CORRELATION BETWEEN STUDENT'S VOCABULARY MASTERY AND TRANSLATION ABILITY AT ELEVENTH GRADE OF MAN 2 PAREPARE

By

RAMLI
Reg. Num. 12.1300.130

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
PAREPARE

2017

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Submitted to the English Program of Tarbiyah Department
of State Islamic College of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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to

ENGLISH PROGRAM
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Stated that this skripsi was his own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been would be postponed.

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ABSTRACT

Ramli, 2016. *Correlation between Student's Vocabulary Mastery and Translation Ability at MAN 2 Parepare*(supervised by SyarifuddinTjali and Ambo Dalle).

Most of information from outside is written in English language, whether it is written in journal, mass media or books.Getting information from various English references perhaps not complicated for someone, who comprehends English language well, but this can be difficulties for someone who does not comprehend English language at all. Therefore, the process of translation is needed to transfer knowledge from various references which are written in foreign language especially the reference which is written in English. Nowadays, translation becomes one of the most important English skills that must be studied by the English learners. Because through this skill, English learners can master theory of translation and due process to translate English text into Indonesia and the other way. That is why in research, the researcher focus to finding out whether any correlation between student's vocabulary mastery and student's translation ability in MAN 2 Parepare.

This research is non-experimental method. The location of this research get place in MAN 2 Parepare by focusing at the second year students on academic year 2016/2017.In taking the sample of this research, the research used purposive sampling, by taking class XI IPS 1 as sample. The student in the class is consisted of 20 students.The researcher used two kinds of test as the instrument of collecting data, they are vocabulary test and translation test.

In this research, the researcher found that there is correlation between student's vocabulary mastery and translation ability. The result of the research is most of students in category Good, in vocabulary test most of students in category Good, in translation test most of students in category Good. The students can be categorized interested in learning vocabulary mastery and translation ability based on the questionnaire given. It shown by the questionnaire where as good respond was 50.5%, fair respond was 36.5%, and poor respond 10%.

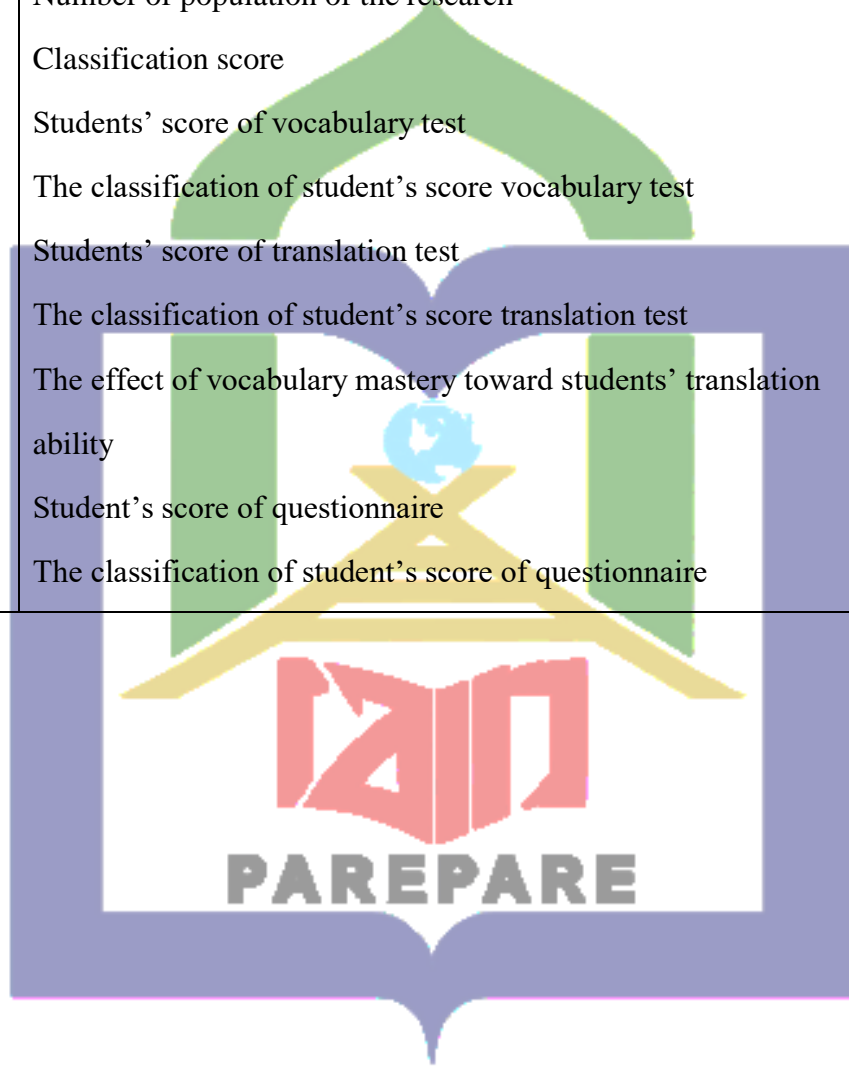Keyword: Vocabulary and Translation

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CHAPTER I

INTRODUCTION

1.1 Background

Learning English is very important, because English has become an international language, which is used by most of communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on.

In Indonesia, English is not considered as a second language but English is a foreign language. English is also called as the target language that has to be taught in schools. Therefore the student is hoped to increase their ability in English.

In way to increase the students' ability in mastering English, the teachers have to think how to make students mastery English for their own purposes. There are so many approaches, methods, and techniques that can be used by the teacher.

In learning English language there are some methods that are required to know, such as translate method, to smoothly in translating we must master the vocabulary. Before talking about the vocabulary we must know what vocabulary is.

According to Hornby vocabulary is the total number of words which (with rules for combining them) make up a language, words know to or used by a person in a trade,

profession, and book containing a list of words : list of words use in a book.[1] While Barhant defined vocabulary as (1) stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually is alphabet order to defined.[2] Further, Penny Ur states that the vocabulary is taught words in a foreign language.[3] From the above opinion, it can be concluded that the vocabulary is a list of all words that are taught in a foreign language. Vocabulary refers to the words we must understand in order to communicate effectively

There are some types of vocabulary such as Word Classes, Word Families, Word Formation, Multi-word Units, Collocations, homonyms

First, word classes, the term is perhaps better known in the field of morphology and syntax. Second, just as the term word classes, word families are also more popular in the field of morphology and syntax, the type of vocabulary that one is about affixes or shift shape of a word. Third, word formation; in English there are several types of formations or combined form words. Fourth, multi-word units; most of this kind of vocabulary that one form of phrasal verbs and idioms.Fifth, collocations; this kind of vocabulary that one can be interpreted as the frequency of two or more words together. Sixth, homonyms; homonyms are words that have the same shape but different in meaning.

Then translation is a rendering of the same ideas in a different language from the original. Translation is very required. It is to interpret the foreign languages, for example is

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[1]A.S. Hornby.*Oxford Advanced Learner's Dictionary of Current English*, Third Edition, (London, Oxford University Press, 1974).p. 959.

[2]Cynthia A Barhant. *The Facts on File Students' Dictionary of American English.*(New York, Facts on File, Inc., 2008). p. 697.

[3]Penny Ur. *A Course in Languange Teaching: Practice and Theory.* (Singapore, Cambridge University Press, 1991).p. 60.

English. Most of information from outside is written in English language, whether it is written in journal, mass media or books.

Getting information from various English references perhaps not complicated for someone, who comprehends English language well, but this can be difficulties for someone who does not comprehend English language at all. Therefore, the process of translation is needed to transfer knowledge from various references which are written in foreign language especially the reference which is written in English

From the explanation above, translation becomes one of the most important English skills that must be studied by the English learners. Because through this skill, English learners can master theory of translation and due process to translate English text into Indonesia and the other way.

1.2 Research Question

Based on the background above, the researcher formulates a problem statement as follow:

1. Is there any correlation between student's vocabulary mastery and student's translation ability in MAN 2 Parepare?
2. Are the student's interesting learning vocabulary and translation in MAN 2 Parepare?

1.3 Objective of the Research

Based on the background and problem formula already been named previous, the researcher focus to finding out:

1. whether any correlation between student's vocabulary mastery and student's translation ability in MAN 2 Parepare.

2. To interest student's learning vocabulary and translation in MAN 2 Parepare.

1.4   Significance of the Research

The result of this research is expected to give information for the other researcher who wants to conduct a research about correlation between students' vocabulary mastery and translation ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Research Findings

1. Hendra in his research entitled "Correlation between reading speed ability and vocabulary mastery of first years students' of SMU Negeri 1 Pamboang" there is a correlation between reading speed and vocabulary mastery of students' and the contribution of vocabulary mastery toward speed reading ability are very important.[4]

2. Hadrawati in her research concluded that the students' comprehension in vocabulary mastery is higher than their reading comprehension; it was make their reading comprehension getting better.[5]

3. Arban suggested that the teacher should realizing the influence of age difference in teaching English and they should maximize their ability to teaching in order towards students' English vocabulary with difference approach in differences age of students.[6]

   Based on the research finding above, the researcher concludes that the vocabulary mastery is important for students to comprehend a text. That's way the researcher has an interesting to conduct a research to find out the influence of

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[4]Hendra, "Correlation between Reading Speed Ability and Vocabulary Mastery of First Years Students' of SMU Negeri 1 Pamboang," (Unpublished SkripsiSTAIN Parepare, 2008)", p.37.

[5]Hadrawati, "Correlation between Reading Comprehension Ability and Vocabulary Mastery of the Second Year Students of MA DDI BanuaMajene," (Unpublished Skripsi STAIN Parepare, 2009), p.39.

[6]Arban, "The Influence of Age Differences toward English Vocabulary Mastery to the Students of SDN 23Majene," (Unpublished Skripsi STAIN Parepare, 2011), p.41.

students' vocabulary mastery toward students' translation ability at the eleventh grade students of MAN 2 Parepare.

2.2 Descriptive Theory

2.2.1 The concept of vocabulary

Words are the basic unit of language form. Without a sufficient vocabulary, students cannot communicate effectively or express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning.[7]

Words regarded as most important part in learning language. Related to that matter, Michael McCarthy, quoted from Vermeer stated that knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make of great proficiency in a language.[8]

2.2.1.1 Definition of vocabulary

There are some definitions of vocabulary given by experts. Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.[9]

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[7]Yang Zhihong, *"Learning Words",*www.exchanges.state.gov/forum/vol38/no3/p.18.html (17th March 2015)

[8]Vermeer McCarthy, *Vocabulary: Description, Acquisition and Pedagogy"*, (United Kingdom: Cambridge University Press, 1997),p.140.

[9]Evelyn Hatchand Cheryl Brown, *Vocabulary, Semantic and Language Education,*(Cambridge: Cambridge University Press, 1995), p.1.

Penny Ur defined that vocabulary is one of the important aspects in teaching a language, besides grammar and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the word we teach in foreign language.[10]

And Robert Lado, defined vocabulary as means the memory of the situation in which they have been observed and understood.[11] It means that to know words is to use it or to understand in situation in which the person has not experienced it before.

2.2.1.2 The kinds of vocabulary

Dealing with the characteristics of the words, vocabulary divided into two kinds. They are active and passive vocabulary.

1. Active vocabulary

Active vocabulary refers to items which learners can use appropriately in speaking or writing. And it is also called as productive vocabulary, although in fact, it is more difficult to put into practice.

2. Passive vocabulary

Passive vocabulary refers to language items that can be recognized and understood in context of reading or listening, and it is also called as receptive vocabulary.[12]

According to Jack C. Gray, vocabulary divided into three (concrete words, relative words and abstract words).

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[10]Penny Ur, *A Course in Language Teaching: Practice and Theory,* (New York: Cambridge University Press, 1996), p.60.

[11]Robert Lado, *Language Teaching: A Scientific Approach*, (Bombay-New Delhi:McGraw Hill Publishing Co.Ltd, 1974), p.118.

[12] Ruth Gairns and Stuart Redman, *Working with Words A Guide to Teaching and Learning Vocabulary* (Cambridge: Cambridge University Press, 1986), p. 65.

1. Concrete words

   Concrete words have meanings established by more or less regular reference to actual object. For example is chair.

2. Relative words

   Words for qualities have not so much a definite meaning as a direction of meaning, and their reference in a given instance depends on the experience and intention of the user. For instance is red.

3. Abstract words

   Words that do not have specific observable referents against which their meaning can be checked.[13]

There are so many statements about kinds of vocabulary. Based on Fries statements', the researcher says that vocabulary is divided two kinds, function and content words. The function words are closed class, we cannot add the prepositions or auxiliaries or modals or any structure words of the language. The content words, can be added to at any times as new scientific advances make new words and communication about new invention necessary.

Furthermore, vocabulary has been classified as the following:

1. Reading Vocabulary

   A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three, though in some cases, notably Chinese characters, as in Chinese and Japanese,

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[13] Jack C. Gray, *Words and Words About Dictionaries*, (USA: Northern Illinois University Co.Ltd 1963), p.12-13.

where the pronunciation is not transparent, some words may be part of the oral vocabulary but not the written.

2. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.[14]

3. Writing Vocabulary

Words are used in various forms of writing from formal essays to twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating, for example:

a) If there are a number of synonyms, a writer will have his own preference as to which of them to use.

b) He is unlikely to use technical vocabulary relating to a subject in whom he has no knowledge or interest.[15]

4. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misused – thought slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.[16]

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[14]Clarence L. Barhant, *The World Book Dictionary.* en.wikipedia.org/wiki/Vocabulary (25th February 2015).

[15]Clarence L. Barhant, *The World Book Dictionary.* en.wikipedia.org/wiki/Vocabulary (25th February 2015).

[16]Clarence L. Barnhart, *The World Book Dictionary,* (Published by Thorndike-Barnhart, Chicago, Illinois. 1968 Edition). p. 6

Jo Ann Aebersold and Mary Lee Field classifies vocabulary into two categories, they are:

1. Receptive vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write.

2. Productive vocabulary is the vocabulary that the people actually use to speak and write.[17]

2.2.1.3 How to Learn New Vocabulary

Here is a brief summary of some of the research findings that are relevant to the subject of word learning.

1. Repetition

The time-honored way of memorizing new material is through repeated rehearsal of the material while it is still in working memory – i.e. letting the articulatory loop just run and run. However, simply repeating an item seems to have little long term effect unless some attempt is made to organize the material at the same time.

2. Retrieval

Another kind of repetition that is crucial is what is called the retrieval pr5actice effect, this means, simply, that the act of retrieving a word from memory makes it more likely require retrieval, such as using the new word in written sentences,

3. Personal organizing

The judgments that learners make about a word are most effective if they are personalized. In one study, subject who had read a sentence aloud containing

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[17]Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher,* (United State of America : Cambridge University Press, 1997). p. 139.

new words showed better recall than subject who had simply silently rehearsed the words.

4. Imaging

Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Other tests have shown that easily visualized words are more memorable than words that don't immediately evoke a picture.

5. Motivation

Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory.[18]

2.2.1.4 Vocabulary Development

Vocabulary could develop through many ways such as by speaking, reading, writing and listening. Harmer explain that there are four aspects of vocabulary of the students need to know about, they are word meaning, word use, word information and word grammar.

2.2.1.4.1 Word of Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word "book", for example, obviously refers to something you use to read from a set of printed pages fastened together inside a cover, as a thing to be read, according to one learner's dictionary. But the same dictionary then goes on to list eight more meanings of book as a noun, two of

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[18]Scott Thornbury, *How to Teach Vocabulary*, (New York, Longman Pearson, 1976), p. 24

meaning of book as a verb and three meanings where book or preposition make phrasal verbs.

There are other facts about meaning too. Sometimes words have meanings in relation to other words. Thus students need to know the meaning "vegetable" as a word to describe any one of a number of other things.

It is one word may more than one meaning. The meaning for a word occurs. Therefore in teaching vocabulary, word taught to students will be presented in a variety of context to use various meanings.

2.2.1.4.2 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.

It is frequently stretched through the use of metaphor and idiom. For example is the word "hiss", describes the noise that snake make but we stretch its meaning to describe the way people talk to each other. That is metaphorical use. At the same time it describes treacherous people as snakes.

Student often use words only in certain social and topical context. What student says is governed by the style and register us are in. To express an angry, choose carefully between the neutral expression of this fact and the informal version. The latter would certainly seem rude to listener in certain context. At a different level student recognize that two doctors talking about an illness will talk in different register than one of them who then talks to the patients in question who has never studied medicine. Students need to recognize metaphorical language use and they need to know how words collocate words and expressions occur in.

2.2.1.4.3 Word Formations

Word can change their shape and their grammatical value too. Students need know facts about words formation and how to twist words to fit different grammatical context. Thus, the verb "run" has the participles "running and run" can be also a noun. There is a clear relationship between the words "death, dead, dying and die".

Students also need to know how suffixes and prefixes work. Students need to know how words are spelt and how they sound. Indeed the way words are stressed (and the way that stress can change when their grammatical function is different as with nouns and verbs, for example) is vital if students are to be able to understand and use word in speech. Part of learning is written and spoken form.

Word formation, then, means knowing how words are written and spoken and knowing how they can change their form. It refers toward from and they are formed some words are nouns. Some words are adjectives, some words are verbs, and other words. Some nouns are countable and some others are uncountable. Some nouns are singular and some other is plural. The students need to know how to form adjectives.

2.2.1.4.4 Word Grammar

It refers to such as the way words are used grammatically in English, for instance, some verbs are use with to (to pray to) create to read, (to say to) but some verbs are use without to (tell, can, must, and other words). English have tenses. Such as want to change to spoke. The students need to know when, for example, want or wanted is used. We can summarize. There many other areas of grammatical behavior that students need to know. And what we have been saying in this section does that know a word means far more than just understanding (one of) it is meaning. Somehow our teaching must help students to understand what this knowledge implies

both in general and for certain words in particular. By being aware students will be more receptive to the contextual behavior of words when they first see them in text. It knows a word in the following way:

a) Meaning (meaning of context, and sense relations)

b) Word use (metaphor and idiom, collocation, and silly and register)

c) Word formation (part of speech, prefixes and suffixes, spelling and pronunciation)

d) Word grammar (nouns, countable and uncountable noun, verb, complementation, phrase verbs, adjective and adverbs potion, etc.[19]

2.1.1   Concept of translation

2.1.2.1 Definition of translation

According to Cattford, translation is replacement of textual material in one language (SL) by equivalent material in another language (TL).[20] This opinion is similar to New Marks' statement in Machali who said that translation in rendering the meaning of text into another language in the way that another intended the text translation. In the other side, he also has nation that translation is a craft consisting in the attempt to replace a written message and statement in one language by the same message and or statement in another language.

In reality, translation is meaning or message from source language in target language, so that, translation in the true have relation with 3 principles. There are source language, meaning, or message and target language.[21]

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[19]Jeremy Harmer, *The Practice of English Language Teaching.* (London; New Edition. 1991). p. 156-158.

[20]Cattford. I.C, *A Linguistic Theory of Translation,* (London: Oxford Universuty Press, 1969), p. 35

[21]Fahrurrozi, *TekhnikPraktisTerjemah,* (Yogyakarta: Teknomedia, 2003), p.1

Translation is the comprehension of the meaning of a text and the subsequent production of an equivalent text, likewise called a "translation". That communicates the same message in another language. The text that is translated is called the source text and the language that it is translated into is called the target language. The product is sometimes called the target text.[22]

2.1.2.2 The difficulties in translating

In translating, there are some difficulties we often find while translating, they are:

a. Different source language system with target language system.

b. Semantic complexity and statistic (literature language).

c. Different ability level translator.

d. Written level quality of source language.

2.1.2.3 The principle of translation

In translation there are some principles that will be shaded light on by translator make up particular requirements in reducing a good or satisfactory translation. The principles are:

1. The translator must understand perfectly the content and intention of the author whom he/she is translating.

2. The translator should have a perfect knowledge of the language from he/she is translating and equality excellent knowledge of the language into which he is translating.

3. The translator should employ the forms of the speech in common sense.

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[22] http:/Wikipedia.org/wiki/translation. (17th March 2015)

4. The translator should avoid the tendency to translate word of word, for to do so is to destroy the meaning of the original and to ruin beauty of the expression.

5. Through his/her choice and order of word the translator should produce a total overall effect with appropriate.[23]

While Savory in BasseMasita divides principles of translation into 11 parts as follow:

1. A translation must give the words of the original.
2. A translation must give the ideas of the original.
3. A translation should read like an original work.
4. A translation should read like a translation.
5. A translation should reflect the style of the original.
6. A translation should posses the style of the translation.
7. A translation should read as contemporary of the original.
8. A translation should read as contemporary of the translation.
9. A translation may odd or omit from the original.
10. A translation may never add or omit from the original.
11. A translation of verse should be in prose and verse.[24]

Based on some principles above, the researcher draw that a translator should have an excellent knowledge of language that is translating (source language) and a equal knowledge of language which is translating (target language), or in other way,

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[23]Rahmawati, "The Ability of The Students' Translationof Modal AuxiliariesMade by The Second Year Students of SMP Negeri 2 SendanaKabupatenMajene,"(Makassar: UIN Makassar, 2009), p.14.

[24]BasseMasita, "Correlation Between Prior-Knowledge andTranslation Ability of the Fifth SemesterStudents of English DepartementTarbiyah,"(Faculty UIN Alauddin, 2006), p.17-19.

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we can say that translator should have a perfect knowledge of a wide range of vocabularies, grammar and insight. Because without this skill it is impossible for the translator to produce a good translation.

2.1.2.4 Types of translation

Some types of the translation that have been put by experts, it seems that each expert has their own classification that is different from the others. Brisling classifies translation into four types as follow:

a. Pragmatic Translation

Pragmatic translation refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form. Pragmatic translation is not concerned with other aspect of the original language version. The clearest example of pragmatic translation is in the treatment of technical document in which information about, say, repairing a machine is translated into another language, transtool program and google translate.

b. Aesthetic – Poetic Translation

An aesthetic – poetic translation is a translation which the translator takes into account the effect, emotion and feeling original language version, the aesthetic form use by the original author, as well as any information in the message. The clearest examples are in the translation of literature, translation poem, prose and drama.

c. Ethnographic Translation

It is purpose is explicating the culture context of the source and second language versions. With as their goal, translation have to be sensitive to the way word are use and must know how the word fit into cultures that used source and the target language.

d. Linguistic Translation

Linguistic translation is concerned with equivalent meanings of constituent morphemes the second language and grammatical form.[25]

2.1.2.4 Characteristic of translation

Translation is considered as a word of a written or text form of message. It concerns to the replacement of written message without burden to transfer the equivalent form in the target language from the source language. The most significant matter of correct translation is about the consistence or closest natural equivalent of the message transferred from source language into target language. Thus a work can be state as the work of translation when it has the following requirements:

a. It is a kind of replacement or reproducing message of source language into target language.

b. It concerns with written message or textual material or text.

c. It transfers the content or thought or message not the form of source language.

d. It is also a kind of process or exercise.

e. The second text has the same meaning or message with the first or original text.

f. The second text uses idiomatic expression in the target language to retain the style or make it sounds like the original text.

g. The second text uses target language equivalent to the source language.[26]

2.1.2.5 The Criteria of good translation

Talking about translation constitutes all vision translators. But, whether the vision can be gotten by translator easily. The criteria of a good translation are:

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[25]Richard W. Brislin, *Translation Application and Research,* (New York: Gardnet Press Inc., 1976), p.2-4.

[26]Mujahidah, *A Guide to Translation Skill,* (Tp: Tth), p.8.

1. The translation should give a complete transcript of idea the original word.

2. The style and manner of writing should be the same character with that original.

3. The translation should have all the ease of the original composition.[27]

2.1.2.6 Definition by Translation

This kind of definition may be used to save time, if the concepts of English and the learner's mother tongue are the same. If it used very much it will encourage them to make false equations between concepts in English and in their mother tongue.

Translation into the mother tongue, however, has certain features that can be used by the teacher to the learner's advantage.

1. Translation can be done quickly. This is a disadvantage if the teacher wants to spend time on a word so that the learners will be sure to remember it. The speed of translation is an advantage, however, if the teacher wants to pass quickly over an unimportant word in a reading text. By giving the meaning quickly, using translation, the teacher has satisfied the learners and has avoided spending too much time on an unimportant word.

2. Translation is not limited, as are pictures and objects, to nouns, adjectives, and verbs. It can be used to explain many different types of words.

3. The teacher can ask the learners to respond by using translation to see if they have understood something which was presented in another way. Except where the teacher provides a multiple choice list of definitions or pictures, there is not really any other way in which the learners can respond freely, quickly, and easily to show they have understood something.

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[27]NurasikHasbullah, *An Introduction to Theory and Practice Translation* (YayasanFatiyah Makassar, 2000),p.17.

It is true that the use of translation as a way of teaching meaning has its drawbacks. It is usually too quick, it takes away time that could have been used to expose the learners to English, and often there are not exact equivalents of English words in the mother tongue.

However, translation shares these drawbacks with other ways of conveying meaning. It is necessary to look at translation as just one of many similar ways of presenting meaning. By careful use of translation in suitable teaching techniques many of these drawbacks can be avoided.[28]

2.3   Conceptual Framework

The conceptual framework underlying this research is given the following diagram:

```
┌─────────────────────────┐
│      OBSERVATION         │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│     CLASS XI IPS 2       │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    VOCABULARY TEST       │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│   TRANSLATION TEST       │
└─────────────────────────┘
            │
            ▼
┌───────────────────────────────────────────┐
│  THE CORRELATION BETWEEN STUDENT'S          │
│           VOCABULARY AND                    │
│                                             │
│    STUDENTS' TRANSLATION ABILITY            │
└───────────────────────────────────────────┘
```

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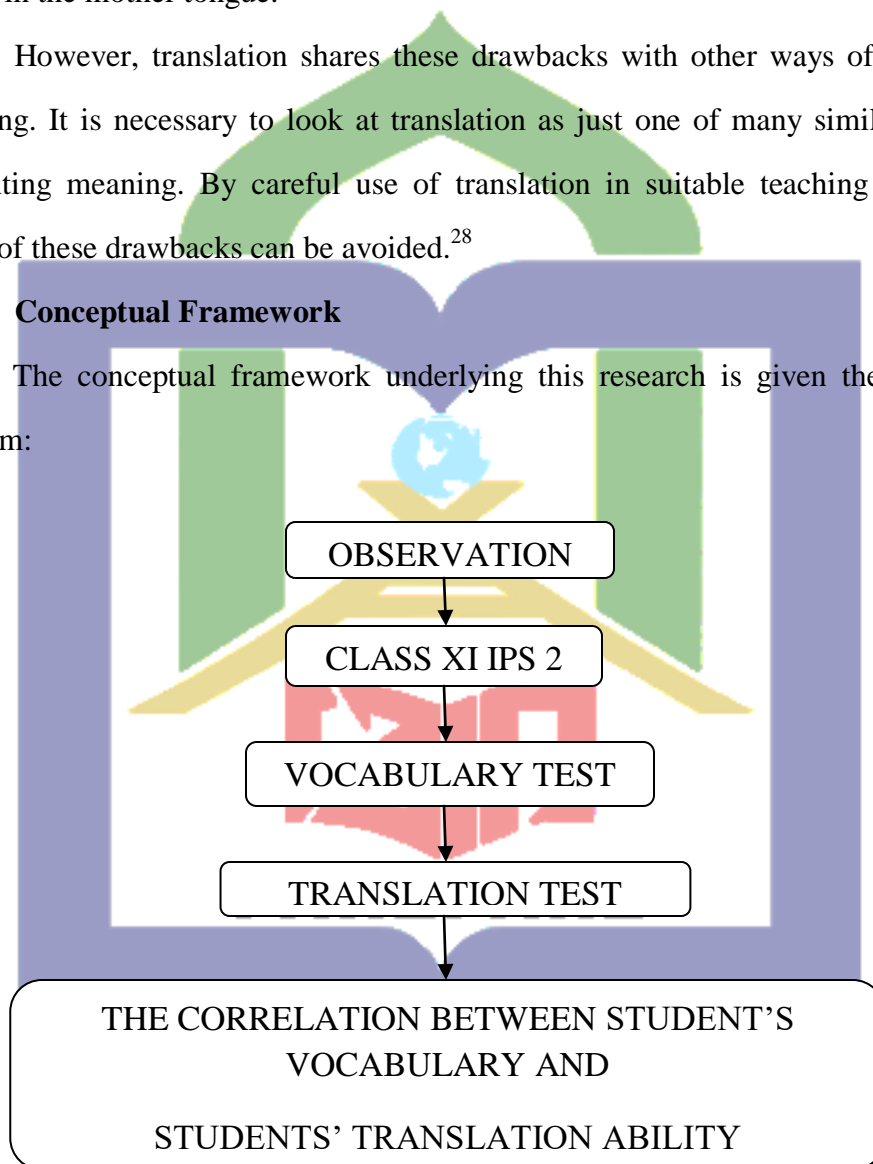
[28]I.S.P. Nation, *Teaching and Learning Vocabulary*, (Heinle&Heinle Publishers, 1990), p. 62

2.4   Hypothesis

Based on the related literature, the researchers formulates hypothesis as follows:

Ho   :   There is no significance correlation between vocabulary mastery toward translation ability to the students' of MAN 2 Parepare.

Hi   :   There is significance correlation between vocabulary mastery toward translation ability to the students' of MAN 2 Parepare.

2.5   Variable and Operational Definitions

2.5.1   Variable

There are two variables in this research namely independent variable and dependent variable:

a.   The vocabulary mastery.

b.   The translation ability.

2.5.2   Operational definition

a.   Vocabulary

List of words and its meaning. It has a correlation in comprehension ability. The more vocabulary we have, the better comprehension we have.

b.   Translation Ability

Translation ability is students' to translate or interpreted English text into Indonesia.

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CHAPTER III

RESEARCH METHOD

3.1 The Research Design

This research is non-experimental method. The first text will be given by students is vocabulary test to know the ability the students vocabulary and the second the researcher will take the test for students to translate. This is way to get the result of the correlation of student's vocabulary mastery and translation ability.

3.2 Location and Duration of the Research

The location of this research get place in MAN 2 Parepare by focusing at the second year students on academic year 2016/2017, and the duration of the research are two months. Because this research is the quantitative and have a several time to collect and analyze the data.

3.3 Population and sample

3.3.1 Population

Scarvia in Sugiyono stated that a population is a set or collection of all elements possessing one or more attributes of interest.[29] The population of this research is the second year students of MAN 2 Parepare in academic year 2016/2017. There are five classes in the second year students of MAN 2 Parepare which are consisted of 95 students. The total number of them can be seen in the following table:

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[29]Sugiyono.*MetodePenelitianKuantitatifKualitatifdan R & D.* (Bandung: Alfabeta, 2010), p.115.

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Table 3.1 Population of the Eleventh Grade students of MAN 2 Parepare

No	Class XI	Total
1	XI IPA 1	20
2	XI IPA 2	20
3	XI IPS 1	20
4	XI IPS 2	21
5	XI IPS 3	16
	TOTAL	95

Sumber (Data Statistik MAN 2 Parepare).

3.3.2   Sample

Sample is the selected element (people or objects) chosen for participation in a study; people are referred to as subjects or participants. In taking the sample of this research, the research used purposive sampling, by taking class XI IPS 1 as sample. The student in the class is consisted of 20 students.

3.4   Instrument of Research

In this research, the researcher applied vocabulary test, translation test and questionnaire as the instruments.

3.5   Procedure of Collecting Data

The researcher used two kinds of test as the instrument of collecting data, they are vocabulary test and translation test. Vocabulary test is use to know amount of students' vocabulary, and use the translation test to know whether or not the correlation between vocabulary mastery of the students translation ability.

3.6 Technique of Data Analysis

The data collected through the data analyst, this quantitative analysis employ statistical to test the hypothesis.

The steps undertake in the quantitative analysis are follow:

3.6.1 Scoring the students answer

$$Score = \frac{students\ correct\ score}{total\ number\ of\ the\ number\ test} \times 100\ \%$$

3.6.2 The data classified the students score into five classifications as follow:

Table: 3.2. Classification the students communicating score.

Classification	Score
Excellent	86 – 100
Good	71 – 85
Fair	56 – 70
Poor	41 – 55
Very poor	≤ 40[30]

3.6.3 calculating the rate percentage of the students' score:

$$P = \frac{FN}{N} \times 100\%$$

[30]ArikuntoSuharsimi, *Dasar-dasarEvaluasiPendidikan*, (EdisiRevisi), (Jakarta: PT. BumiAksara, 2005), p.245.

Where:

P = Percentage

F = Frequency

N = Total number of students.[31]

3.6.4 Formula for means score analysis is as follow:

$$\times = \frac{\sum x}{n}$$

Where:

X = Mean score

$\sum x$ = Total score

n = Total of students.[32]

3.6.5 Calculating the mean score of coefficient correlation between vocabulary and translation by use the following formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (x_i)^2)(n \sum y_i^2 - (y_i)^2)}}$$

Where:

r_{xy} = coefficient correlation variable x and y

n = Total of students

x = Mean score

y = Mean score[33]

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[31]L.R. Gay, *Educational Research Competencies for Analysis and Application.* (Second Edition Colombus, Ohio: Charles E. Meril Publishing),p.225.

[32]L.R. Gay, *Educational Research Competencies for Analysis and Application.*.p.298

[33]Sugiyono, *StatistikauntukPenelitian.* (Edisi 21), (Bandung: Alfabeta CV. 2010) p.228.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

This section presents the effect of vocabulary mastery toward students' translation ability which consists of the data obtained that was put in the tables. They are tables of scores and categorizes of student' ability to answer the question in vocabulary test, translation test and questionnaire. To be clear, the following was the result of the students' score:

4.1.1 Student' score of vocabulary test

Table: 4.1 Students' score of vocabulary test

No	Name	Score
1	Respondent 1	75
2	Respondent 2	90
3	Respondent 3	95
4	Respondent 4	75
5	Respondent 5	70
6	Respondent 6	95
7	Respondent 7	85

8	Respondent 8	95
9	Respondent 9	80
10	Respondent 10	70
11	Respondent 11	80
12	Respondent 12	95
13	Respondent 13	90
14	Respondent 14	85
15	Respondent 15	95
16	Respondent 16	90
17	Respondent 17	80
18	Respondent 18	95
19	Respondent 19	90
20	Respondent 20	75
	Total Score	1705

The table above showed about the result of the students' vocabulary test in 20 items. Based on the students' answer, it could be seen that the highest students' score was 95 that

classified in excellent level and it was gotten by 6 students. Meanwhile the lowest students' score was 70 students that classified in good level and it was gotten by two students.

4.1.2 The classification of students' score of vocabulary test

Table: 4.2 The classification of students' score of vocabulary test

No	Classification	Score	F	Percentage
1	Excellent	86-100	10	50%
2	Good	71-85	8	40%
3	Fair	56-70	2	10%
4	Poor	41-55	0	0%
5	Very poor	≤ 40	0	0%
			20	100%

The table above showed about the result of students' score in vocabulary test in 20 items. Based on the students' answer in complete the text, it could be seen that there are 10 students (50%) got very good score, 8 students (40%) got good score, 2 students (10%) got fair score and none of the students got poor and very poor. It meant that most of the students or more than half students had good vocabulary mastery.

The mean score of students' score in complete the text with vocabulary would use formula below:

Mean score	Classify
85,25	Good

The table above showed that the mean score of vocabulary test was 85.25, it means that the students vocabulary mastery was in good level.

4.1.3 Students' score of translation test

Table: 4.3 Students' score of translation test

No	Name	Score
1	Respondent 1	62
2	Respondent 2	80
3	Respondent 3	90
4	Respondent 4	76
5	Respondent 5	70
6	Respondent 6	90
7	Respondent 7	78
8	Respondent 8	94
9	Respondent 9	80
10	Respondent 10	74

11	Respondent 11	80
12	Respondent 12	90
13	Respondent 13	86
14	Respondent 14	86
15	Respondent 15	86
16	Respondent 16	92
17	Respondent 17	80
18	Respondent 18	90
19	Respondent 19	76
20	Respondent 20	76
	Total Score	1638

The table above showed about the result of the students' translation test. Based on the students' answer, it could be seen that the highest students' score was 94 that classified in excellent level and it was gotten by one student. Meanwhile the lowest students' score was 62 students that classified in fair level and it was gotten by one student.

4.1.4 The classification of students score of translation test

Table: 4.4 The classification of students' score of translation test

No	Classification	Score	F	Percentage
1	Excellent	86-100	17	85%
2	Good	71-85	3	15%
3	Fair	56-70	0	0%
4	Poor	41-55	0	0%
5	Very poor	≤ 40	0	0%
			20	100%

The table above showed about the result of students' score in translation test in 20 items. Based on the students' answer in translate the text, it could be seen that there are 17 students (85%) got very good score, 3 students (15%) got good score, none of the students got fair, poor and very poor. It meant that most of the students or more than half students had good ability in translation.

The mean score of students' score in translate the text would use formula below:

Mean score	Classify
88.5	Good

The table above showed that the mean score of translation test was 88.5, it means that the students vocabulary mastery was in very good level.

4.1.5 The effect of vocabulary mastery toward students' translation ability

4.5 The effect of vocabulary mastery toward students' translation ability

X	Y	X.Y	X^2	Y^2
75	62	4650	5625	3844
90	80	7200	8100	6400
95	90	8550	9025	8100
75	76	5700	5625	5776
70	70	4900	4960	4900
95	90	8550	9025	8100
85	78	6630	7225	6084
95	94	8930	9025	8836
80	80	6400	6400	6400

70	74	5180	4900	5476
80	80	6400	6400	6400
95	90	8550	9025	8100
90	86	7740	8100	7395
85	86	7310	7225	7395
95	88	8360	9025	7744
90	92	8280	8100	8464
80	80	6400	6400	6400
95	90	8550	9025	8100
90	76	6840	8100	5776
75	76	5700	5625	5776
1705	1638	140820	146935	135466

The table above showed about the correlation between students' vocabulary mastery toward their translation ability. Based on the data obtained that the students' vocabulary mastery was good and students' translation ability was very good, so that the researcher concluded that the students who had good vocabulary mastery could help them to answer the translate test. To get more clarify the relationship between vocabulary mastery toward students' translate ability then, researcher made an analysis as follow:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left(n \sum x_i^2 - (x_i)^2\right)\left(n \sum y_i^2 - (y_i)^2\right)}}$$

$$N = \frac{(20)(140820) - (1705)(1638)}{\sqrt{(20)(146935) - (1705)^2 (20)(135466) - (1638)^2}}$$

$$N = \frac{(2816400) - (2792790)}{\sqrt{(2938700 - 2907025)(2709320 - 2683044)}}$$

$$N = \frac{23610}{\sqrt{(31675)(26276)}}$$

$$N = \frac{23610}{\sqrt{832292300}}$$

$$N = \frac{23610}{28849.47}$$

$$N = 0,818$$

Because of the value of students' score based on the tests was $0,818 \geq 0,444$ (t-table). So that, in this research, there is correlation between student's vocabulary mastery and translation ability.

4.1.6 Students' score of questionnaire

Table. 4.6 Students' score of questionnaire

Respondent	Maximal point of item	Total
Respondent 1	30	21
Respondent 2	30	24
Respondent 3	30	22
Respondent 4	30	22
Respondent 5	30	24
Respondent 6	30	27
Respondent 7	30	25
Respondent 8	30	24
Respondent 9	30	26
Respondent 10	30	19

Respondent 11	30	24
Respondent 12	30	23
Respondent 13	30	25
Respondent 14	30	23
Respondent 15	30	28
Respondent 16	30	27
Respondent 17	30	22
Respondent 18	30	26
Respondent 19	30	23
Respondent 20	30	24

Based on the table data analysis of questionnaires, it was found that the mean score of students' answer of questionnaire about the relationship between vocabulary mastery toward students' translation ability was 23.95. It indicated that there is correlation between student's vocabulary mastery and translation ability.

4.1.7 The classification of students' score of questionnaire

Table: 4.7 The classification of students' score of questionnaire

No	PERNYATAAN	PILIHAN

		Y	KK	TD
1.	Saya senang mempelajari vocabulary sehingga saya mudah menerjemahkan suatu bacaan.	8 (26.67%)	11 (36.67%)	1 (3,33%)
2.	Bagi saya, penting mempelajari vocabulary untuk menenerjemahkan suatu bacaan.	19 (63.3%)	1 (3,33%)	0 (0%)
3.	Saya mudah untuk menerjemahkan suatu bacaan karena sering menghafal vocabulary.	5 (16.67%)	11 (36.67)	4 (13.3%)
4.	Penguasaan vocabulary saya bertambah setelah menerjemahkan suatu bacaan.	12 (40%)	6 (20%)	2 (6,67%)
5.	Dengan meningkatkan vocabulary saya termotivasi untuk menerjemahkan suatu bacaan.	8 (26.67%)	9 (30%)	3 (10%)
6.	Keterbatasan vocabulary tidak membuat saya sulit untuk menerjemahkan suatu bacaan.	9 (30%)	7 (23,3%)	4 (13.3%)
7.	Dengan menguasai vocabulary saya mampu menerjemahkan suatu bacaan dengan baik.	9 (30%)	9 (30%)	2 (6,67%)

37

No.				
8.	Dengan menerjemahkan suatu bacaan saya mampu meningkatkan vocabulary saya.	11 (36.67%)	8 (26.67%)	1 (3,33%)
9.	Saya menerjemahkan suatu bacaan untuk meningkatkan kemampuan vocabulary.	11 (36.67%)	8 (26.67%)	1 (3,33%)
10.	Dengan menguasai vocabulary saya tidak hanya mampu menerjemahkan suatu bacaan, saya juga mampu menerjemahkan pengucapan yang saya dengar.	9 (30%)	9 (30%)	2 (6,67%)

The data obtained from the questionnaire showed that there is interesting vocabulary was really and translation ability. To count it, researcher divided it into three criteria that yes (YA) was accumulated as good respond, sometimes (KK) was accumulated as fair respond and no (TD) was accumulated as poor respond.

The questionnaire data indicated that majority of the students (100%) had a nation that by translate a text it's needed the vocabulary mastery. It was shown by the questionnaire where as good respond was 50.5%, fair respond was 36.5%, along with the other students 10% found it did poor respond.

4.2. Discussion

The first thing that was being done in this study is the observation that school will be a place of research, the observations researchers found data on class XI IPS 1, at MAN 2

Parepare in learning English. So, the researcher made the data as an orientation for continuing this research.

Second, researchers continued this research by providing tests to students. Giving tests conducted by researcher are two kinds, namely: the first test vocabulary test where the test is given as a material to determine students' mastery of vocabulary and to address the problems that exist in this study. The second test that researcher translated here to do a test to determine the ability of students. The second test was done by researcher are continuing with each other, because by providing a continuous second test, the researcher can know the increasing both as in this study, researcher wanted to know the increasing of vocabulary mastery to translate students' abilities.

Thirdly, it is done after the researchers gave the test to students on students were given a questionnaire are more aware for questionnaire results to be obtained by the researchers. This questionnaire was distributed to the students that in order to obtain maximum data using two instruments. Three things of the three things that have been done by the researcher, the researcher continued analysis of both the test and the questionnaire.

The first analysis conducted by researchers that analyzes test. Te analysis performed for the first is the analysis of the vocabulary test. Here, researchers examined one by one test vocabularies students then categorize them in each category. Start from the highest category to the lowest category. After the results of the analysis of the data is entered into the table to further clarify the results. Then the researchers conducted an analysis using a predetermined formula in order to get results that can be better known and understood. The results of the analysis carried out by several phases, the researcher needs results that vocabulary test given

to students is said to work well because of the 20 respondents are only three respondents are less well in answering these vocabulary tests.

Analysis of the subsequent tests conducted by researcher is the analysis of the translate test. In conducting this analysis, the researcher conducted analysis within vocabulary tests that was done. As for the results obtained in the analysis of this test is the same as the test results vocabulary found there are 3 respondents who lack the ability to answer the test translate. The value obtained in the test translation student is more weighted value higher than vocabulary tests that have been carried out. This means that the influence of students' mastery of vocabulary to translate is successful because it works in terms of categories of increase weight rating. The last analysis conducted by researcher is the analysis of questions; in conducting this analysis the researcher used statistical formulas.

The result of students' score in vocabulary test in 20 items of questionnaire concluded that the students' answer in complete the text could be seen that there are 10 students (50%) got very good score, 8 students (40%) got good score, 2 students (10%) got fair score and none of the students got poor and very poor. It meant that most of the students or more than half students had good vocabulary mastery.

The result of students' score in translation test in 20 items of questionnaire concluded that the students' answer in translate the text could be seen that there are 17 students (85%) got very good score, 3 students (15%) got good score, none of the students got fair, poor and very poor. It meant that most of the students or more than half students had good ability in translation.

Based on the data obtained, there is correlation between student's vocabulary and translation ability. It could be seen from the mean score of vocabulary mastery and translation ability. After giving both of the tests, students' translation ability was more advance than vocabulary test.

The questionnaire data indicated that majority of the students (100%) had a nation that by translate a text it's needed the vocabulary mastery. A half of students (50.5%) found it was good respond, students who found it balanced were 36.5%, along with the other students (10%) found it did poor respond.

Based on the result of the students' answer on both tests and questionnaire, it concluded more than half students had good level and there is correlation between student's vocabulary mastery and translation ability.
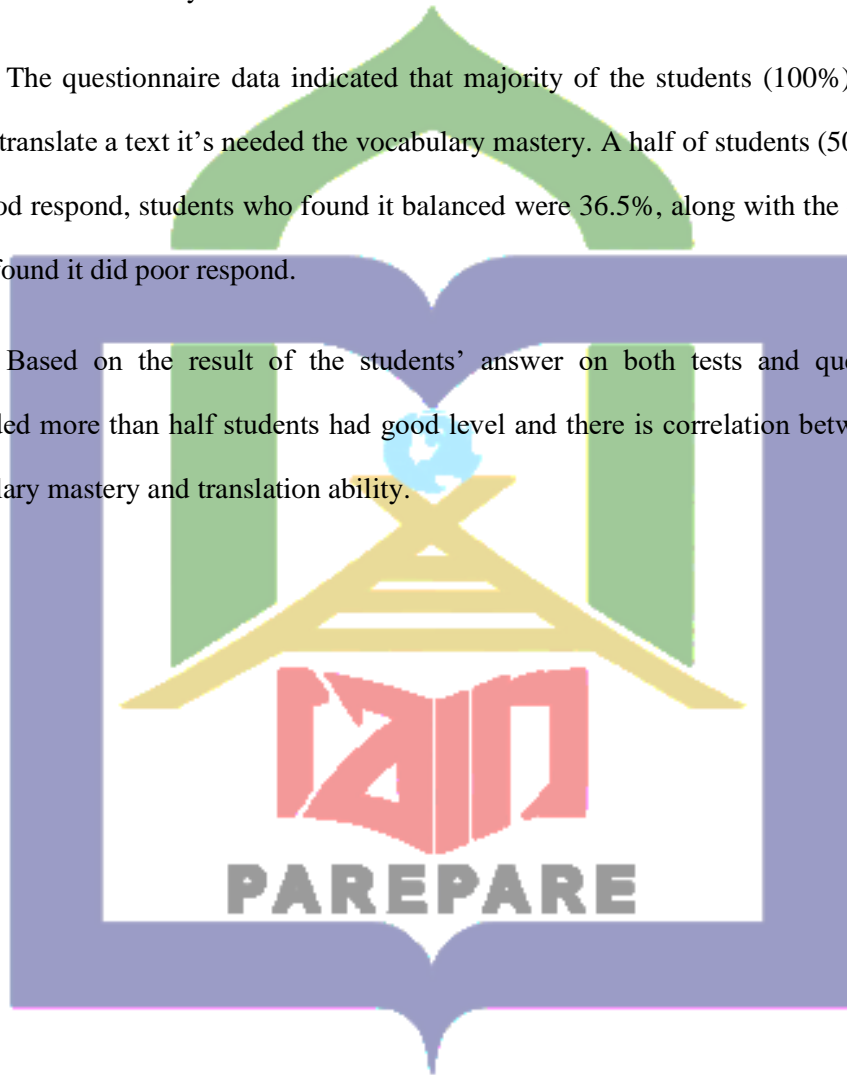
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher is going to convey the conclusion from the previous chapter which had been described.

5.1 Conclusion

Based on the result of the previous chapter, the researcher would like to give a conclusion as stated below:

1. There are correlation between student' vocabulary mastery and translation ability at eleventh grade of MAN 2 Parepare, because of the value of student's score based on the test was good level. The result of the research most of students in category Good, in vocabulary test most of students in category Good, in translation test most of students in category Good, and in questionnaire most of students in category Medium

2. The students of MAN 2 Parepare are interesting in learning vocabulary mastery and translation ability based on the questionnaire indicated that majority of the student's (100%) had a nation that by translate a text it's needed the vocabulary mastery. It shown by the questionnaire where as good respond was 50.5%, fair respond was 36.5%, along with the other student's 10% found it poor respond.

5.2 Suggestion

Based on conclusion above, the researcher would like to present some suggestion as follow:

1. The English teacher should be more creative in choosing the method or strategy that will be used in teaching vocabulary.
2. The English teacher should be creative in choosing the media that will be used in teaching vocabulary.

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APPENDICES

INSTRUMENT

NAMA   : . . . .

NIS   : . . . .

A. Complete the text below with the words in the box then translate into Indonesian!

The Ugly Duck and New Friend

Once upon a _____, a _____duck sat on her eggs. She _____tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little duckling appeared. "Peep, peep" the little duckling cried. "Quack, quack" their mother greeted in return. However the largest egg had not cracked. The mother duck looked at _____ in surprise. He was so big and very gray. He didn't look _____ the others at all. He was like a turkey.

_____ the mother duck brought the _____ to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just a nicely as the other duckling did. "That is quite handsome" the mother said _____. However the other _____ didn't agree. They _____ and made fun of him day by day. Even his own sisters and _____ were very unkind. "You are very ugly" they quacked. The little poor little duckling was very _____. "I wish I looked like _____" he thought to himself. One _____, the ugly duckling run away and hid in bushes. The sad duckling lived _____ through the cold and snow winter.

_____ the spring flowers began to bloom. While he was swimming in the _____, he saw three large white _____ swimming toward him. "Oh dear, these beautiful birds will laugh and peck me too" he said to himself. But the swans did not him. Instead, they swim around him and stroked him with their bills. As the ugly duck bent his neck to _____ to them, he saw his reflection in the _____ He could not believe his eyes. "I am not an ugly duck but a beautiful swan" he exclaimed.

He was very happy. From that day on, he swim and played with his new friends and was happier than he had never been.

a. Water	h. Them	0. Hissed
b. Swans	i. Children	p. Him
c. Mother	j. Proudly	q. Alone
d. Finally	k. Brothers	r. Speak
e. Pond	l. Animals	s. Time
f. Day	m. When	t. Felt
g. Unhappy	n. Like	

DAFTAR PERNYATAAN

N o	PERNYATAAN	PILIHAN		
		Y	KK	TD
1.	Saya senang mempelajari vocabulary sehingga saya mudah menerjemahkan suatu bacaan.			
2.	Bagi saya, penting mempelajari vocabulary untuk menenerjemahkan suatu bacaan.			
3.	Saya mudah untuk menerjemahkan suatu bacaan karena sering menghafal vocabulary.			
4.	Penguasaan vocabulary saya bertambah setelah menerjemahkan suatu bacaan.			
5.	Dengan meningkatkan vocabulary saya termotivasi untuk menerjemahkan suatu bacaan.			
6.	Keterbatasan vocabulary tidak membuat saya sulit untuk menerjemahkan suatu bacaan.			
7.	Dengan menguasai vocabulary saya mampu menerjemahkan suatu bacaan dengan baik.			
8.	Dengan menerjemahkan suatu bacaan saya mampu meningkatkan vocabulary saya.			
9.	Saya menerjemahkan suatu bacaan untuk meningkatkan kemampuan vocabulary			
10.	Dengan menguasai vocabulary saya tidak hanya mampu menerjemahkan suatu bacaan, saya juga mampu menerjemahkan pengucapan yang saya dengar.			

KEMENTERIAN AGAMA R.I.
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE
Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

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Nomor　　　 : Sti.08/PP.00.9/ 1437 /2016
Lampiran　 : -
H a l　　　 : Izin Melaksanakan Penelitian

　　　　　　Kepada Yth.
　　　　　　Kepala Daerah KOTA PAREPARE
　　　　　　Cq. Badan Kesatuan Bangsa dan Politik
　　　　　　di
　　　　　　　KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampiakan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama　　　　　　　　　　: RAMLI
Tempat/Tgl. Lahir　　　 : PINRANG, 04 Januari 1992
NIM　　　　　　　　　　 : 12.1300.130
Jurusan / Program Studi　: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester　　　　　　　　: VIII (Delapan)
Alamat　　　　　　　　　: DESA SIPATUO, KEC. PATAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

"CORRELATION BETWEEN STUDENT'S VOCABULARY MASTERY AND TRANSLATION ABILITY AT MAN 2 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

　　　　　　　　　　　　　　　　Parepare, 26 Juli 2016
　　　　　　　　　　　　　　　　A.n Ketua
　　　　　　　　　　　　　Wakil Ketua Bidang Akademik dan
　　　　　　　　　　　　　Pengembangan Lembaga (APL)

　　　　　　　　　　　　　h. Djunaidi, M.Ag.
　　　　　　　　　　　　　. 195412311991031032

PEMERINTAH KOTA PAREPARE

BADAN KESATUAN BANGSA DAN POLITIK

Jalan Ganggawa No. 5 Parepare, Telp. (0421) 24920 Fax. (0421) 24920 Parepare
Kode Pos 91111, Email : kesbang@pareparekota.go.id Website :...........................

Parepare, 27 Juli 2016
K e p a d a
Yth. **Kepala MAN 2 Kota Parepare**

Nomor : 070/704 /BKBP
Lampiran : ---
Perihal : **Izin Penelitian.-**

Di -

<p align="center">P a r e p a r e</p>

D A S A R :
1. UU Nomor 32 Tahun 2004 Tentang Pemerintah Daerah.
2. UU Nomor 8 Tahun 1985 Tentang Organisasi Kemasyarakatan.
3. Peraturan Daerah Kota Parepare Nomor 4 Tahun 2010 Tentang Organisasi dan Tata Kerja Lembaga Teknis Daerah.
4. Peraturan Walikota Parepare Nomor 21 Tahun 2011 Tentang Tugas Pokok, Fungsi dan Uraian Tugas Badan Kesatuan Bangsa dan Politik Kota Parepare.
5. Surat Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare Nomor : Sti.08/PP.00.9/1437/2016 Tanggal 26 Juli 2016. Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut diatas, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a	:	**RAMLI**
Tempat/Tgl Lahir	:	Pinrang, 04 Januari 1992
Jenis Kelamin	:	Laki-laki
Pekerjaan	:	Mahasiswa
A l a m a t	:	Desa Sipatuo, Kab. Pinrang

Bermaksud untuk melakukan Penelitian / Wawancara di Kota Parepare dengan judul :

<p align="center">" CORRELATION BETWEEN STUDENT'S VOCABULARY MASTERY AND TRANSLATION ABILITY AT MAN 2 PAREPARE "</p>

Selama : Tmt. 01 Agustus s/d 30 Agustus 2016
Pengikut / Peserta : Tidak Ada

Sehubungan dengan hal tersebut diatas pada prinsipnya kami dapat **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Jawatan Badan yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah telah diizinkan, semata-mata untuk kepentingan Ilmiah.
3. Mentaati semua Per Undang-undangan yang berlaku dan mengindahkan Adat Istiadat setempat.
4. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare)
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian disampaikan kepada Saudara untuk dimaklumi dan seperlunya,-

BADAN KESATUAN BANGSA
DAN POLITIK KOTA PAREPARE
Sekretaris

Drs. A. LATIF MUSA, M.Si.
Pangkat Pembina Tk I
Nip : 19670413 199403 1 005

TEMBUSAN : Kepada Yth,
1. Gubernur Prov. Sul Sel Cq. Kepala BKB Sul Sel di Makassar
2. Walikota Parepare di P

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI (MAN) 2
Jalan Jenderal Sudirman 80, Kota Parepare
Telepon (0421) 21483; Faksimili (0421) 28179;
Email : man2_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 1005/Ma.21.16.02/PP.00.6/12/2016

Yang bertanda tangan di bawah ini :

Nama	: **Dra.Hj.Martina,M.A**
NIP.	: 19650101 198903 2 005
Pangkat, Golongan	: Pembina, IV/a
Jabatan	: Kepala MAN 2 Parepare

Menerangkan dengan sesungguhnya bahwa :

Nama	: **RAMLI**
N I M	: 211300130
Jurusan	: Tarbiyah,Bahasa Inggris
Program Studi	: Bahasa Inggeris

Benar adalah mahasiswa yang telah melakukan penelitian di MAN 2 Parepare mulai tanggal 01 Agustus 2016 sampai dengan 30 Agustus 2016, dengan judul " CORRELATION BETWEEN STUDENT'S VOCABULARY MASTERY AND TRANSLATION ABILITY AT MAN 2 PAREPARE"

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 22 Desember 2016
Kepala

Hj. MARTINA

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CURRICULUM VITAE

Ramli, the writer of this skripsi was born on 04th January 1992 in Pinrang, South Sulawesi. He was the first son of three children for the marriage of his parents, Alimuddin and Tangge.

He began his study at Elementary school at SDN 259 Pinrang in 2000 and graduated in 2005. In the same year he enter at SMPN 2 Patampanua kabupaten Pinrang and graduated in 2008. In the same year, he continued his study at SMAN 1 Patampanua kabupaten Pinrang and graduated in 2011. After that, he continued his study at State Islamic College (STAIN) Parepare in majoring English Program of Tarbiyah and Adab Department and completed his study with skripsi entitled: "*Correlation between Student's Vocabulary Mastery and Translation Ability at Eleventh Grade of MAN 2 Parepare*".