score = 21

So his mark is 21/3 x 100 = 70

Translation Test

Type of text	Types of test	Instrument
Report	Essay	CAMEL The camel is a large, strong desert animal. Camels can travel great distances across hot, dry deserts with little food or water. They walk easily on soft sand and carry people and heavy loads to places that have no roads. Camels also serve the people of the desert in many other ways. The camel carries its own built-in food supply on its back in the form of a hump. The hump is a large lump of fat providing energy if food is hard to find. There are two chief kinds of camels: first, the Arabian camel also called dromedary, which has one hump, and second is Bactrian camel which has two humps.
Narrative	Essay	THE WOLF AND THE STORK A long, long time ago, the wolf and the stork were friends. One day, the wolf asked to the stork to come to his house to eat. When the stork arrived at the wolf's house, the wolf put two bowls of soup on the table. The wolf ate his bowl of soup quickly. When he finished, he asked the stork, "Did you like my soup?" But the stork was angry because he couldn't eat the soup. His beak was too long! When the stork went home, he was still hungry. He wolf laughed and laughed. Then the stork has an idea. He asked the wolf to come to dinner. He filled two pitchers with good soup. Then he began to eat. When the stork finished eating, he asked the wolf if he wanted more to eat. But the wolf was angry. His mouth was so big that he couldn't get it into the pitcher. The wolf went home hungry, and the stork laughed and laughed. The wolf and the stork have never been friends ever since.
Analytical	Essay	CAMPING IS FUN!!

Exposition		Camping, this is another fun activity in school holidays. Why do I say that? Firstly, camping activities can make you learn to survive in nature, which is like cook. You can't buy fried chicken or Padang Rice at nature. You must cook for your own self. You can't cook rice with rice cooker. You must cook rice with a pan, which in Sundanese called "ngaliwet". Secondly, you can learn to love and keep your environment. In nature, don't throw away the rubbish anywhere! You have to collect your own rubbish and put it in to a big plastic bag. Thirdly, it's cheaper than spend your holidays in Dufan or Sea World. You just have to choose a beautiful place around you. There are many beautiful places around our environment. Don't go camping alone. Bring your family or friends and make your camping pretty fun. Therefore, camping is a good activity in school holidays.

Evaluation directive for translation test:

Maximum mark = 100

The maximum score of each text = 20

Total score maximum each student = 60

Students' mark are got by divide the total score with 60 multiply 100

Example:

Rei gets score = 45

So his mark is 45/60 x 100 = 75

Appendix 3

VOCABULARY TEST

DIRECTION: Read the following questions carefully then write your answer in the answer sheet by crossing the word a, b, c, d, or e.

1. Honey is the only form of sugar that does not need to be **<u>refined</u>**.
    The underlined word has the similar meaning with ……………
    a. contaminated
    b. purified
    c. reddened
    d. pressed
    e. expelled

2. Lightning occurs in hot, wet storms. Moist air is driven up to a great height. It forms a type of cloud called cumulonimbus. When the cloud rises high enough, the moisture freezes and ice crystals and …………… are formed.
    a. rain
    b. storm
    c. lightning
    d. snowflakes
    e. hurricane

For number 3 and 4, read the passage below then choose the appropriate word for the blank space.

Gawai Day or Gawai Dayak, is a festival …………… (3) in Sarawak. It is both a religious and social occasion. Gawai Dayak literally means "Dayak Festival". Dayak visit their friends and relatives on this day. Those far away …………… (4) greeting cards from their relatives. The mode of celebrations varies from place to place.

3. a. celebrant

    b. celebratory

    c. celebration

    d. celebrate

    e. celebrated

4. a. send

    b. receive

    c. pick

    d. discard

    e. take

5. Maras Taun is a thanksgiving …………… of Belitung island.

    a. celebration

    b. festival

    c. ceremony

    d. feast

    e. celebrated

6. There is a holiday called Labor Thanksgiving Day (Kinrô kansha no hi) in Japan. It is a national holiday in Japan and it takes place **annually** on November 23.

    The underlined word means ……………

    a. once a month

    b. twice a month

    c. once a year

    d. twice a year

    e. once a week

For number 7 and 8, read the passage below then choose the appropriate word for the blank space.

A kangaroo is an animal …………… (7) only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of

Tasmania and also in New Guinea. The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adult grow to a ……………. (8) of 1.60 meters.

7. a. find
   b. finder
   c. finding
   d. from
   e. found

8. a. length
   b. weight
   c. long
   d. heavy
   e. tall

9. Sydney is a major international tourist …………… famous for its beaches and twin landmarks.
   a. pretension
   b. origin
   c. expectation
   d. source
   e. destination

10. The Library of Congress and the National Archives house thousands of covering …………… every period in American history.
    a. stories
    b. histories
    c. documents
    d. landscapes
    e. books

11. Once upon a time, King Rock brought his best **knights** and soldiers to besiege Vernon castle.

The correct meaning of the underlined word is ……………

a. man of very high rank in a country, or the ruler of a small independent country

b. people who is in an army and wears its uniform

c. British man who has the lowest rank in the highest social class

d. male ruler of a country, who holds this position because of his royal birth

e. people given a rank of honor by a king or queen because of his special achievements

12. One summer's day, a young man and a **dwarf** came to the castle to meet the King.

The underlined word above has the closest meaning to the word ……………

a. gnome

b. angel

c. giant

d. demon

e. saint

13. The man **struggled** in with the bundle on his head.

The antonym of the underlined word is ……………

a. fought

b. strove

c. endeavored

d. surrendered

e. arose

14. A building or group of buildings where goods are made, especially in great quantities by machines, is called ……………

a. garage

b. office

c. factory

d. warehouse

e. market

15. As citizens we have to …………… any laws made by the government.
    a. conduct
    b. enforce
    c. prohibited
    d. demand
    e. catch up

16. Lindsay Owen-Jones is a head of L'Oreal, a mass-**market** cosmetics brand.
    The suitable meaning for the underlined word above is ……………
    a. a place or event at which people meet in order to buy and sell things
    b. to make goods available to buyers in a planned way
    c. illegal trading of goods that are not allowed to be bought and sold
    d. the business or trade in a particular product, including financial products
    e. a regular event in a town or city when farmers come to sell their fruit,
       vegetables, etc. directly to customers

17. Reana: Why are you so sleepy in the class?
    Seara : I'm not sleepy. I have a …………… headache.
    Reana: You should go to the doctor.
    a. painful
    b. gratify
    c. tornful
    d. lachrymose
    e. gladden

18. A small piece of paper sold by the post offices in various values for sticking
    on a piece of mail to be sent is called ……………
    a. envelope
    b. post-card
    c. torn piece
    d. mailing-card
    e. stamp

For number 19 and 20, read the passage below then choose the appropriate word for the blank space.

Dear Nick,

How nice it was to hear from you. I've finished all my works this night and managed to find a quiet …………… (19) to write to you. I'd like to tell you a funny story of my friend told me some days ago. I know you'll …………… (20).

(adopted from Linked to the World)

19. a. money
    b. moment
    c. heart
    d. expense
    e. people

20. a. sad
    b. happy
    c. confused
    d. laugh
    e. cry

21. One said that healthy life is more than a large amount of money and possession. He continued that money and possessions are nothing for the ……………
    a. sick
    b. sickness
    c. sickly
    d. sicken
    e. sicked

22. Resting means restoring the work of our …………… system. Children sleep for about 9 hours while older 7 hours a day.
    a. sight
    b. working
    c. body
    d. bloody
    e. nervous

23. Since young people should have a habit of eating good food. The food consumed is not the expensive but the …………… one.
    a. luxurious
    b. nutritious
    c. delicious
    d. serious
    e. tendentious

24. People work for welfare because it gives them comfort and happiness. It can mainly be seen from their **wealth**.
    The antonym of the underlined word is ……………
    a. opulence
    b. prosperity
    c. richness
    d. safety
    e. poverty

25. A person works. If he is interviewed why he works, his answer will be probably for living, **wages**, or income.
    The underlined word has the closest meaning with the word ……………
    a. discount
    b. salaries
    c. provisions
    d. wealth
    e. food

26. When the weed grows high, Joni cuts it using a ……………
    a. shovel
    b. hoe
    c. shears
    d. sickle
    e. plow

27. There is no one best way to deal with pests in agriculture. Therefore, integrated **pest** management is a safe and more effective option in agriculture. The definition of the underlined word is ……………
    a. an animal which is kept in the home as a companion and treated kindly
    b. an animal which produces eggs and uses the heat of the sun to keep its blood warm
    c. an insect or small animal which is harmful or which damages crops
    d. any animal of which the female feeds the babies on milk from her own body
    e. a very small insect that lives on the bodies or in the hair of people and animals

28. A …………… system can supply the basic needs of plants with unlimited nutrition and water. It is a method of growing green-house plants without soil.
    a. hydrofoil
    b. hydrolysis
    c. hydroxide
    d. hydropower
    e. hydroponic

29. The Australia-Indonesia Youth Exchange Program (AIYEP), which began in 1981, is **beneficial** for both young people of Indonesia and Australia, and the two countries themselves.
    The underlined word has the similar meaning with ……………
    a. worthwhile
    b. important

    c. valuable

    d. successful

    e. significant

30. Americans tend to …………… more personal space than we do, which means they don't like standing too close to the people they are speaking to.

    a. abominate

    b. underestimate

    c. detest

    d. require

    e. belittle

Appendix 4

THE ANSWER KEYS OF VOCABULARY TEST

1. B

28. E

2. D

29. A

3. E

30. D

4. B

5. B

6. C

7. E

8. A

9. E

10. C

11. E

12. A

13. D

14. C

15. B

16. D

17. A

18. E

19. B

20. D

21. A

22. C

23. B

24. E

25. B

26. D

27. C

Appendix 5

TRANSLATION TEST

DIRECTION: Read the following passages. Then write the Indonesian translation of the passage on the answer sheet.

A. REPORT

CAMEL

The camel is a large, strong desert animal. Camels can travel great distances across hot, dry deserts with little food or water. They walk easily on soft sand and carry people and heavy loads to places that have no roads. Camels also serve the people of the desert in many other ways.

The camel carries its own built-in food supply on its back in the form of a hump. The hump is a large lump of fat providing energy if food is hard to find.

There are two chief kinds of camels: first, the Arabian camel also called dromedary, which has one hump, and second is Bactrian camel which has two humps.

B. NARRATIVE

THE WOLF AND THE STORK

A long, long time ago, the wolf and the stork were friends. One day, the wolf asked to the stork to come to his house to eat.

When the stork arrived at the wolf's house, the wolf put two bowls of soup on the table. The wolf ate his bowl of soup quickly. When he finished, he asked the stork, "Did you like my soup?"

The stork was angry because he couldn't eat the soup. His beak was too long! When the stork went home, he was still hungry. The wolf laughed and laughed.

Then the stork has an idea. He asked the wolf to come to dinner. He filled two pitchers with good soup. Then he began to eat. When the stork finished eating, he asked the wolf if he wanted more to eat.

The wolf was angry. His mouth was so big that he couldn't get it into the pitcher. The wolf went home hungry, and the stork laughed and laughed.

The wolf and the stork have never been friends ever since.

C. ANALYTICAL EXPOSITION

CAMPING IS FUN!!

Camping, this is another fun activity in school holidays. Why do I say that?

Firstly, camping activities can make you learn to survive in nature, which is like cook. You can't buy fried chicken or Padang Rice at nature. You must cook for your own self. You can't cook rice with rice cooker. You must cook rice with a pan, which in Sundanese called "ngaliwet".

Secondly, you can learn to love and keep your environment. In nature, don't throw away the rubbish anywhere! You have to collect your own rubbish and put it in to a big plastic bag.

Thirdly, it's cheaper than spend your holidays in Dufan or Sea World. You just have to choose a beautiful place around you. There are many beautiful places around our environment. Don't go camping alone. Bring your family or friends and make your camping pretty fun.

Therefore, camping is a good activity in school holidays.

Appendix 6

THE ANSWER KEYS OF TRANSLATION TEST

A.

UNTA

Unta adalah binatang padang pasir yang besar dan kuat. Unta dapat menempuh jarak yang jauh, melewati gurun pasir yang panas dan kering dengan sedikit makanan atau air. Mereka berjalan dengan mudah di pasir yang lembut dan mengangkut orang serta perbekalan yang berat di daerah yang tidak memiliki jalan. Unta juga membantu orang-orang di padang pasir dalam berbagai hal lainnya.

Unta membawa persediaan makanannya sendiri di punggungnya dalam bentuk sebuah punuk. Punuk tersebut adalah gumpalan lemak yang besar yang berfungsi untuk menyediakan energy saat sumber makanan sulit untuk ditemukan.

Ada dua jenis utama dari unta: pertama, Unta Arab yang juga disebut 'dromedary' yang memiliki satu punuk, jenis kedua adalah Unta Bactrian yang memiliki dua punuk.

B.

SERIGALA DAN BURUNG BANGAU

Pada jaman dahulu kala, serigala dan burung bangau berteman baik. Suatu hari serigala mengundang burung bangau untuk makan di rumahnya.

Ketika burung bangau sampai di rumah serigala, serigala menaruh dua mangkuk sup di atas meja. Serigala memakan supnya dengan cepat. Ketika dia selesai makan, dia bertanya pada burung banagau, "Apa kau suka supku?"

Burung bangau sangat marah karena dia tidak bisa memakan sup itu. Paruhnya terlalu panjang. Saat burung bangau pulang ke rumah, dia masih merasa lapar. Serigala tertawa terbahak-bahak.

Lalu burung bangau mendapat sebuah ide. Dia mengundang serigala makan malam di rumahnya. Dia mengisi penuh dua buah kendi/periuk dengan sup yang lezat. Lalu burung bangaupun muali memakannya. Setelah dia

selesai makan, burung bangau bertanya pada serigala apakah serigala ingin menambah supnya.

Serigala marah. Mulut serigala sangat besar sehingga mulutnya tidak dapat masuk ke kendi. Serigala pulang kerumahnya kelaparan. Burung bangau tertawa terbahak-bahak.

Sejak saat itu serigala dan burung bangau tidak pernah berteman lagi.

C.

BERKEMAH ITU MENYENANGKAN

Berkemah, ini merupakan salah satu kegiatan yang menyenangkan saat liburan sekolah. Mengapa begitu?

Pertama, kegiatan berkemah dapat membuatmu untuk bertahan hidup di alam raya, contohnya memasak. Kamu tidak bisa membeli ayam goreng atau masakan padang di alam raya. Kamu harus memasak untukdirimu sendiri. Kamu tidak bisa memasak nasi dengan menggunakan rice cooker. Kamu harus menanak nasi dengan menggunakan panci, orang-orang Sunda menyebutnya "ngaliwet".

Kedua, kamu dapat belajar untuk mencintai dan menjaga lingkungan sekitarmu. Di alam raya, jangan membuang sampah sembarangan! Kamu harus mengumpulkan sampahmu dan menaruhnya di sebuah kantong plastik besar.

Ketiga, kegiatan ini lebih murah dibandingkan menghabiskan liburan di Dufan atau Sea World. Kamu hanya tinggal memilih tempat yang indah di sekitarmu. Ada banyak tempat yang indah di sekitar lingkungan kita. Jangan pergi berkemah sendirian! Ajaklah keluargamu atau teman-temanmu agar acara berkemahmu menyenangkan.

Oleh karena itu, berkemah merupakan sebuah kegiatan yang bagus untuk mengisi liburan sekolah.

Appendix 7

The Result of the Vocabulary Test

No.	Name	Score
1	Adhitiyan Basuki	57
2	Agung Adi Hananto Waluyo	57
3	Agus Yulianto	63
4	Dimas Thaffif Romahendra	70
5	Fradila Ginanjar Abdi N.	67
6	Irfan Maulana Putra	67
7	Lucky Nugroho Aji	67
8	Maharani Ratna Puspita	63
9	Mohamad Fem E. A.	67
10	Pratiwiningsih	53
11	Rr. Ewa Adisty Apriliana Putri	70
12	Septia Devi Cahyaningtyas	63
13	Siswoko Adi Saputro	60
14	Sri Lestari	60
15	Tinuk Novia Korniyati	50
16	Ulfa Puri Ayu Prahastiani	70
17	Arrofi Elyas K	50
18	Aszahra A. K.	63
19	Danni Ramadhan	70
20	Ditya Ayu Intan S.	60
21	Galih Pambayun P. F.	63
22	Handy Gupita B.	70
23	Ikhsan Muhammad R.	70
24	Moh. Nurul Aziz	60
25	Novi Puspitasari	60
26	Prakoso Adi	63
27	Rizkiana Indah K. A.	53
28	Rohmanto Pramudita E. P.	63
29	Saifudin Adi Nugroho	70
30	Sigit Arif Anggoro	77

Appendix 8

The Scores of Vocabulary Test

Score	Explanation	No. of students	Students' number
96 to 100	excellent	-	-
86 to 95	very good	-	-
76 to 85	good	1	30
66 to 75	fairly good	11	4, 5, 6, 7, 9, 11, 16, 19, 22, 23, 29
56 to 65	very fair	14	1, 2, 3, 8, 12, 13, 14, 18, 20, 21, 24, 25, 26, 28
36 to 55	poor	4	10, 15, 17, 27
0 to 35	very poor	-	-

Appendix 9

The Result of the Translation Test

No.	Name	Score
1	Adhitiyan Basuki	68
2	Agung Adi Hananto Waluyo	63
3	Agus Yulianto	67
4	Dimas Thaffif Romahendra	72
5	Fradila Ginanjar Abdi N.	72
6	Irfan Maulana Putra	72
7	Lucky Nugroho Aji	73
8	Maharani Ratna Puspita	70
9	Mohamad Fem E. A.	72
10	Pratiwiningsih	67
11	Rr. Ewa Adisty Apriliana Putri	73
12	Septia Devi Cahyaningtyas	70
13	Siswoko Adi Saputro	70
14	Sri Lestari	73
15	Tinuk Novia Korniyati	65
16	Ulfa Puri Ayu Prahastiani	72
17	Arrofi Elyas K	65
18	Aszahra A. K.	70
19	Danni Ramadhan	75
20	Ditya Ayu Intan S.	73
21	Galih Pambayun P. F.	68
22	Handy Gupita B.	73
23	Ikhsan Muhammad R.	83
24	Moh. Nurul Aziz	68
25	Novi Puspitasari	72
26	Prakoso Adi	72
27	Rizkiana Indah K. A.	68
28	Rohmanto Pramudita E. P.	67
29	Saifudin Adi Nugroho	72
30	Sigit Arif Anggoro	78

Appendix 10

The Scores of Translation Test

Score	Explanation	No. of students	Students' number
96 - 100	excellent	-	-
86 - 95	very good	-	-
76 - 85	good	2	23, 30
66 - 75	fairly good	25	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 24, 25, 26, 27, 29, 28
56 - 65	very fair	3	2, 15, 17
36 - 55	poor	-	-
0 - 35	very poor	-	-

Appendix 11

Translation Assessment Criteria

ASPEC	SCORE	EXPLANATION
FLUENCY	5	Very fluent and clear plot of story
	4	Fluent enough and clear plot of story
	3	Less fluent and not clear plot of story
	2	Not fluent, unstructured and difficult to understand
STRUCTURE OF LANGUAGE	5	Correct and appropriate
	4	Sometimes not appropriate but it doesn't influence with the meaning
	3	Appropriate enough and influence the meaning
	2	Difficult to understand
COMPREHENSION OF THE MEANING	5	Very clear and effective
	4	Clear enough and effective
	3	Clear but not effective
	2	Not too clear
CHOICE OF WORDS	5	Very appropriate
	4	Appropriate
	3	Less appropriate
	2	Not appropriate

Appendix 12

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
vocabulary	63.20	6.583	30
translation	70.77	3.980	30

Correlations

		vocabulary	translation
vocabulary	Pearson Correlation	1	.749
	Sig. (2-tailed)		.000
	N	30	30
translation	Pearson Correlation	.749	1
	Sig. (2-tailed)	.000	
	N	30	30

Scatterplot

Vocabulary and Translation

Vocabulary Result

Mean =63.2
Std. Dev. =6.583
N =30

Translation Result

Mean =70.77
Std. Dev. =3.98
N =30

Define Area of Vocabulary and Translation