THE CORRELATION BETWEEN VOCABULARY MASTERY AND TRANSLATION ACCURACY OF STUDENTS AT ENGLISH LANGUAGE AS FOREIGN APPLICATION STANDARD (ELFAST) PARE KEDIRI

HUBUNGAN ANTARA PENGUASAAN KOSA KATA DENGAN KEAKURATAN TERJEMAHAN PADA SISWA BAHASA INGGRIS DI ELFAST PARE KEDIRI

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Abstract

Translation is one of important knowledge which has to be mastered by the language learners, especially English Learners. The English learners will need some English books to enrich their knowledge. By having a good translation, the learners can transfer the content of the book correctly. Mastering vocabulary is very important in doing translation. The translator cannot always depend on the lexical meaning which were provided in the dictionary. The translator have to find the equivalence meaning in the translation in order the readers can read the target language as like they read the original. There are two problem statements in this study. The first one is whether the more vocabulary students have, the more their translation accuracy or not. The second is how significant is the correlation between vocabulary mastery and translation accuracy of students translation class at English Language as Foreign Application standard at ELFAST Pare Kediri. Population of this research is a whole number of the students who join translation (practice) subject which consist of one class with only 17 students of 2015 academic year. The instruments that were used in this research are documentation and tests (vocabulary mastery test and translation accuracy test). The obtained data of tests was analyzed by using statistic corelation product moment formula. The result showed that the more vocabulary of students have, the more their translation accuracy; and there is a significant correlation between vocabulary mastery and translation accuracy of students translation class at English Language as Foreign Application standart (ELFAST) PARE KEDIRI with high interpretation either in significant level of 5% or 1%. It was proven by the result of the obtained data, r_{xy} is greater than r_{table} (0,805>0,482 or 0,606). It can be drown a conclusion that the students' translation accuracy is very much influence by the amount of vocabularies they have. So, if the students want to increase their translation accuracy, the first step that should be done is increasing their vocabulary mastery. Then, increase the other

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factors that can influence their translation accuracy, such as grammar or syntax, morphology, semantic, etc.

Keywords: *Correlation, Vocabulary Mastery, Translation Accuracy.*

Abstrak

Penerjemahan merupakan salah satu pengetahuan yang harus dikuasai oleh para pelajar bahasa, terutama pelajar bahasa Inggris. Sebagai pelajar bahasa Inggris, mereka akan membutuhkan beberapa buku bahasa Inggris guna memperkaya pengetahuan mereka. Dengan mempunyai kemampuan menerjemah yang baik, mereka dapat menyampaikan isi suatu buku bahasa Inggris dengan benar. Penguasaan kosa kata merupakan faktor yang sangat penting dalam menerjemah. Penerjemah tidak dapat selalu bergantung pada arti kata yang terdapat dalam kamus. Penerjemah harus mencari makna kata yang sepadan dalam terjemahannya agar para pembaca terjemahan merasa seakan-akan mereka membaca buku aslinya. Dalam penelitian ini terdapat dua rumusan masalah. Yang pertama, apakah semakin banyak kosa kata yang dimiliki siswa bahasa Inggris di Elfast Pare Kediri, akan semakin akurat terjemahan mereka atau tidak. Dan yang kedua adalah seberapa signifikan hubungan antara penguasaan kosa kata dengan keakuratan terjemahan pada siswa bahasa Inggris ELFAST Pare Kediri. Populasi dalam penelitian ini adalah semua siswa taken course di Elfast yang mengambil *translation Subject.* yang mana terdiri hanya terdiri dari 17 siswa pada tahun 2015. Instrumen penelitian yang digunakan adalah dokumentasi dan tes (yaitu tes penguasaan kosa kata dan tes keakuratan terjemahan). Data yang diperoleh dari tes telah dianalisis dengan menggunakan rumus korelasi *product moment*. Hasilnya menunjukkan bahwa semakin banyak kosa kata yang dimiliki siswa Elfast , akan semakin akurat terjemahan mereka; dan ada hubungan yang signifikan antara penguasaan kosa kata dengan keakuratan terjemahan pada siswa translation subject di elfast pare Kediri dengan nilai interpretasi tinggi, baik dalam taraf signifikansi 5% maupun 1%. Hal itu telah dibuktikan oleh hasil perhitungan data, r_{xy} lebih besar dari r_{tabel} (0,805>0,482 or 0,606). Berdasarkan hasil penelitian di atas, dapat diambil kesimpulan bahwa keakuratan terjemahan siswa sangat dipengaruhi oleh jumlah kosa kata yang mereka miliki. Oleh karena itu, jika mereka ingin meningkatkan keakuratan terjemahan mereka, langkah pertama yang harus dilakukan adalah meningkatkan penguasaan kosa kata mereka. Kemudian meningkatkan faktor-faktor lain yang dapat mempengaruhi keakuratan terjemahan seperti tata bahasa atau sintaksis, morfologi, semantik dll.

Kata Kunci: Hubungan, Penguasaan Kosa Kata, Keakuratan Terjemahan.

Background of the Study

Translation is one of important knowledge which has to be mastered by the language learners, especially English learners. The English learners will need some English books to enrich their knowledge. By having a good translation, the learners can transfer the content of the book correctly. So, it can help them to be easier in catching the point of the book. But contrary, if the learners could not translate the content of the book well, they may get missinterpretation about the book message. Then it will be a big problem for them to understand the book content.

Bassnett stated that what generally understood as translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the SL will be preserved as closely as possible, but not so closely that the TL structure will be seriously distorted.[2] It means in doing translation, the accuracy became the major point should be noticed by the translators considering there are many words which has similar meaning.

A vocabulary is one of the language aspects which should be learnt and mastered by the language learner. Learning vocabulary is important because if we want to be able to speak, write, and listen well, we have to know vocabulary first. It also occurs in doing translation. If we, as English learners, want to translate a text either from English to Indonesian language or from Indonesian language to English, we have to know the meaning of the words of the text. We usually use dictionary to translate some difficult words that we did not ever known before. In this case, actually we have know the general meaning of the words, but it does not mean that we will get easy in translate the whole text accurately. Why can it be? Because in translation we do not only have to know the meaning of the word in general, but we also have to match it with the right diction in the target language based on the context.

The researcher interested to conduct this research because the researcher has experience and assumption that the students, especially herself, had difficulties in translating English text. It occurs because they did not understand the meaning of certain word and structure. Besides that, the most

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[2] Susan Bassnett, *Translation Studies* (New York: Routledge, 2002), 12.

error done by them in translating English text to Indonesian language text or vice versa was in word choice.

In this research, the researcher chooses students of translation Class of ELFAST Pare Kediri because the translation practice is learnt in this section where the students have learnt about the translation theory at Translation class. They also have passed some subjects which can encourage their translation ability. They are vocabulary, syntax, and morphology in the last. It will be easier to conduct this research through them because they have passed almost all materials which have provided. It means that they must have more understanding and capability in translation than the students under their level.

To examine the current finding, the researcher conducts a study of the correlation between vocabulary mastery and translation accuracy of students translation subject at Elfast Pare Kediri. Based on the background of the study above, the problems of the study can be stated as follow: 1) Do the more vocabulary students of Translation subject have, the more their translation accuracy, and 2) How significant is the correlation between vocabulary mastery and translation accuracy of translation Class. The objectives of the study of this research are: 1) To examine whether any correlation between vocabulary mastery and translation accuracy of students translation subject, and 2) To measure how significant the correlation between vocabulary mastery and translation accuracy of students translation Class at Elfast.

Methods

This research is designed by using quantitative approach in which the data is obtained in numerical scale. According to Creswell, A quantitative research is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature.[3]

In this research, the researcher uses correlational research design. It refers to correlation between one variable and others. Correlational research designs are quantitative designs in which investigators use a correlation statistical technique to describe and measure the degree of association (or relationship) between two or more variable or sets of scores.[4] In this study,

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[3] *Ibid.*, 626.

[4] *Ibid.*, 619.

variable X (independent variable) is vocabulary mastery and variable Y (dependent variable) is translation accuracy. Creswell stated that population is a group of individuals who have the same characteristics.[5] Population of this research is a whole number of students of English Course who join translation (practice) subject which consist of one class with only 17 students of 2015 academic year.

Sample is, according to Donald Ary, a portion of population.[6] Sugiyono stated, if the number of population is large, and the researcher could not study all of them, so the researcher can use a sampling technique to make the resaerch easier to do.[7] Because the population in this research is only 17 students, so the researcher takes all population as the sample in this study. The procedure of collecting data is done in stage as follow: a) The researcher met the Translation (practice) Tutor Drs. Moh. Bagus, M.Fil.I, to make an appointment with him about the time the researcher can conduct the tests to the students. b) To collect the data related with variable X and variable Y. The researcher conducted the two tests (vocabulary mastery test and translation accuracy tets) in only one meeting, exactly on 4th of May 2015 at 07:10-8:00 AM. c) Before collecting the data of students' translation accuracy, firstly the researcher gave the vocabulary mastery test to students. This test is used to measure how much vocabularies that the students have. The form of the test is to find the Indonesian meaning of 50 English words which have provided by the researcher based on the text that will be given in the translation accuracy test. d) After giving the vocabulary mastery test, the students were directly given the translation accuracy test. This test is used to measure how accurate the translation of the students. The form of the test is to translate the English text into Indonesian language accurately. e) The last work of the researcher were to correct the students' tests result, then analyzed them to the correlation product moment formula. Data analysis that is used by the researcher is statistic correlation product moment, because the data get will be analyzed in numerical form. The reason why the researcher uses this kind of data analysis

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[5] *Ibid.*, 142.

[6] Donald Ary et al., *Introduction to Research in Education* (New York: Holt, Rinehart and Winston, 2010),148.

[7] Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2010), 62.

is because the researcher wants to know the correlation between variable X and variable Y.

Research Findings

This part is conveyed to present some data based on the research instruments that were used to collect the data, and also the data analysis. Based on the documentation, the data that are obtained from documentation are as follow: a) Students' name list student course at ELFAST who join translation (practice) subject. Vocabulary mastery test items. b) Translation accuracy test items. c) The students' score of vocabulary mastery and translation accuracy. Before testing the hypothesis, the researcher needs to analyze the data by using the statistical form. Because this research is correlational research, the researcher uses the formula of correlation product moment to analyze the data which includes two results of test instruments. They are the score of students' vocabulary mastery (variable X) and the score of their translation accuracy (variable Y). From the analysis of data, it is known that the value of r_{xy} (r count) is 0,805. Furthermore, to know whether the alternative hypothesis (Ha) is accepted or rejected, the researcher have to consult the value of r count (r_{xy}) to r table (r_t). If the value of r_{xy} is higher or at least have the same value with r_t in significant level 5% or 1%, so the alternatives hypothesis (Ha) ia accepted. As seen in the analysis above, the value of r_{xy} is 0,805. If we consult it into r_t with df = 15 (N − 1) in significant level of 5% (0,482) or in significant level of 1% (0,606), we know that the value of r_{xy} (0,805) is higher than r_t in both significant level of 5% (0,482) and 1% (0,606). So the alternative hypothesis (Ha) that state that *the more vocabulary students of translation subject have, the more their translation accuracy* is accepted. It means that there is a correlation between vocabulary mastery and translation accuracy.

To know how significant is the correlation between vocabulary mastery and translation accuracy of the students, the value of r_{xy} must be consulted to interpretation coefficient correlation table as can be seen in the previous chapter.

Based on the table of interpretation coefficient correlation, it is known that the value of r_{xy} (0,805) is between 0,800 till with 1,000. The interpretation of r_{xy} in that level is high. It means, there is a significant correlation between

vocabulary mastery and translation accuracy of students translation class with high interpretation.

Discussion of Findings

This research aimed to find out two research problems. First, it was to examine whether any correlation between vocabulary mastery and translation accuracy of the students or not, and second, it was to measure how significant is the correlation between vocabulary mastery and translation accuracy of the students translation class at Elfast course.

The most important information that should be proposed in this discussion is answering the problems of the study. Based on the findings of this research, the result showed that the more vocabulary students of the students have, the more their translation accuracy; and the significant correlation between vocabulary mastery and translation accuracy of the students of translation class is high either in significant level of 5% or 1%. It was proven by the result of the obtain data, r_{xy} is greater than r_{table} (0,805>0,482 or 0,606).

This research shows that there is a significant correlation between vocabulary mastery and translation accuracy of the students of translation class at Elfast pare kediri with high interpretation. It means, the students' translation accuracy is very much influence by the amount of vocabularies they have. So, if the students want to increase their translation accuracy, the first step that should be done is increasing their vocabulary mastery. Then, increasing the other factors that can influence their translation accuracy, such as grammar or syntax, morphology, semantic, etc.

Conclusion

Based on the research findings above, it can be drown a conclusion that there is a significant correlation between vocabulary mastery and translation accuracy of the students of translation classat ELFAST Pare Kediri with high interpretation. It means the more vocabulary students have, the more their translation accuracy. It was proven by the students' score of vocabulary mastery and translation accuracy. The average of students that got a high score in vocabulary mastery, they also got a high score in translation accuracy, and so do the vice versa.

The theoritical statements above is supported by the result of research that proves the acceptance of hypothesis. That is the more vocabulary students of the translation class have, the more their translation accuracy. It means, there is a significant correlation between vocabulary mastery and translation accuracy of the students of translation class at ELFAST with high interpretation. It was proven by the higher value of r count (r_{xy}), that is 0,805, than the value of r table (r_t) either in significant level of 5% (0,482) or in significant level of 1% (or 0,606).

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