

A THESIS

**THE INFLUENCE OF VOCABULARY MASTERY TOWARD
ABILITY IN TRANSLATING ENGLISH TEXT INTO
INDONESIA AT THE FIRST GRADE
OF SMP N 1 MAIWA**



By

FEFIYANTI HALID

Reg. Num. 16.1300.143

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

A THESIS
THE INFLUENCE OF VOCABULARY MASTERY TOWARD
ABILITY IN TRANSLATING ENGLISH TEXT INTO
INDONESIA AT THE FIRST GRADE
OF SMP N 1 MAIWA



By

FEFIYANTI HALID

Reg. Num. 16.1300.143

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

**THE INFLUENCE OF VOCABULARY MASTERY TOWARD
ABILITY IN TRANSLATING ENGLISH TEXT INTO
INDONESIA AT THE FIRST GRADE
OF SMP N 1 MAIWA**

Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

FEFIYANTI HALID

Reg. Num. 16.1300.143

To

ENGLISH EDUCATION PROGRAM

**TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Influence of Vocabulary Mastery toward Ability in Translating English Text into Indonesia at the First Grade of SMPN 1 Maiwa

Name of the Student : Fefiyanti Halid

Student Reg.Number : 16.1300.143

Department : Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
No: 420 Tahun 2020

Approved by
Consultant Commissions

Consultant : Wahyu Hidayat, Ph.D.

NIP : 198205232011011005

Co- Consultant : Mujahidah, M.Pd.

NIP : 197904122008012002

Cognizant of:
Tarbiyah Faculty,
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

THESIS

**THE INFLUENCE OF VOCABULARY MASTERY TOWARD
ABILITY IN TRANSLATING ENGLISH TEXT INTO
INDONESIA AT THE FIRST GRADE
OF SMPN 1 MAIWA**

Submitted by:

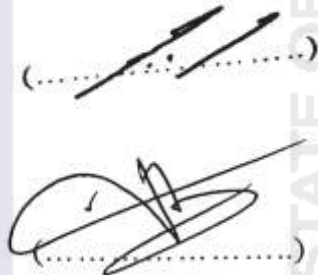
FEFIYANTI HALID
Reg. Num. 16.1300.143

Had been examined on January, 28th, 2021 and had been declared that fulfilled the
requirements

Approved by

Consultant Commissions

Consultant : Wahyu Hidayat, Ph.D
NIP : 198205232011011005
Co- Consultant : Mujahidah, M.Pd.
NIP : 197904122008012002



Cognizant of:
Tarbiyah Faculty,
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The Influence of Vocabulary Mastery toward Ability in Translating into Indonesia at the First Grade of SMPN 1 Maiwa

Name of the Student : Fefiyanti Halid

Student Reg. Number : 16.1300.143

Faculty : Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty No. 420 Tahun 2020

Date of Graduation : January 28th 2021

Approved by Examiner Commissions

Wahyu Hidayat, Ph.D (Chairman)

Mujahidah, M.Pd. (Secretary)

Dr. H. Saepudin, S.Ag., M.Pd. (Member)

Drs. Abd. Rauf Ibrahim, M.Si. (Member)

Cognizant of:
Tarbiyah Faculty,
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express her grateful to the lord Allah swt. The highest and the master of the universe while the creator of the everything in the world who still lend the writer good health, blessing, mercy so her can finish the thesis. Salam and Salawat always be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as she can. She realizes that without their support and help, she could not be able to finish her “Thesis”. This opportunity, the writer would like to express very especially thanks to her beloved parents and family who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincere thanks are due to Wahyu Hidayat, Ph.D. as the first consultant and Mujahidah, M.Pd. as the second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing her Thesis.

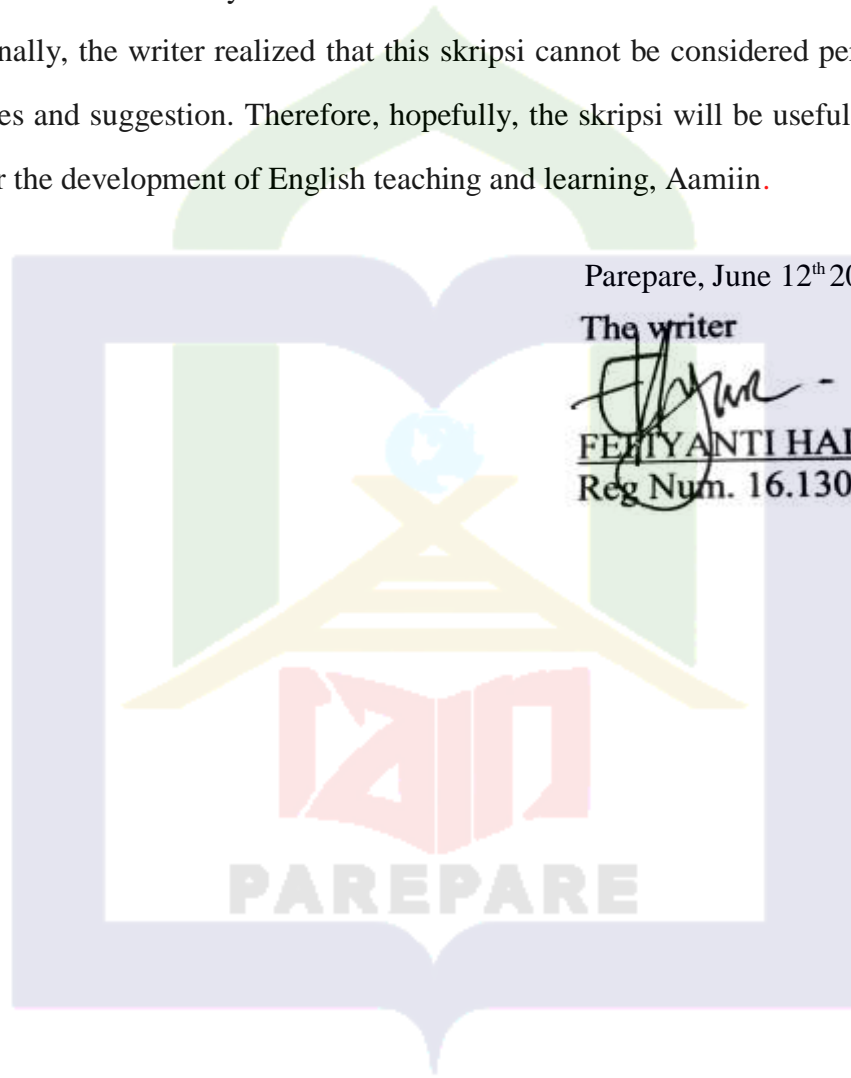
Another side, the writer would also deliver special thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare
2. Dr. H. Saepudin, M.Pd.as The Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah
3. Mujahidah, M.Pd. as The Chairman of English Program for the fabulous serving to the students.
4. All lecturers of English Program who have already taught the writer during her study in IAIN Parepare.
5. The writer wants to give her sincerest gratitude to her beloved parents. Her lovely mother Juhani, her lovely father Abd.Halid and also to her Brother Muhammad Ridwan for the supporting and praying for the writer's education until the Degree of Strata-I (S1)
6. Fadel Muhammad as the best partner who always corrects and advices while supporting the writer in finishing her skripsi as soon as possible.
7. The writer wants to give her thanks to her cousin Nur hikmah because always give their prayers and support for finishing this research.
8. The writer wants to give her thanks to Nurfatima, Kharisma, Lufna Lathifa because always accompanied her start from the first semester until now and always give their support and courage as well as their helping for finishing this research.
9. The writer wants to give her thanks to NN Squad, LT Squad, and BIG family T305 because always give their support and courage as well as their helping for finishing this research.

10. I see the true color Squad thank you for the prayers, support, help and attention given to the author.

11. All people who have given their help in writing the “Skripsi” that the writer could not mention it one by one.

Finally, the writer realized that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, hopefully, the skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.



Parepare, June 12th 2021

The writer

FERYANTI HALID

Reg Num. 16.1300.143

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Fefiyanti Halid
NIM : 16.1300.143
Birthday date and place : Batuapi, 2 juni 1998
Study program : English
Faculty : Tarbiyah Faculty
Thesis Title : THE INFLUENCE OF VOCABULARY MASTERY
TOWARD ABILITY IN TRANSLATING ENGLISH
TEXT INTO INDONESIA AT THE FIRST GRADE OF
SMP N 1 MAIWA

Stated that herself conducted her thesis, if it can be proved that is copied, duplicated or complied by other people, her thesis and degree that has been gotten would be postponed.

Parepare, June 12th 2021

The writer



FEFIYANTI HALID

Reg Num. 16.1300.143

ABSTRACT

FefiyantiHalid. *The Influence of Vocabulary Mastery toward Ability in Translating English Text into Indonesia at the First Grade of SMPN 1 Maiwa* (Supervised by Wahyu Hidayat and Mujahidah).

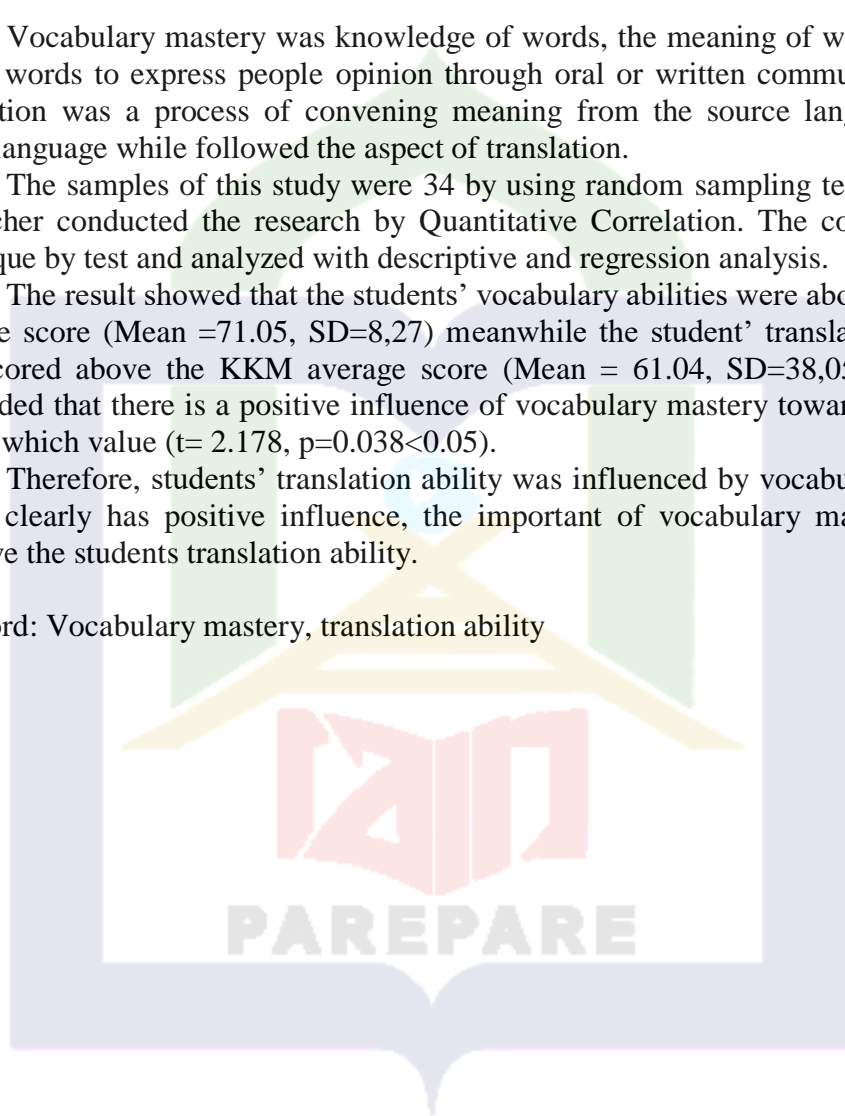
Vocabulary mastery was knowledge of words, the meaning of words, and the use of words to express people opinion through oral or written communication and translation was a process of convening meaning from the source language to the target language while followed the aspect of translation.

The samples of this study were 34 by using random sampling technique. The researcher conducted the research by Quantitative Correlation. The collecting data technique by test and analyzed with descriptive and regression analysis.

The result showed that the students' vocabulary abilities were above the KKM average score (Mean =71.05, SD=8,27) meanwhile the student' translation abilities also scored above the KKM average score (Mean = 61.04, SD=38,05). It can be concluded that there is a positive influence of vocabulary mastery toward translating ability which value ($t= 2.178$, $p=0.038<0.05$).

Therefore, students' translation ability was influenced by vocabulary mastery which clearly has positive influence, the important of vocabulary mastery would improve the students translation ability.

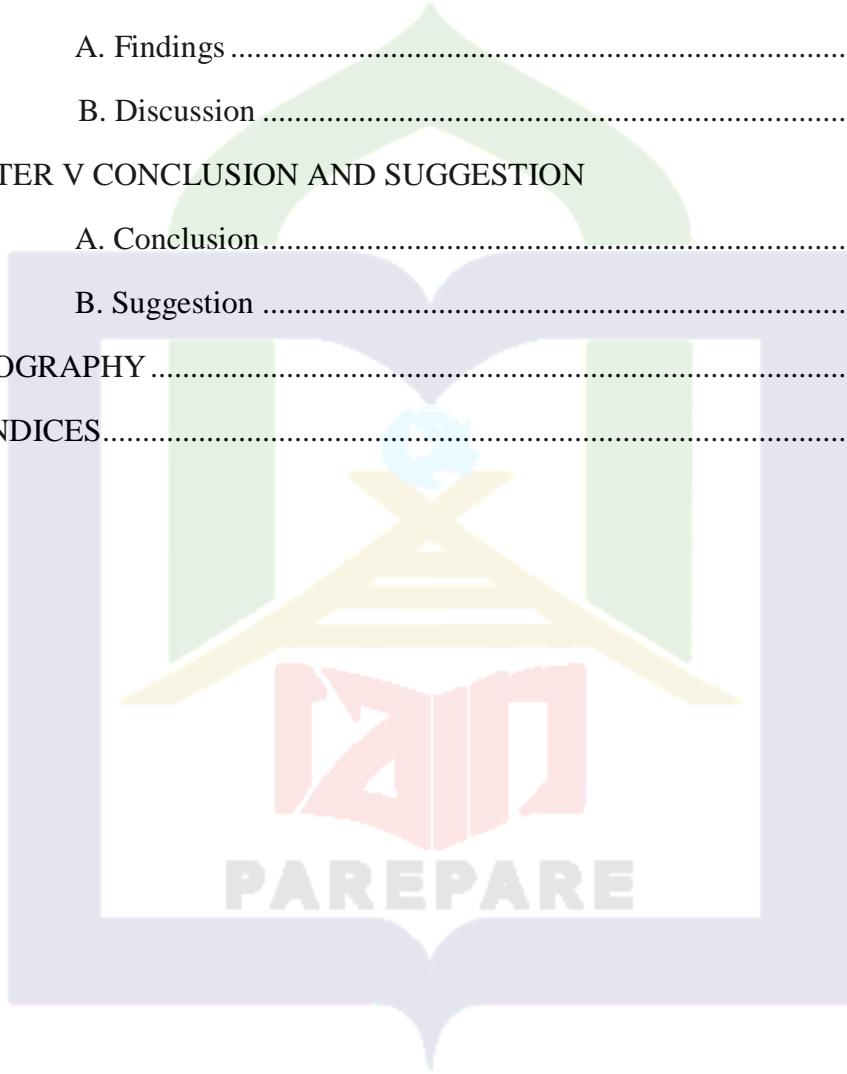
Keyword: Vocabulary mastery, translation ability



LIST OF CONTENTS

COVER	i
SUBMISSION PAGE	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iii
ACKNOWLEDGEMENT	vi
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	viii
ABSTRACT	ix
LIST OF CONTENT	x
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Question	3
C. The Objective of the Research	4
D. Significance of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Research Findings	6
B. Some Pertinent Ideas	6
C. Conceptual Framework	26
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Research Design	28
B. Location and Time of the Research	28
C. Population and Sample	29

D. Instrument of Research	29
E. Procedure of Collecting Data.....	30
F. Technique of Data Analysis.....	31
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	34
B. Discussion	42
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	52
B. Suggestion	53
BIBLIOGRAPHY	54
APPENDICES.....	56



LIST OF TABLES

Table Number	Name of Tables	Pages
3.1	Population	21
3.2	Sample	23
3.3	Translation Rubric	25
4.1	Description of Vocabulary	35
4.2	Result of Vocabulary Test	35
4.3	Description of Translation	36
4.4	Result of Translation Test	36
4.5	Normality Test Vocabulary Mastery	37
4.6	Normality Test Translation Ability	37
4.7	Correlation	40
4.8	Anova Test	40
4.9	Coefficients	41

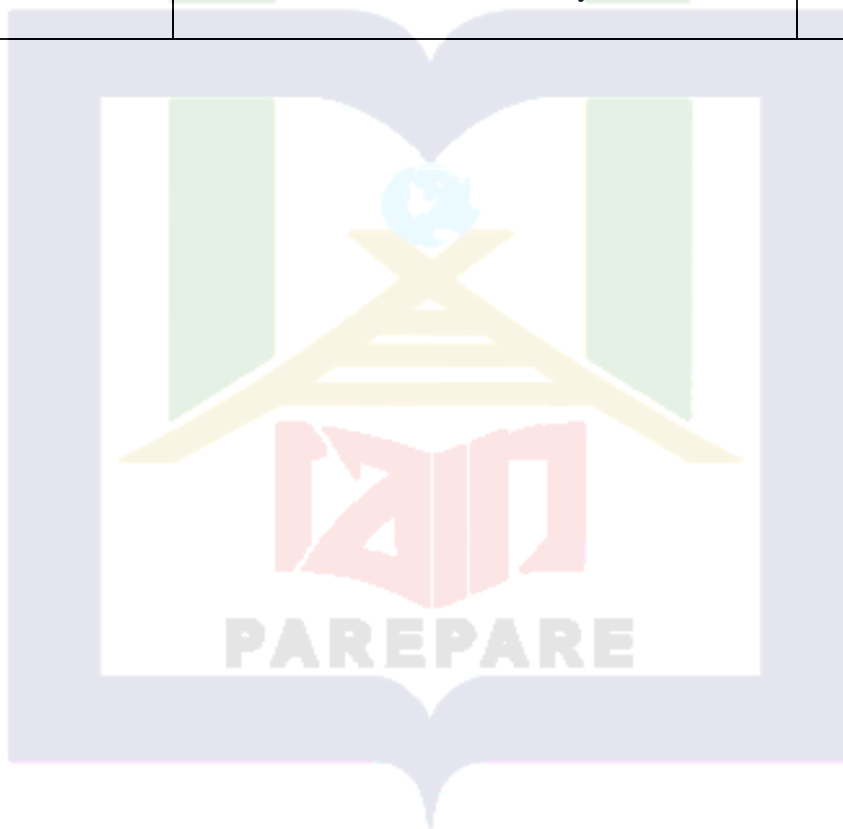
LIST OF GRAPH

Graph's Number	Name of Graph	Pages
4.1	Plot of Regression	35
4.2	Outlier Test Vocabulary Mastery	39
4.3	Outlier Test Translation Ability	39



LIST OF FIGURES

Figure's Number	Name of Figures	Pages
2.3	Conceptual Framework	25
4.1	Plot of Regression	35
4.2	Outlier Test Vocabulary Mastery	39
4.3	Outlier Test Translation Ability	39



LIST OF APPENDICES

No.	The Title of Appendices	Pages
1	Vocabulary Score	57
2	Translation Score	60
3	Vocabulary Test	62
4	Translation Test	68
5	Documentation	69
7	Administration Letter	105

CHAPTER I INTRODUCTION

A. Background

Language is considered as a tool of communication and language cannot be separated from community because people can communicate with other people by using language. However they cannot understand what other people say if they do not know the language they use. Language is a system that connects thoughts, which cannot be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols (e.g., Braille) which can.¹ It means that if we want to explain our ideas we need an intermediary tool to express ideas or feeling to others so that the person can understand what we want to convey. That is the role of language as a tool of communication.

In the current era, international relations are increasingly being expanded, technological advances are also very important in this era of globalization. In international relations, various countries collaborate including political efforts, import exports and state security and order. In establishing good cooperation, good communication is needed, which can be understood by the parties concerned so that misunderstandings do not occur. This is where language plays an important role as a unifying tool.

For our country, English helps the Indonesian people to be cognizant of the development and their knowledge. Learning a foreign language especially English language as a second language is more difficult than learning a mother tongue

¹Gerald P. Delahunty James J. Garvey, *The English Language From Sound to Sense*, (Library of Congress Cataloging-in-Publication Data 2010),p.5

because in learning a foreign language people will encounter obstacle such as in the form of vocabulary and how to arrange words into a sentences.

In learning English, means learn four skills are listening, speaking, reading and writing. The students have to mastery the language skills if they want their ideas, feelings, and opinion can be understood by each other. These skills are related each other and the student's must be mastery in language component they are vocabulary, grammar and pronunciation. The components are very influence towards student's mastery in learning language skills. One of them is vocabulary.

Based on this problem, translation is considered capable of connecting the two languages (source language into target language) because each different language has a meaning in a different form. Translation is replacement of textual material in one language (source language) by equivalent textual material in another language (target language).² It means that translation is an activity to translate by rewriting the text from the source language into the target language without any change, so that information from the source language does not change in meaning and becomes acceptable and understandable for students.

In learning English as foreign language, students are required to be able to know and understand the meaning of the words if they do not understand and do not know the meaning of vocabulary in English. Translation is not an easy job that can be done by anyone without knowing the method and process of translating. The difference between the source language and the target language and the variation of the culture make the process of translating can be difficult. Among the problematic

²JC.Catford A, *Lingustic Theory of Translation* (NewYork:Oxford university press, 1965),p.20

factors involved in translation are form, meaning, proverbs, idioms, grammar mastery and vocabulary mastery, etc.

Something that is influential in translation is vocabulary mastery. Vocabulary has an important role in learning English like any other language. In learning English, learners must be able to understand words, but In fact around us sometimes students want to say something in English but they don't know how to express words appropriately due to lack of vocabulary.

In preliminary research at Junior High School 1 Maiwa, the researcher asked the English teacher about the students' capability in English, especially about their vocabulary mastery and their translation ability. She said that those students got difficulty in translating because they lack of vocabulary. In doing preliminary research, the researcher get the data of vocabulary mastery of the seventh grade of SMPN 1 Maiwa if the vocabulary mastery and students' translation ability still lower.

Based on the background above, the researcher is interested in searching the correlation between student's vocabulary mastery and their ability in translation English text into Indonesia. This research is done for the intention of exploring about is there a correlation between vocabulary mastery toward translation ability at SMPN 1 Maiwa especially translation in teaching learning area not professional translator.

B. Research Question

Based on the background above, the researcher formulates the research question as follow:

1. How is the student's vocabulary mastery at the first grade of SMPN 1 Maiwa?
2. How is the student's translation ability at the first grade of SMPN 1 Maiwa?

3. Is there any positive Influence of student's vocabulary mastery toward ability in translating English text into Indonesia at the first grade of SMPN 1 Maiwa?

C. Research Objective

Relation with the problem statement, the objectives of the research are:

1. To identifying the student's vocabulary mastery at the first grade of SMPN 1 Maiwa.
2. To identifying the student's translation ability at the first grade of SMPN 1 Maiwa.
3. To find out the Influence of student's vocabulary mastery toward students' ability in translating English text into Indonesia at the first grade of SMPN 1 Maiwa.

D. Research significance

The result of this study will be benefit like us provide additional knowledge about vocabulary and translation study to the teachers, students, and future researches.

1. The English teachers

The result of this study will be useful as a reflection in order to increase and develop their method in teaching vocabulary relating to importance in their translation ability.

2. Students

The finding of the research will be motivating them to practice vocabulary by translation activity more than they did before. It also will encourage them to learn English by improving their vocabulary mastery through some fun ways.

3. Further researchers

The researcher hopes that this research will be useful for the further as the reference to make a further research. It is expected to future researcher to conduct the same research on wider area. So, it will be more advantages to development of English education.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Previous Research

In this part, the researcher review some result of their studies as follow:

1. Hadrawati in her research conclude that the students' comprehension in vocabulary mastery is higher than their reading comprehension; it was make their reading comprehension getting better.¹
2. Yuanita novikasari in her research conclude that there is a significance positive correlation between the vocabulary and translation ability of the eleventh grade student of SMA Negeri 1 Blora in the academic year of 2010/2011.²
3. Anggi yogi saputra in his research conclude that the researcher's assumption was revealed that vocabulary mastery and translation ability were correlated significantly which the value of the significant generated Sig. (P_{value})= 0.000 < α = 0.05. it can be revealed from the hypothesis testing.³

B. Some Pertinent Ideas

1. Definition of Vocabulary

Learning English cannot be separated from vocabulary. Vocabulary is generally the basic that must be learned first by learners. Vocabulary can be defined as knowledge of words, the meaning of words, and the use of words to

¹Hadrawati,"Correlation Between Reading Comprehension Ability And Vocabulary Mastery of The Second Year Students of Ma Ddi Banua Majene,"(*Published Skripsi Stain Parepare*, 2009),P.39

²YuanitaNovikasari,"The Correlation Between Students' Vocabulary Mastery And Their Translation Ability of The Second Year Student of Senior High School of SmaNegeri 1 Blora."(*Skripsi Universitas Negeri Semarang*,2011),p.49

³Anggi Yogi Saputra,"The Correlation Between Students' Vocabulary Mastery And Their Translation Ability At The First Semester of Eleventh Grade of Man 2 Bandar Lampung In The Academic Year of 2017/2018."(*skripsi Universitas Islam Negeri Raden Intan Lampung*,2018),p.86

express their opinion through oral or written communication. In learning language, we will get a lot of new vocabulary. This vocabulary is combined into a meaning whole. Vocabulary is used as a first step to get to know the language more deeply. Learning vocabulary will help the learner in learning English language well.

Vocabulary has a fairly broad meaning. We can get it from dictionaries and also from language expert. Visnja Pavicic cited from Carter who stated that a word can be defined as the smallest meaningful unit of language.⁴ He also said that no one can define of a world clearly with satisfactory definition. For example, word “park” in sentence “my neighbors usually play at the park” and in sentence “I will park my car in front of the house”. The word”park” in first sentence means taman and the second one is parkir. Therefore to define vocabulary itself, many experts did it with different definition due to different background knowledge and different context.

John J. Pikulski in his journal defined Vocabulary as written in the American Heritage Dictionary as the sum of words used by, understood by, or at the command of a particular person or group.⁵ It means that every word we use in communicating in all situations, both formal and non-formal is part of the vocabulary. From this definition it can be interpreted that the vocabulary is an important unit in the communication process if someone wants to convey or receive the meaning, intent or purpose of one person to another.

⁴Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (Clevedon: Multilingual Matters, Ltd., 2008),p. 5

⁵John J. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to longterm Reading Succes*, Current Research in Reading/Language Art, (Boston: Houghton Mifflin Reading, 2004), 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.⁶ From the definition, we can conclude that vocabulary is one of the important aspects that we must to know if we want to communicate with other person.

According to Sabillal Risjad in the basic capital to become a successful translator is if you have basic skills, then you can be sure we will become a successful translator. This ability include: mastering source and target languages, having a large vocabulary stock, able to understand the contents of the manuscript to be translated, and mastering translation techniques.⁷

Based on theories above, one of them is mastery of vocabulary. if the vocabulary we master is very large, it will save time in translating. This means that we do not have to bother opening the dictionary although the limited vocabulary can be overcome by searching in the dictionary, this will be very troublesome and make the translation process take a long time. The more vocabulary we have, the faster the translation process will be.

2. Kinds of vocabulary

Dealing with the characteristic of the word, vocabulary divided into two kinds. They are active and passive vocabulary.⁸

⁶ Penny Ur, *A Course in Language Teaching; Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 60.

⁷Sibillal Risjad. 2018. Modal Dasar untuk menjadin penerjemah sukses. <https://sabillalrisjad.blogspot.com/2018/11/modal-dasar-untuk-menjadi-penerjemah.html?m=1>

⁸ Ruth Gains and Stuart Redman, *Working With Words A Guide To Teaching And Learning Vocabulary* (Cambridge: Cambridge University Press, 1986), p.65

a. Active vocabulary

Active vocabulary consists of those words over which one can use in his speech and writing. He knows the meaning of those words accurately. Active vocabulary refers to the productive side of language. It consists of the words one uses confidently because he understands their meanings and usage.

b. Passive vocabulary

The Passive Vocabulary consists of those words meaning of which can be understood when they appear in speech or writing of others but which we cannot use in our own speech and writing because we are not fully conversant with them. In passive vocabulary, people do not know the precise meaning of a particular word and he does not make use of those words in communication. Sometimes people can understand the meaning of that word only to a certain extent depending on the context. Passive vocabulary refers to the receptive side of language.

According to Nation, vocabulary is divided to four kinds based on frequency and range vocabulary often found in the language; those are high frequency words, academic words, technical words, and low frequency words.

a. High frequency words

High frequency words are words that contained approximately 3000 word families that most frequently occurred in conversational language. The 3000 word families are a more pedagogical criterion and based on Schmitt's research, it coverage 87% of words in formal text and 95% in

informal spoken text. Schmitt said that more vocabulary than 3000 words can make learners able to communicate in more situations than usual.

b. Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, education background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.

c. Academic word

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

d. Technical words

Low frequency word families which are used in particular discipline, profession, sport, culture or other special field. They are normally known only by people with an interest or expertise in relevant area.⁹

There are so many statements about kinds of vocabulary. Based on statement above, the researcher can conclude that vocabulary can be categorized based on frequency and characteristic, vocabulary is categorized based on characteristic because it is seen from how the choice of vocabulary which prioritizes the meaning of words when people speak. Vocabulary based on frequency because can be seen how often people use the word to communicate with the other.

Furthermore, vocabulary has been classified as the following:

⁹Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2001), p. 11.

a. Reading vocabulary

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.

b. Listening vocabulary

Listening vocabulary a person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

Writing vocabulary a person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

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 misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

e. Vocabulary growth

Vocabulary growth initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the

reading and writing vocabularies are attained – through questions and education – the anomalies and irregularities of language can be discovered.

3. How to teach vocabulary

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 the teaching of structure. According to Harmer there are some activities which are designed to teach and practice words and their various uses. Such as:

a. Presentation

Not all vocabulary can be learnt through interaction and discovery techniques. There are many occasions when some form of presentation or explanation is the best way to bring new words into class. For example, *Realia* (the teacher holds up the object of points to it, says the word and then gets the 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.*

b. Discovery

A number of discovery techniques can be found from simple matching task to more complex understandings of connotation and context.

c. Practice

The activities in the section are designed to encourage students to use words in an involving way, such as actions and gesture; bring, take, and

get.¹⁰ Here is a brief summary some of the researcher findings that are relevant to the subject of word learning:

d. 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 articulators loop just run and run. However, simply repeating an item seems to have little long term influence unless some attempt is made to organize the material at the same time.

e. Retrieval

Another kind of repetition is crucial is what is called the retrieval practice influence, 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.

f. 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.

g. 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.

¹⁰Harmer, J. *The Practice Of English Language Teaching*, (London: Longman, 1991), p. 161

h. Attention/arousal

Contrary to popular belief, you can't improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required.¹¹

4. Vocabulary mastery

Mastery in vocabulary is very important for students. This is more than grammar for communication purposes, especially in the early stages when students are motivated to learn the basics words. Without having a proportional English vocabulary, students will get some difficulty in using English. Vocabulary mastery can be measured by generalization requirements (able to define the words) and applications (select the appropriate use). It can be said that complete skill to understand the words and meanings of a particular language.

5. Vocabulary Classes

According to Thornbury, in learning vocabulary there is classification of word. They are noun, verb, adjective, adverb, conjunction, determiner, pronoun and preposition.¹² These will explain clearly as follows:

a. Nouns

Noun is one important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.¹³

¹¹ Scott Thornbury, *How To Teach Vocabulary*, (New York, Longman Pearson, 1976),p.24

¹²Scott Thornbury, *How To Teach Vocabulary*. p. 3

¹³Marcella frank, *Modern English: a Practical Reference Guide* (New Jersey : Prentice hall, inc, 1972), p. 6

Noun can be divided into some classes:

- 1) Proper nouns, usually capitalized in English, are names for a particular person or things. Examples: Robin, Alice, London, and Civil War.
- 2) Countable noun is a noun that indicates something you could actually count. For example, you could count pigs: one pig, two pigs, and three pigs.
- 3) Uncountable noun is a noun that indicates something you cannot count. For example: furniture, advise, information, and news.
- 4) Concrete nouns are a word for a physical object that can be perceived by the senses, we can see, touch, smell, the object. For examples: flower, coffee and children.
- 5) Abstract noun is a word for a concept; it is an idea that exists in our minds only. Examples: ability, success, beauty, mankind, and justice.

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

b. Verbs

Verbs usually denote processes, actions or states.¹⁴ In activities (run, walk, look, for), accomplishment (build, kill), achievement (recognize, find), and states (know, love, have).

For example in sentence:

We *walked* to the store yesterday the kinds of verbs are:

- 1) Intransitive Verbs

¹⁴Marjolijn Verspoor and Kim Sauter, "English Sentence Analysis: An Introductory Course" (Amsterdam : John Benjamins Publishing Company, 2000), p.91

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

2) Transitive Verbs

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

3) Ditransitive Verbs

Ditransitive verbs are verbs that take two objects in the sentence: a direct object telling “what” or “whom” and indirect object telling “to” or “for whom” the direct object is sent, give, buy and soon.¹⁸

Example:

He gave me a book He gave a book to me

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

c. Adjective

Adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun.¹⁵

The types of adjectives are:

1) Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third), and adjectives of indefinite

¹⁵Andrew Radford, et.al, *Linguistics: An introduction (2nd Ed)*, (New York: Cambridge University Press, 2009),p. 130

quantity (some, few, all).

2) Descriptive adjectives

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

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

d. Adverbs

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

Examples: Ken snores *loudly*

The baby cried *continually*

There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.¹⁶

1) Adverb of Manner

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

The music played *loudly*

2) Adverb of Time

These adverb have a fixed boundary in time; yesterday,

¹⁶Mark Lester, *English Grammar Drills*, (New York : The Mc-Graw Hill Companies, 2009), p.206-207

tomorrow, next, soon, late and early. For example: He arrived *last night*

She went to Malang *yesterday*

3) Adverb of Place

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

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

e. Conjunction

Conjunctions are the word “joins”. Conjunctions join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunctions: they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal.

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

Subordinating conjunctions are used to join subordinate.

Example: Although, because, since, unless.

f. Preposition

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

and so on.

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners: Definite and indefinite articles: a, an, the. Demonstratives: this, that, those, these. Quantifiers: a few, a little, much, many, a lot of, most, some, any and enough. Possessive: my, your, his, her, its, our, their. Numbers: cardinal, ordinal number.

g. Pronouns

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

1) Subjective Pronoun

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

2) Objective pronouns

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

3) Reflexive pronouns

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

4) Possessive pronouns

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

5) Demonstrative pronouns

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

6) Interrogative pronouns

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

7) Indefinite pronouns

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

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

4. Definition of Translation

According to Nida and Taber translating consists of reproducing in the receptor language the closets natural equivalent of the source language message, first in terms of meaning and second in terms of style.¹⁷ From this statement the research can conclude that in the translation process from the

¹⁷Nida,EugeneA.CharlesR.Taber,*The Theory and Practice of Translation* (Leiden: E.J.Brill, 1982), p.12

source language (SL) to the target language (TL) there is no significant change in meaning, it means that the meaning contained in the source language is still conveyed to the target language but in a form that is easy to understand both grammar and meaning.

Other definition of translation is the comprehension of the meaning of a text and 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 the target language. The product is sometimes called the target text.

5. The difficulties in translating

In translating, there are some difficulties we often find while translating text, they are: Different source language system with target language system, semantic complexity and statistic (literature language), Different ability level translation, written level quality of source language.

6. Principle of translation

The principle of translation is a set of rules that become the basic reference for consideration by the translator. The principle of translation can be divided into two groups:

- a. For a faithful translation to readers of the source language text, the following principles may be used as guidelines: Translation must be use source language, translations must reflect the style of the source language, translations must reflect the time when the original text was written (contemporary of the author), translation may not add or remove things in

the source language, certain literary genres must be preserved in translation.

- b. For a faithful translation to readers of the target language text, the following principles may be used as guidelines: The translation should provide an idea of the source language text, and not necessarily the text, the translation should feel like the original text in terms of flexibility, translation must have its own style, the translation must describe the time when the source language text was translated, translations may increase or decrease the source language text, translation does not have to maintain the genre.¹⁸

Other perception of principles translation that will be shaded light on by translator make up particular requirements in reducing a good or satisfactory translation. The principles are: The translator must understand perfectly the content and intention of the author whom he/she translating. The translator should have a perfect knowledge of the language from the translator and equality excellent knowledge of the language into language that translating. The translator should employ the forms of the speech in common sense. The translator should avoid the tendency to translate word of word, so is to destroy the meaning of the original and to ruin beauty of the expression. Through translator choice and order of words, the translator should produce a total overall Influence with appropriate.¹⁹

¹⁸Zuchridin Suryamianta, Sugeng Haryanto, *Translation: Bahasa Teori & Penuntun Praktis Penerjemahan* (kanisius 2003), p. 57

¹⁹Rahmawati "The Ability of The Students' Translation of Modal Auxiliaries Made By The Second Year Student of SMP Negeri 2 Sendana Kabupaten Majene" (*Makassar; UIN Makassar* 2009), p.14

7. Type of translation

According to Brisling, there are some types of translation. There are:

a. Pragmatic translation

It refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the SL form and it is not conveyed with other aspects of the original language version.

b. Aesthetic-poetic translation

It refers to translation in which the translator takes into account the affect, emotion, and feeling of an original version, the aesthetic form used by the original author, as well as any information in the message.

c. Ethnographic translation

Its purpose is to explicate the cultural context of the SL and TL versions. Translators have to be sensitive to the way words are used and must know how the word fits into cultures.

d. Linguistic translation

It's concerned with equivalent meanings of the constituent morphemes of the SL and grammatical form.

e. The Process of Translation

The translation process is a model that aims to provide an overview of how the thought process is carried out when translating. According to Dr. Ronald H. Bathagate, there are seven element, steps and integral parts in the process of the translation such:

- 1) Turning . Getting the feel of the text to be translated depend on their field of work, translator need to be able to produce the language of a poet or novelist, lawyer or economist, research, physicist or factory manager, advertising copywriter. Each 'register' as it is often called, demands a different mental approach, a different choice of words or turn of phrase.
- 2) Analysis. Once the translator has attuned his mind to the framework of the text to be translated, he will take each sentence in turn and split it up into translatable units words or phrases. He will also establish the syntactic relation between the various elements of sentence.
- 3) Understanding. After having split up the sentence to be translated into its elements, the translator will generally put it together again in a form which he can do this, will depend on his basic knowledge of the subject matter.
- 4) Terminology . Next steps is consider the key words and phrases in the sentence to make sure that apart from understanding the feeling what they imply., one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous nor offensive for the target language reader.
- 5) Restructuring. When all the bricks needed for the edifice of the target language text have been gathered or made, the translator will fit them together in a form, which is in accordance with good usage in the target language.

- 6) Checking The translator will doubtless check his draft translation for typing errors and passages where a second perusal suggests a more elegant or more correct translation. In addition, it is quite common for someone other than the translator to read through the finished translation and make or suggest changes.²⁰

There are opinions about the translation process, such as:

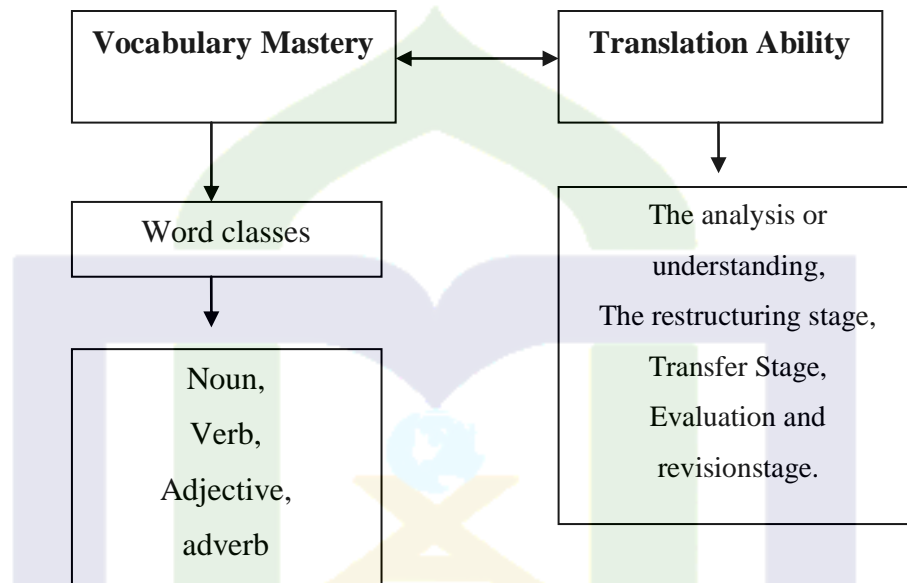
- 1) The analysis or understanding. In this stage, the structure of birth (or existing sentence) is analyzed according to grammatical relationships, according to word meanings, and even contextual meaning. This is a process of reverse transformation.
- 2) Transfer stage. In this stage, the material that has been analyzed and understood its meaning is processed by the translator in his mind and transferred from source language to target language. In this stage, a series of words has not been produce; everything just happens inside the translator.
- 3) The restructuring stage. This stage the translator tries to find the correct equivalent words, expressions, and sentence structures in target language so that the contents, meanings and messages in the source language can be conveyed completely in target language.
- 4) Evaluation and revision stage. After obtaining the translation result in target language, the results are evaluated or reconciled with the original text.²¹

²⁰Dr, Ronald H, Bathgate. *A Survey Of Translation Theory*. In Vann Tall (Holland:1981).p.25

²¹Zuchridin Suryamianta, Sugeng Haryanto, *Translation: Bahasa Teori&Penuntun Praktis Penerjemahan* (kanisius 2003)p.19

C. Conceptual Framework

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



Based on conceptual framework above, the researcher will present some underlying theories that are relevant to the research objectives. They are vocabulary mastery and translation ability. They are two important skills to transferring the resource language to the target language. This study, the researcher will find out the influence between students' vocabulary mastery and students' translation ability.

1. Hypothesis

Based on the related literature, the researchers formulates hypothesis as follows: There is significance positive Influence students' vocabulary

mastery towards ability in translating text into Indonesian at SMP N 1Maiwa.

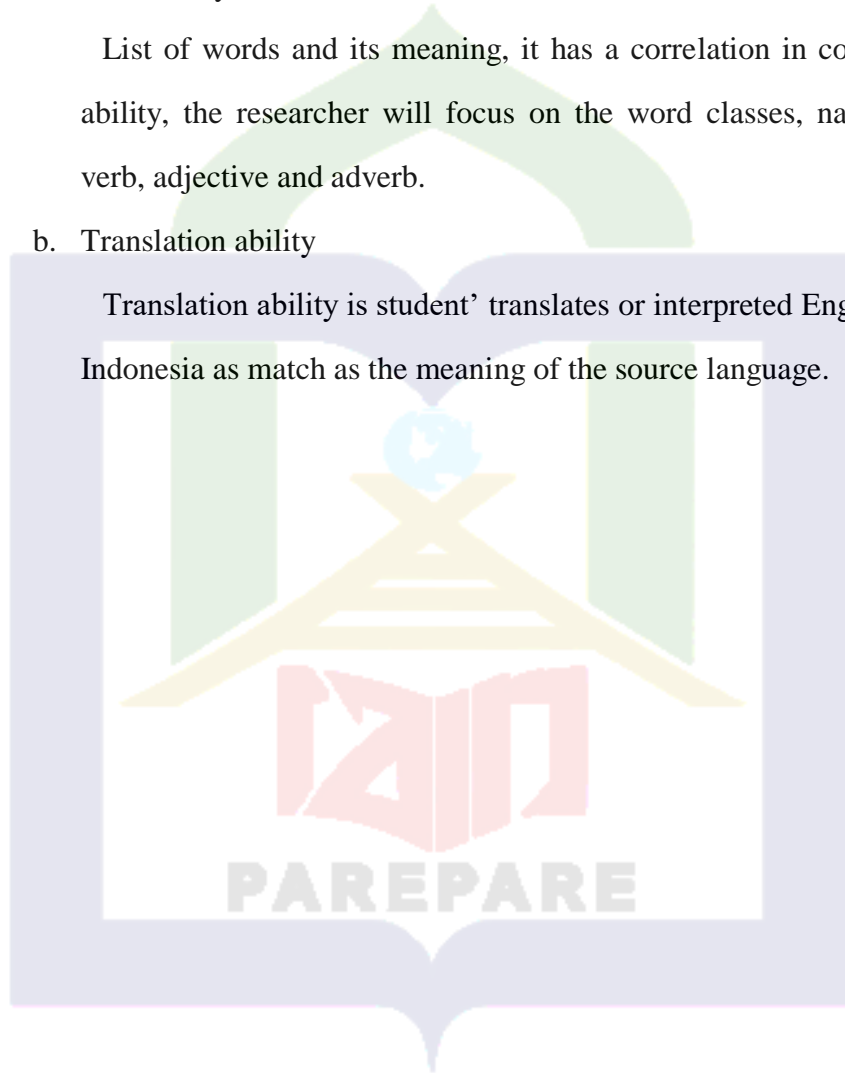
2. Operational Definition

a. Vocabulary

List of words and its meaning, it has a correlation in comprehension ability, the researcher will focus on the word classes, namely, Noun, verb, adjective and adverb.

b. Translation ability

Translation ability is student' translates or interpreted English text into Indonesia as match as the meaning of the source language.



CHAPTER III RESEARCH METHOD

A. Research Methodology

This research was a type of quantitative associative research with a quantitative correlation research design that examines the relationship between two variables. Quantitative research is generally not drawn from populations, is rarely needed and even more rarely used, especially if the population is large or geographically. The quantitative types are:

1. The independent variable (independent variable), is a single variable that is not influenced by other variables. In this writing, the researcher made vocabulary mastery, an independent variable given the symbol X.
2. Dependent variable (dependent variable), is a variable that is affected or which is due to the existence of an independent variable. In this study the dependent variable is ability in translation given the symbol Y.

The research design is as follows:¹



Where:

X = Vocabulary Mastery (Independent Variable)

Y = Ability in Translation (Dependent Variable)

B. Location and duration

The location of this research got place in SMPN 1Maiwa by focusing at the first grade of junior high school 1 Maiwa. Because this research was quantitative and

¹L. R. Gay dkk, *Educational research competencies for Analysis and Aplications* (America: Pearson Education, 2012), p. 130.

have a several time to collect and analyze the data, so the researcher planed 30 days for this research.

C. Population and Sample

1. Population

Scarvia in sugiyono stated that a population is a set or collection off all elements processing one or more attributes of interest.² The population of this research was the second year students of SMP N 1Maiwa. There are two classes in the second year student of SMP 1Maiwa which are 48 students. The total number of them can be seen in the following table:

Tabel 3.1 Population

No	Class	Total
1	VII 1	24
2	VII 2	24
	TOTAL	48

2. Sample

Sample is the selected element (people or objects) chosen for participant in a study; people are referred to as a subjects or participants. In taking the sample of this research, the research used simple random sampling, by taking 17 students from class VII 1 and 17 students from class VII 2 as sample, so, the total of sample was 34 students.

D. Instrument of Research

Instrument is the important thing in an experiment in which the reliability of the instrument was automatically affects the reliability of the data obtained. In line

²sugiyono. *Metode Penelitian Kuantitatif Kualitatif R & D*. (Bandung: Alfabeta, 2010),p.115

the purpose of this study that is found out the Influence of students' vocabulary mastery toward ability in translation English into Indonesia. The instrument used vocabulary test and translation test as the instrument.

For the vocabulary test, the researcher used multiple-choice type in order to facilitate the students to answer the test. The vocabulary test was covering the recognition of noun, verb, adverb and adjective for the context. While in the translation test, the students will ask to translate an English text into Indonesia.

E. Procedure of Collecting Data

Collecting data is the most important step in conducting the research. In collecting data in this research, the researcher used a test. According to Donalary, test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.³It means that a test is a device that contains a series of the task to do or questions to be answered by someone to measure the one aspect specific behavior. Thus, the function of the test is as a tool to measure.

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

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

³DonalAry,Jacobs,L.C.,Sorensen,C.,Razavieh, *Introduction to Researching Education* (Blemlton : Wadsworth, Cengage Learning,2006),p.201

F. Technique of Data Analysis

1. Descriptive Analysis

The researcher was applied the process of analyzing data as follow:

Scoring the students answer based on the variable of the research, in this case, the researcher has noted all the students' score given by the teacher.

Tabel 3.2 The classification

KKM English subject	Ket.
>60	Tuntas
<60	Tidak tuntas

Source: value of KKM in English subjects at the first grade of SMP N 1 Maiwa

Table 3.3 Translation Criteria Assesment

Language Setup		
1-Give appropriate weight to the four following categories (total must up to 100%)		
Categories	Accuracy	50%
	Grammar	50%
Total		100%

The various sub-categories have weighting, two:

2-Within the Accuracy category, give appropriate weight to the four following items (total must add up to 100%)		
Accuracy	Incorrect meaning (arti)	30%
	Inconsistent terminology	10%
	Untranslated SL	10%
Total		50%
1. Within the Grammar category, give appropriate weight to the four following items (total must add up to 100%)		
Grammar	Spelling errors	20%
	Typos	10%

	Grammar errors	10%
	Punctuation errors	10%
	Total	50%

The researcher was applied the process of analyzing data as follow:

2. Mean

Finding out the mean score used the following formula:

$$\text{Score}(x) = \frac{\sum xi}{N}$$

Where:

X : Mean

$\sum xi$: Total Score

N : Total Number of Sample⁴

2. Standard Deviation

In analyzing the data, researcher was review the data from the respondent by follow the formula below:

$$S = \sqrt{\frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n x_i)^2}{n(n-1)}}$$

Where:

S^2 = Ragam or sample Varian

S = Standard Deviation

N = Number of Sample

I = data number (i=1, 2, 3.....N)

X_i = Data to (i=1, 2, 3.....N)⁵

3. Percentage

Finding out the percentage used the following formula:

²⁷Sugiyono, *Statistika Untuk Penelitian* (Edisi 21), (Bandung: Alfabeta CV.2010), p.228

⁵Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta:BumiAksara. 2010),p.298

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

Where:

P = the percentage

F = frequency of the percentage is being calculated

N = number of cases

2. Inferential Analysis

Regression Analysis

Analyzing the data above, researcher reviewed her data from the respondent by follow the formula below:

$$Y' = a + bX$$

Where:

Y' = Dependent Variable

X = Independent Variable

a = Constanta

b = Koefesien Regression

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. The researcher showed the findings of the vocabulary test and translation test which conducted in SMP 1 Maiwa. These findings divided into two kind classes, which showed specifically about the students' vocabulary mastery and also the students' translation skill.

1. Description of Vocabulary Test

Table 4.1 Description of Vocabulary Result based on KKM

CLASS	KKM			
	<60		>60	
	F	%	F	%
VII 1	-	-	17	100
VII 2	-	-	17	100

Based on the table 4.1 can be explained that all students get more than KKM score, it can be said, all the students are passed the lesson because the score is more than KKM setting by English teacher, for the next step, in generally, the mean of the vocabulary mastery can be seen on table below:

Table 4.2 Result of Vocabulary Test

Class	Mean	StandarDeviasi	N
7.1	75.01	9.36	17
7.2	75.01	7.18	17
Total	75,01	8.27	

2. Description of Translation Test

Table 4.3 Description of Translation Test

Class	KKM			
	<60		>60	
	F	%	F	%
VII 1	9	52%	8	47%
VII 2	5	29%	12	70%

Based on the table 4.3 can be explained that In class VII 1 there are nine people who get the score below KKM and there are eight people who get a score above KKM. While in class VII 2 there are five people who get the score below KKM and there are twelve people who get a score above KKM. For the next step, in generally the mean of the translation ability can be seen on table below:

Table 4.4 result of translation ability test

Class	Mean	SD (Standard Deviation)	N
VII 1	53.02	39.03	17
VII 2	69.06	37.08	17
Total	61,04	38,05	

3. Assumption Test analysis Regresi

Analysis Regresi is a statistical analysis method used to see the influence between two or more variables. Before doing the regression test, as first as the researcher should done prasyarat test that normality test, outlier test and linearitas test:

4. Normality Test

Normality test is certain test used for normality distributed either normal or not before conduct analysis parametric.

Table 4.5 Normality test for vocabulary mastery

		Class VII 1	Class VII 2
N		17	17
Normal Parameters ^{a,b}	Mean	75.0976	75.0982
	Std. Deviation	9.36325	7.17839
Most Extreme Differences	Absolute	.178	.178
	Positive	.178	.178
	Negative	-.117	-.120
Kolmogorov-Smirnov Z		.732	.734

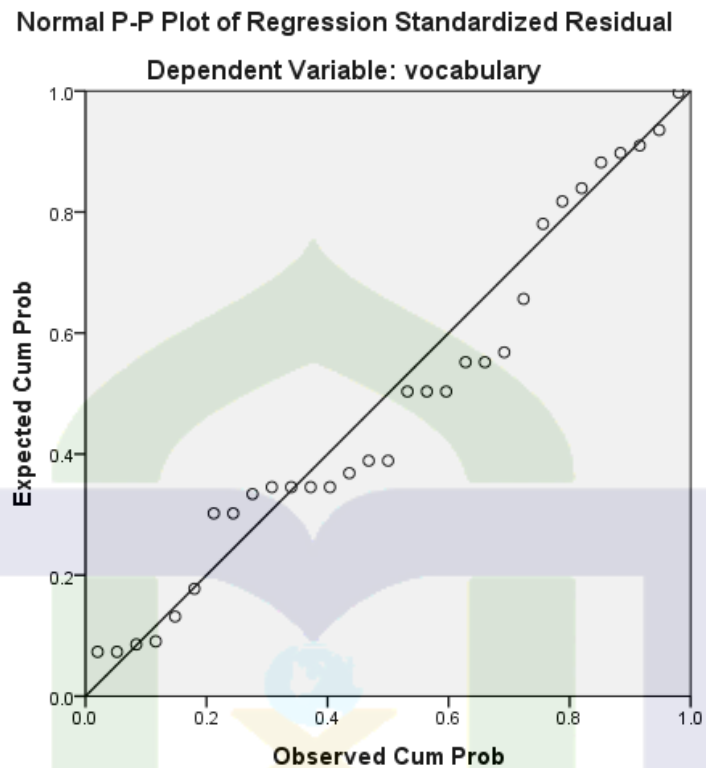
Asymp. Sig. (2-tailed)	.658	.654
------------------------	------	------

Based on the table 4.5 showed the result data of vocabulary test class 7.1 distributed normal ($\text{sig} = 0.658 > 0.05$). As similar as class 7.2 distributed normal ($\text{sig} = 0.654 > 0.05$). It means that the data above was distributed normal, besides that, the data must be normal distributed for moving to the next step of analyzing.

Table 4.6 Normality Test for Translation ability

		Class VII 1	Class VII 2
N		17	17
Normal Parameters ^{a,b}	Mean	53.2353	69.6471
	Std. Deviation	39.3216	37.8152
		4	4
Most Extreme Differences	Absolute	.220	.324
	Positive	.208	.211
	Negative	-.220	-.324
Kolmogorov-Smirnov Z		.907	1.335
Asymp. Sig. (2-tailed)		.383	.057

Based on table 4.6 showed that translation test for class 7.1 distributed normal ($\text{sig} = 0.383 > 0.05$) as similar as class 7.2 distributed normal ($\text{sig} = 0.057 > 0.05$). It means that the data above was distributed normal, besides that, the data must be normal distributed for moving to the next step of analyzing.

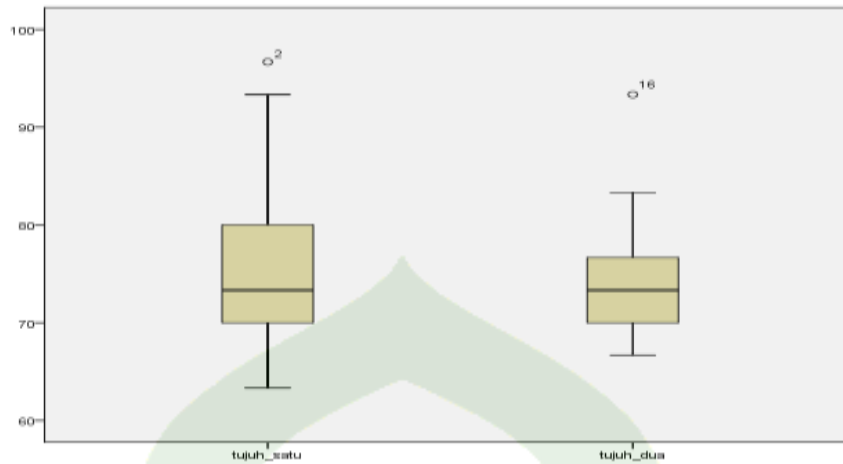


Graph 4.1 plot of regression

Based on the data above, it explained that the line is horizontal so it said that the data is distributed normal.

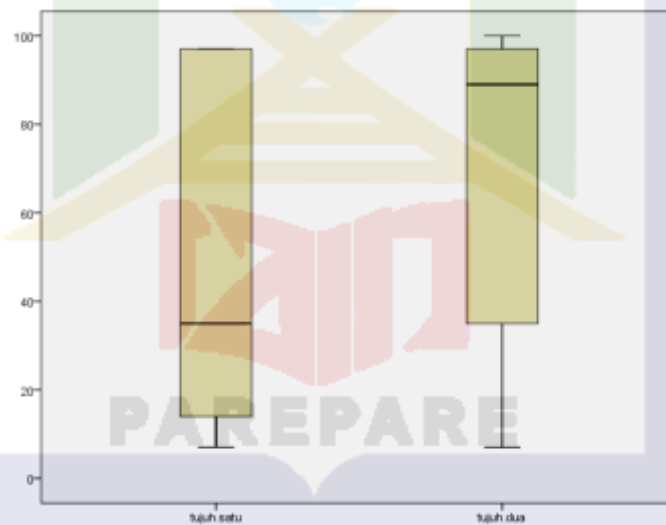
5. Outlier test

An outlier is an observation that appears to deviate markedly from other observation in the sample. Identification of potential outliers is important for the following reasons. An outlier may indicate bad data. For example, the data may have been coded incorrectly or an experiment may not have been run correctly.



Graph 4.2 Outlier test vocabulary mastery

For outlier test is used graph boxplot. From the graphic above showed that the second respondents' class 7.1 and sixteenth respondent for class 7.2 showed extreme data, it must be put out.



Graph 4.2 Outlier Test for translation ability

From the graphic above showed that, there is not extreme data, so there is not data should be put out.

6. Regression Test

a. Regression Model Test

Regression test used for more variable in identifying either each variable affected or disaffected.

Table 4.7 Correlation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.375 ^a	.141	.111	6.32040

Based on the table 4.7 above, it showed correlation score between vocabulary and translation was 0.375, its mean that there was correlation between vocabulary and translation where the score (0.375) can included in the middle category. It can be seen from table below:

Category of correlation	Ket.
0.10 - 0.29	small
0.30 – 0.49	Middle
0.50 – 1.00	High

Source: cohen (1998), p. 79-81

Table 4.8 Anova test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	189.452	1	189.452	4.743	.038 ^b
	Residual	1158.476	29	39.947		
	Total	1347.928	30			

Table 4.8 coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	69.4872	2.238		31.042	.000
	Translation	.066	.030	.375	2.178	.038

The result of the coefficients above can be interpreted that:

1. Constants value is 69.487 refers to the independent variable (vocabulary).
2. Regression coefficient X is 0.066 shows positive value, which interpreted as far as positive influence.

Based on the findings above, it can be concluded that, there is significance positive Influence students' vocabulary mastery towards ability in translating text into Indonesia at SMP N 1Maiwa. It means that if a student has good vocabulary mastery so it can make the students easier to translate a test.

B. Discussion

In this section the researcher will explain the effect of vocabulary mastery on the ability to translate English text into Indonesian at junior high school 1 Maiwa. In this case the researcher used multiple choice tests and essays to find out how the students' vocabulary mastery and their ability to translate the English test into Indonesian.

1. Vocabulary mastery

Vocabulary has a very essential role in mastering foreign languages, especially English. Vocabulary can be defined as a collection of words understood by someone. In a broader understanding vocabulary is not only limited to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationships between words, phrases, word categories and phrases. This shows that vocabulary not merely a collection of words that we memorize and know their meaning but also the learning process in arranging these words.

Without mastering adequate vocabulary, students not only have difficulty communicating but even cannot communicate at all. In addition, without understanding vocabulary and grammar, students will face problems in accessing information and operating their electronic devices like dictionary. Observing the importance of English, learning English in the classroom must use the proper strategy, attract and involve students, in order to improve language competence.

Teachers can use various ways to introduce words such as using real objects, pictures, mimics, gestures, descriptions, examples, synonyms, antonyms or translations depending on the vocabulary being taught. At the stage of teaching word forms, students were asked to listen to the teacher's way of saying words which were then followed by students. Students can see the worksheets in which there were pictures that show the meaning of the word and how to pronounce the word as it is in the dictionary.

In this result, from the results of the researchers' findings at the time of data collection at SMP Negeri 1 Maiwa in class VII 1, after the researcher examined the results of student exam, the average results concluded that students had an average of 75.01 grades. In vocabulary test this value can be categorized as quite good, based on the KKM score in the school, which are minimally 60. The number of students sampled in class VII 1 was 17 out of a total of 24 students. When the researcher collected the data the researcher also interacted indirectly through the WhatsApp group where the researcher used English then some students also responded to the researcher using English even though he still mixed with Indonesian.

Researchers did simple observations of students where from the results of observations it was found that they still experience obstacles in learning English because they think that English is a difficult subject to understand, especially in the pronunciation of every word that is different from Indonesian and they were still being said. Lack of vocabulary mastery because seen from the answers on the tests that have been given, there were still many students who do not know some of the meanings of words arranged in sentences. They

also still feel lazy to memorize vocabulary while memorizing vocabulary is one way for students to be able to master vocabulary.

The researcher did simple observations, the researcher got the fact that some of the students had learned a lot of vocabulary but they didn't know how to use it in conversation. And also the answers from some students related to the obstacles why they think learning English is difficult because they feel embarrassed and afraid, embarrassed when speaking English and afraid of being laughed at when they make mistakes.

Vocabulary mastery necessary support easier in English arranging but also to help in speaking in English needed a lot of vocabulary could be able to convey what we want to convey to others.¹ That is why vocabulary is very important to teach from an early age because vocabulary greatly affects 4 skills in English and moreover the basic meaning should be mastered, it stated that vocabulary look up a word, the main thing that you want o know is its basic meaning which used in daily life.²

The researcher can conclude that in class VII 2 vocabulary mastery was quite good because it has an average of 75.01 where the value is above the predetermined average KKM, namely 60.00. The researcher has also done simple observations about what is the difficulty of students in learning English. , and obtained answers that were almost the same as in class VII 1, namely most students have difficulty interpreting the text because of the lack

¹I.S.P. Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2001), p. 11.

²Scott Thornberry.*How To Teach Vocabulary*. p. 3

of vocabulary they know. And also students feel less enthusiastic in learning English because they find it difficult to understand the meaning in the English text because of limited vocabulary.

2. Translation ability

Translating ability related to basic language skills, namely reading and writing, and also required to have good language skills so that the translation can be clearly understood and does not shift from the meaning expression being translated.

Mastery of a foreign language is needed, both to communicate with other people of different languages, and to obtain information from books or writings. To be able to obtain information from books or foreign language writings, translation skills called translation skills were needed. There were many obstacles in translation, especially in learning English, such as a lack of understanding or insight into text themes, lack of vocabulary.³

The ability to translate is a very important ability for a learner because this ability can make them know more about the development of other parts of the world in the fields of science, culture and so on. The ability to translate requires thinking, because learners were required to reconstruct a text into the target language without changing the meaning contained in the source language. Translating is a job that involves a set of theories or knowledge, but the ability to translate well is an art.⁴

³JC.Catford A, *Lingustic Theory of Translation*(new York: oxford university press, 1965).p.29

⁴Harmer,J. *The Practice of English Language Teaching*,(London:Longman, 1991).p.102

Translating is delivering the news contained in the source language into the language of the recipient so that the content is really close to the original and the same. To produce a translation that is the same in meaning as the original essay does not mean that a translator must imitate the original form, but how he is able to convey the message into the language of the recipient and not maintain the original form in the translation result.

Translation is a procedure for converting a text from the source language into the target language with the optimal equivalent and requires the translator's understanding of the syntax, semantics, stylistics, and context of the original text. translation is not based on word for word or sentence by sentence, but the main thing is the context of an authentic text in which the translator must strive for such an understanding of the sentence and the meaning and style or style contained therein, and not only limited to understanding, but more than that, namely being able to translate the language into the target language.

Translation is understood as a change or transfer of the source language text into the target language, by ensuring that the external (express) meaning of the two is more or less equal.⁵While the structure of the source language will be kept as close as possible, but not too close because the structure of the target language will be difficult to change.

Translation implies producing a message or message in the source language with the closest equivalent in the recipient's language, both in terms of meaning and style and style. To produce the mandate, grammatical and

⁵Andrew Radford, et.al, *Linguistics :An introduction (2nd Ed)*, (New York : Cambridge University Press, 2009),p. 130

lexical adjustments were required. In this case, The ability of a translator to pay attention to the style and style used by the author in the source language, in addition to trying to adjust grammar and lexical, and being able to translate the meaning of a message or message with a close equivalent between the two languages.

Analyzing from the results of the test of translating English text into Indonesian, it can be concluded that class VII 1 was categorized as weak. Class VII 1 has an average of 53.02, which is still in below of the predetermined KKM, which were 60.00. In class VII 1 there were 9 people who got scores below 60.00 with almost the same constraints, namely errors in interpreting words and there were some students who did not translate at all on the grounds that they did not know how to translate the text. That was why students must be equipped with a lot of vocabulary in order to help students translate English text into Indonesian. As state that in measuring the data. Students performing should be acquisition on the method of learning when it's had high score of quantitative score of criteria score.⁶

While the ability to translate students in class VII 2 was categorized as quite good because it has an average of 69.06 which has exceeded the predetermined KKM standard, namely 60.00 where there were 12 students who have a score above 60.00 while 5 students get a score below an average, most of them which have the same constraints namely didn't know the meaning of the text.

⁶Harmer, Jeremy. *How to Teach English: an Introduction to the Practice of English Language Teaching*. England: Addison Wesley Longman. 1998.

3. Vocabulary Mastery influence Translation Skill

The third problem formulation, the researcher conducted several tests before knowing whether there was a positive influence between vocabularies on the ability to translate, the researcher first carried out a regression test to determine whether there was a relationship between the dependent variable and the independent variable.

Furthermore, the researchers carried out the normality test where the normality test aims to determine whether the data is normally distributed or in other words the normality test was a test to determine whether the data obtained from the field or in accordance with a certain theoretical distribution. Many researchers assume that if a lot of data or samples were more than 30, then the data can be said to be normally distributed, but in reality this is not always the case because sometimes even though the number of samples has reached hundreds, the data can still not be normally distributed. This was because the sample does not delivered from a normally distributed population. But here the researcher tried to test whether the data that the researchers get in the field really has a normal distribution. From the results of the normality test it was found that the vocabulary data of students for class VII 1 ($\text{sig} = 0.658 > 0.05$) and class VII 2 ($\text{sig} = 0.654 > 0.05$) can be said that the data for class VII 1 and VII 2, especially on vocabulary understanding. While the translation skills for class VII 1 ($\text{sig} = 0.383 > 0.05$) while for class VII 2 ($\text{sig} = 0.057 > 0.05$) both were said to be normally distributed.

Data that was normally distributed can also be seen from the boxplot graph where the data is around the line; this shows that the variable data is

normally distributed. Furthermore, the researchers tested the outlier data, also known as outlier data. Outlier data were observational data that appear with extreme values. What is called extreme value is a value that is much different or completely different from most of the other values in the group. The outlier data test can affect assumptions such as normality test, linearity and variance homogeneity. Even worse, these outliers can affect the conclusion of the study from the results of statistical tests. There were several factors that usually cause outlier data to appear.

After the researcher tested the outlier data, there were 2 respondents who had extra values in the vocabulary data, namely the second respondent in class VII 1 who had a value of 98 while in class VII 2, namely the 16th respondent who had a vocabulary value of 93 which Based on the criteria, the data was classified in the fourth point, namely the facts in the field so that the data must be cleaned or issued Whereas the translation data seen from the boxplot graph shows that there is no extreme data or no data that needs to be released.

Furthermore, the researcher conducted a linearity test where there were several tests, namely the regression test

The regression analysis/test is a study of the relationship between one variable, namely the explained variable (dependent variable) with one or more variables, namely the independent variable. If there is only one independent variable, the regression analysis is called simple regression. If the independent variable is more than one, the regression analysis is known as simple linear

regression. It is said simple because there were several independent variables that affect the dependent variable.

Before conducting the ANOVA test, the researcher first conducted a regression test. In this test, the researcher wanted to find out whether there was a relationship between the dependent variable and the independent variable and from this data the results were obtained ($\text{sig} = 0.375$) and were categorized as having a sufficient relationship according to Cohan 1998 theory.

After conducting the regression test and the results obtained that there was a sufficient relationship between the dependent and independent variables, the researcher conducted an anova test.

Anova was used as an analytical tool to test the research hypothesis which assesses whether there is a difference in the mean between groups. The final result of the ANOVA analysis is the value of the F test or F count. The value of F Calculate this which will later be compared with the value instable. If the calculated f value is more than f table, it can be concluded that accepting H1 and rejecting H0, which means that there is a significant difference in the mean in all groups.

The ANOVA test results, the results were $\text{sig} = 0.038$, where these results indicate that there is an effect of the dependent variable on the independent because it is less than 0.05.

This research was supported from several research findings which previous research conclude that there is a significance positive correlation between the vocabulary and translation ability of the eleventh grade student of

SMA Negeri 1 Blora, it was identified from the quality of the students toward vocabulary mastery, which exactly found either students mastery impact their translation performing.⁷

Based on the data, vocabulary mastery influence the translation ability, it also mentioned that students who had strong memory on mastering vocabulary impact toward their performing for transferring data at paper (translation).⁸

The influence between translation and vocabulary also mentioned on Larson theory that reconstructing translation from source language to target language using lexicon and grammatical while mastering basic word of language target.⁹

This research finally found the result of students who can memorize more vocabulary will accept and translate the word more than who don't memorize any vocabulary, the process of translation would be very important because transferring word from source language to target language or opposite aspect.

⁷Yuanita Novikasari,"The Correlation Between Students' Vocabulary Mastery And Their Translation Ability of The Second Year Student of Senior High School of Sma Negeri 1 Blora."(*Unpublished Skripsi Universitas Negeri Semarang,2011*),p.49

⁸Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (Clevedon: Multilingual Matters, 2008 Ltd)

⁹Larson, Mildred L.*Meaning based translation*, (Lanham:University Press of America, 1984)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. Students Vocabulary Mastery

Students Vocabulary mastery was categorized as quiet good because it was seen from the result of the test that had been given to the students to test their vocabulary mastery, the result of the test was showing that the average of students vocabulary mastery above of KKM as the standard score in school for English lesson, however, the students vocabulary mastery must be improved on how the students can be more mastery in vocabulary.

2. Students Translation Ability

The students translation ability for was categorized quite good because of the average had below of standard score, it shown that the student get average score more than the standard even not to maximum score, after analyzing the score of the translation test, it can be concluded that, both of the class had similar problem on translation performing where they still have difficult in translation the English word to Indonesian.

3. The Influence of Vocabulary Mastery toward Translation Ability

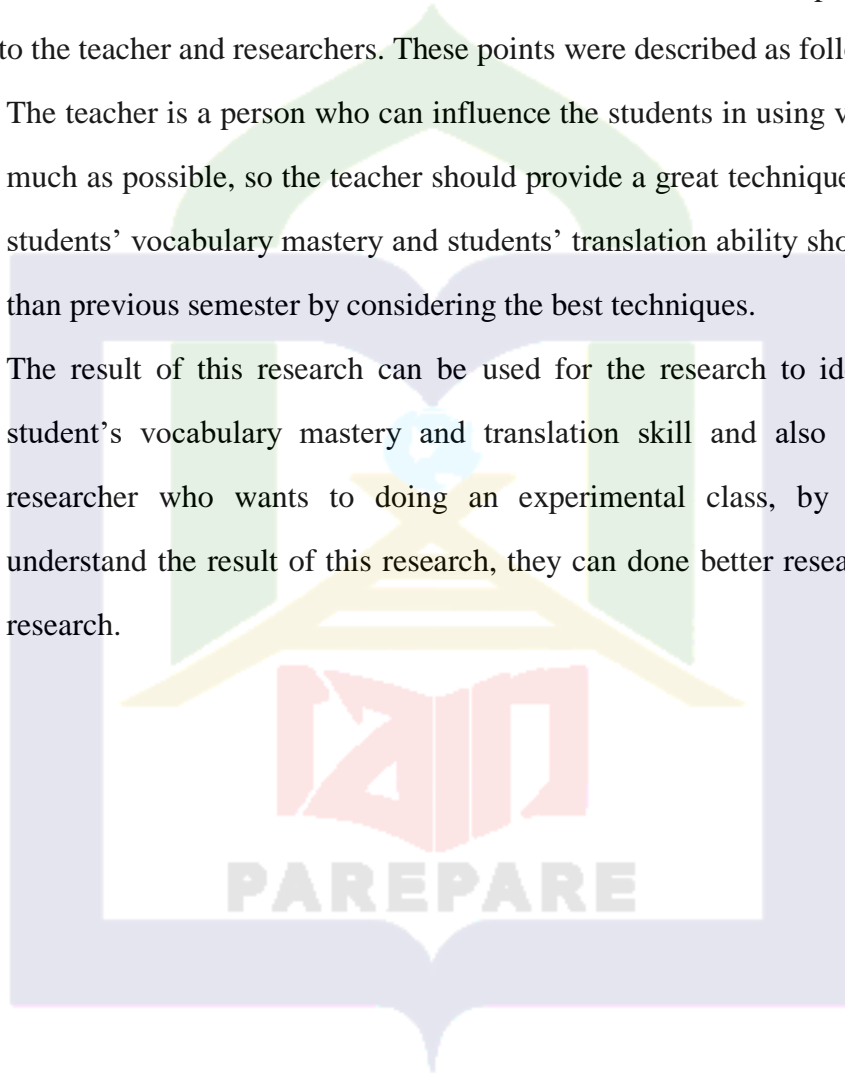
Based on the result of the SPSS software, in identifying either the vocabulary mastery gave any positive effect to the translation ability, the researcher done an analyses data by software which valid data, it showed that

there was positive influence of vocabulary mastery toward translation ability at the first grade of SMP 1 Maiwa.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teacher is a person who can influence the students in using vocabulary as much as possible, so the teacher should provide a great technique in teaching, students' vocabulary mastery and students' translation ability should be better than previous semester by considering the best techniques.
2. The result of this research can be used for the research to identifying the student's vocabulary mastery and translation skill and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.

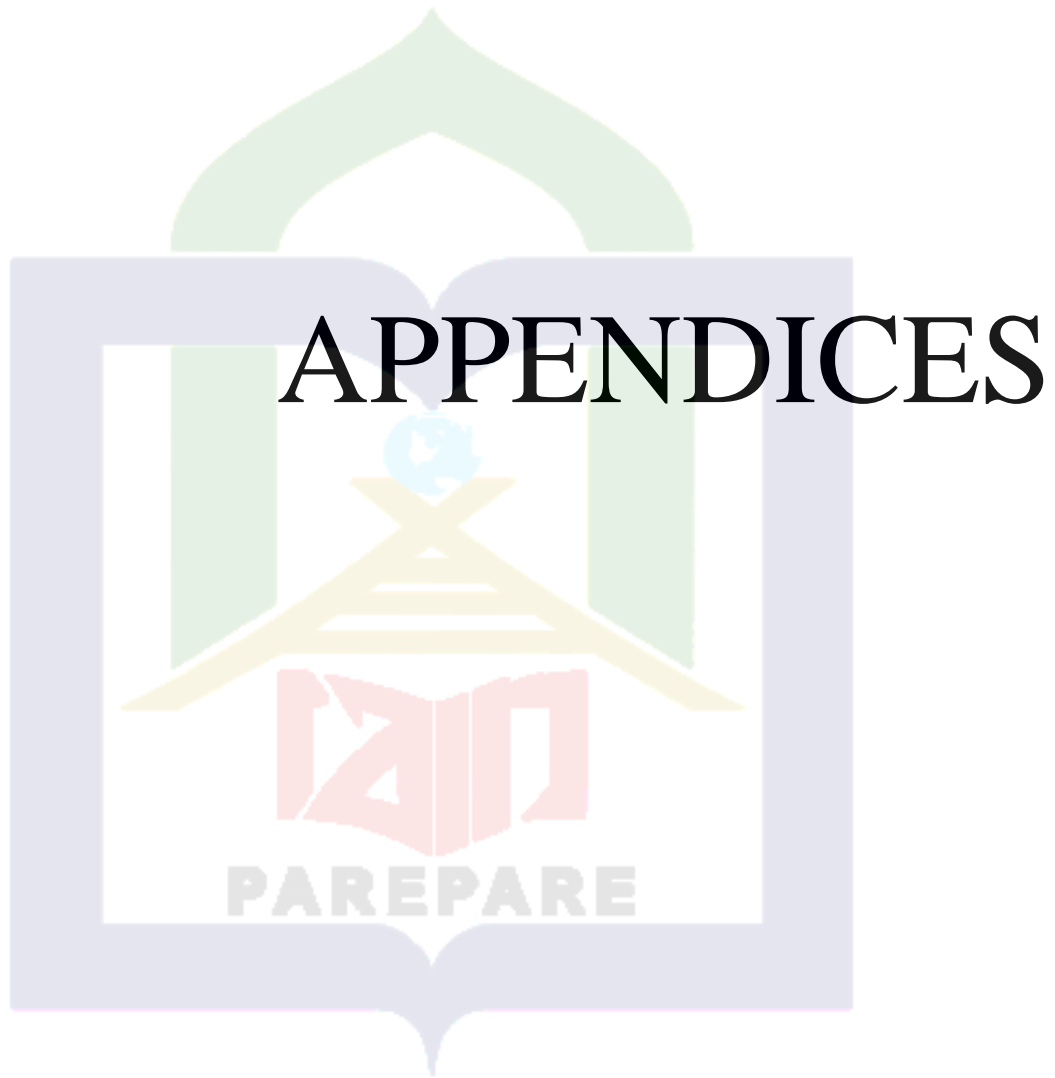


BIBLIOGRAPHY

- Gerald P. Delahunty James J. Garvey. *The English Language from Sound to Sense*, Library of Congress Cataloging-in-Publication Data. 2010.
- Hadrawati, Correlation Between Reading Comprehension Ability And Vocabulary Mastery of The Second Year Students of Ma Ddi Banua Majene,"Unpublished Skripsi Stain Parepare, (2009).
- Harmer,J, *The Practice Of English Language Teaching*. London: Longman, 1991.
- JC.Catford A, *.Lingustic Theory of Translation* (new York:oxford university press, 1965.
- John J. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to longterm Reading Succes, Current Research in Reading/Language Art*, Boston: Houghton Mifflin Reading, 2004.
- L.R. Gay, *.Educational Research Competencies for Analysis and Application*.Second Edition Colombus, Ohio: Charles E. Meril publishing, 2009.
- L.R. Gay, *Educational Research Competencies for Analysis and Application*. 2012
- Larson, Milden L. *Meaning based translation*.(Lanham: University Press of America, 1984)
- Nation, *Learning Vocabulary in another Language*, Cambridge: Cambridge, 1975
- Nida,EugeneA.Charles R., Taber, *the Theory and Practice of Translation* Leiden: E.J.Brill, 1982
- Penny Ur., *A Course in Language Teaching; Practice and Theory*, (Cambridge: Cambridge University Press, 1996.
- Rahmawati, "The Ability Of The Students' Translation Of Modal Auxiliaries Made By The Second Year Student Of SMP Negeri 2 Sendana Kabupaten Majene." *Makassar; UIN Makassar*. 2009.
- Ronald H, Bathgate, *A Survey Of Translation Theory*.In Vann Tall:Holland, 1981.
- Ruth Gains and Stuart Redman, *Working With Words A Guide To Teaching And Learning Vocabulary* .Cambridge: Cambridge University Press, 1986..
- Saepudin.et all. . *Pedoman Penulisan Karya Ilmiah (Makalah dan skripsi)* Parepare: STAIN, 2013

- Scott thornbury. *How To Teach Vocabulary*. New York, Longman Pearson, 1976.
- SibillalRisjad. *Modal Dasar untuk menjadi penerjemah sukses*.
<https://sabillalrisjad.blogspot.com/2018/11/modal-dasar-untuk-menjadi-penerjemah.html?m=1>, 2018
- Sugiyono, *Statistika Untuk Penelitian*. (Edisi 21), Bandung: Alfabeta CV, 2010
- Sugyono. *Metode Penelitian Kuantitatif Kualitatif R & D*. (Bandung: Alfabeta, University Press, 2010.
- Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Edisi Revisi). Jakarta: PT. Bumi Aksara, 2005.
- Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, Clevedon: Multilingual Matters, Ltd., 2008.
- Yogi Saputra Anggi. "The Correlation Between Students' Vocabulary Mastery And Their Translation Ability At The First Semester of Eleventh Grade of Man 2 Bandar Lampung In The Academic Year of 2017/2018." skripsi Universitas Islam Negeri Raden Intan Lampung, 2018.
- Yuanita Novikasari, *The Correlation Between Students' Vocabulary Mastery And Their Translation Ability of The Second Year Student of Senior High School of Sma Negeri 1 Blora*." (Skripsi Universitas Negeri Semarang, 2011.
- Zuchridin Suryamianta, Sugeng Haryanto, *Translation: Bahasa Teori & Penuntun Praktis Penerjemahan* (kanisius), 2003.





APPENDICES

Appendices 1: Vocabulary Score Class VII 1

No	Score	Nomor Soal																														Jumlah Skor	Skala nilai				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
1	Nilai Maximum	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
																																					30
																																					100

No	Nama	Nomor Soal																														Jumlah Skor	Soal			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
1	marsha adila shafana	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	24
2	muhammad argha wijaya	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	29
3	zalsabila Aulia	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	22
4	nadiyah ulya muyassarah	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
5	muliani	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	19
6	suci ramadhani	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	21
7	sri selviani	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	23
8	nurwulan suci	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	22
9	wahyu	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	19
10	fariq fahras	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	21
11	khairunnisa izza ramadhani	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	23
12	cahaya suci	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	24
13	fauziah amelia	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	21
14	dian saputra	1	1	0	0	1	1	0	0	1	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	20
15	andi maharani	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	25
16	nur aini sahira	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	21
17	muhammad ibnu abdullah	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	21



LIBRARY OF STATE OF INDONESIA

Appendices 1: Vocabulary Score class VII 2

No	Score	Nomor Soal																														Jumlah skor	skala nilai						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
1	nilai maksimum	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	100

No	Nama	Nomor Soal																														Jumlah Skor	Nilai				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
1	siti nurlaila	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	0	22	73.33	
2	nurhasmi	0	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	23	76.67	
3	nurul ainun sofya	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	23	76.67	
4	fina	1	1	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	0	1	1	0	1	1	0	1	20	66.67	
5	siti marwah muhammad	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	23	76.67	
6	muhammad khaerul	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	24	80.00	
7	tri mutiara citra lestari	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	22	73.33	
8	reni ermitasari	1	1	1	1	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21	70.00	
9	muhammad noval rahman	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	22	73.33
10	chica fadilah nur islamia	1	0	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	20	66.67	
11	anthony syaputra	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	80.00	
12	andi mutiara	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	0	20	66.67	
13	irma	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	0	1	0	1	0	1	1	0	1	1	1	1	1	20	66.67	
14	muhammad rizal	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	22	73.33	
15	muhammad ihsandi nugraha	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	25	83.33	
16	muhammad nurhidayat pani	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93.33	
17	Muh fiqri alfaraisyi	0	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	23	76.67	



MINISTRY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendices 2: Translation Score class VII 1

No	Score	Accuracy			Grammar				Jumlah Skor	Skala nilai
		1	2	3	4	5	6	7		
1	Nilai Maximum	30	10	10	20	10	10	10	100	100

No	Nama	Accuracy			Grammar				Jumlah Skor	Nilai Akhir
		1	2	3	4	5	6	7		
1	marsha adila shafana	2	2	2	2	2	2	2	14	14.00
2	muhammad argha wijaya	2	2	2	2	2	2	2	14	14.00
3	zalsabila Aulia	28	10	10	20	10	9	10	97	97.00
4	nadiyah ulya muyassarrah	28	10	10	20	10	9	10	97	97.00
5	Muliani	2	2	2	2	2	2	2	14	14.00
6	suci ramadhani	5	5	5	5	5	5	5	35	35.00
7	sri selviani	28	10	10	20	10	9	10	97	97.00
8	nurwulan suci	28	10	10	20	10	9	10	97	97.00
9	Wahyu	5	5	5	5	5	5	5	35	35.00
10	fariq fahras	28	10	10	20	10	9	10	97	97.00
11	khairunnisa izza ramadhani	28	10	10	20	10	9	10	97	97.00
12	cahaya suci	15	10	5	20	10	8	10	73	73.00
13	fauziah amelia	1	1	1	1	1	1	1	7	7.00
14	dian saputra	1	1	1	1	1	1	1	7	7.00
15	andi maharani	15	10	10	20	9	8	10	82	82.00
16	nur aini sahira	1	1	1	1	1	1	1	7	7.00
17	muhammad ibnu abdullah	5	5	5	5	5	5	5	35	35.00

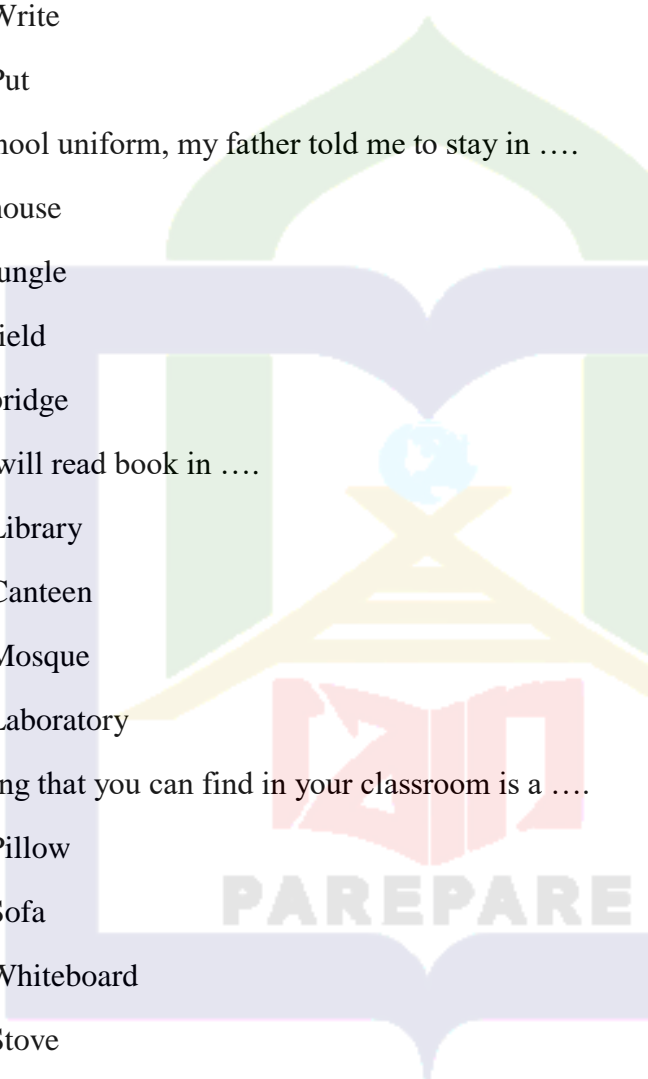
Appendices 2: Translation Score Class VII 2

No	Score	Accuracy			Grammar				Jumlah skor	skala nilai
		1	2	3	4	5	6	7		
1	Nilai Maximum	30	10	10	20	10	10	10	100	100

No	Nama	Accuracy			Grammar				Jumlah Skor	Nilai
		1	2	3	4	5	6	7		
1	siti nurlaila	28	10	10	20	10	9	10	97	97.00
2	nurhasmi	2	2	2	2	2	2	2	14	14.00
3	nurul ainun sofya	5	5	5	5	5	5	5	35	35.00
4	fina	25	10	6	19	10	9	10	89	89.00
5	siti marwah muhammad	25	10	10	20	10	8	10	93	93.00
6	muhammad khaerul	1	1	1	1	1	1	1	7	7.00
7	tri mutiara citra lestari	28	10	10	20	10	9	10	97	97.00
8	reni ermitasari	1	1	1	1	1	1	1	7	7.00
9	muhammad noval rahman	28	10	5	20	9	9	10	91	91.00
10	chica fadilah nur islamia	28	10	10	20	10	9	10	97	97.00
11	anthony syaputra	26	10	7	20	7	9	10	89	89.00
12	andi mutiara	1	1	1	1	1	1	1	7	7.00
13	irma	28	10	10	20	10	9	10	97	97.00
14	muhammad rizal	28	10	10	20	10	9	10	97	97.00
15	muhammad ihsandi nugraha	28	10	10	20	10	9	10	97	97.00
16	muhammad nurhidayat pani	27	10	10	9	5	10	10	81	81.00
17	Muh fiqri alfaraisyi	24	10	4	19	10	9	10	86	86.00

Appendices 3: Vocabulary test**Name** :**Class** :**Reg. Num** :**Choose the best answer from option a,b,c or d!**

1. My father ... at 5 in the morning.
 - a. Teach
 - b. Play
 - c. Make
 - d. Wake Up
2. My sister wears a ... Before go to school.
 - a. Uniform
 - b. Car
 - c. Breakfast
 - d. hat
3. I always take a pray at the....
 - a. Mosque
 - b. Field
 - c. Office
 - d. car
4. My father always reads ... every morning.
 - a. Radio
 - b. Television
 - c. Newspaper
 - d. compute
5. The room looks ... I want to clean it soon today.
 - a. Clean
 - b. Dirty

- c. Dangerous
- d. Wonderful
6. I usually... my homework after school.
- a. Do
- b. Give
- c. Write
- d. Put
7. After school uniform, my father told me to stay in
- a. house
- b. jungle
- c. field
- d. bridge
8. Susanti will read book in
- a. Library
- b. Canteen
- c. Mosque
- d. Laboratory
9. Something that you can find in your classroom is a
- a. Pillow
- b. Sofa
- c. Whiteboard
- d. Stove
10. A school is the place where students ... with their teacher.
- a. Teach
- b. Work
- c. Study
- d. sleep
11. Mathematic is the hardest ... at school.
- a. Time
- 

- b. Lesson
- c. Number
- d. materials

12. Andini : Do you ... homework today?

Randi : Yes, my homework is art.

- a. Give
- b. Have
- c. Take
- d. study

13. Andini : Why don't you come to school....?

Randi : I sorry, i was hospitalize.

- a. Today
- b. Now
- c. Tomorrow
- d. yesterday

14. What is the antonym of clean?

- a. nice
- b. good
- c. dirty
- d. bad

15. My father's ...is?

- a. Are
- b. Farmer
- c. Job
- d. dentist

16. My friend and I.... go to school together.

- a. Walk
- b. Seldom
- c. Usually

- d. never
17. My favorite... is friedrice.
- a. Chicken
 - b. food
 - c. fish
 - d. rice
18. I forget to bring ...to school.
- a. my father book
 - b. her car
 - c. my laptop
 - d. I am bag
19. My mother cooks fried rice...
- a. everyday
 - b. everyone
 - c. everytime
 - d. everybody
20. ... finish at 4 o'clock afternoon.
- a. the book
 - b. the mosque
 - c. the school
 - d. the canteen
21. My father ...a car to office.
- a. Drives
 - b. Told
 - c. Cook
 - d. Will

22. ...goes to school everyday.

- a. Siska
- b. Children
- c. the buses
- d. the canteen

23. We go to school....

- a. every day
- b. every month
- c. every Sunday
- d. every where

24. Students doing... every Sunday.

- a. Playing
- b. flag ceremony
- c. sleeping
- d. studying

25. What is the best respond about the conversation.

Siska : how do you go to school?

Ahmad:....

- a. I go to school by car
- b. in school
- c. by car
- d. with my father

26. My favorite subject is....

- a. math
- b. run
- c. sleep
- d. playing

27.is my favorite food.

- a. fried rice

- b. ball
- c. playing
- d. food

28. What is the meaning of “hari ini”?

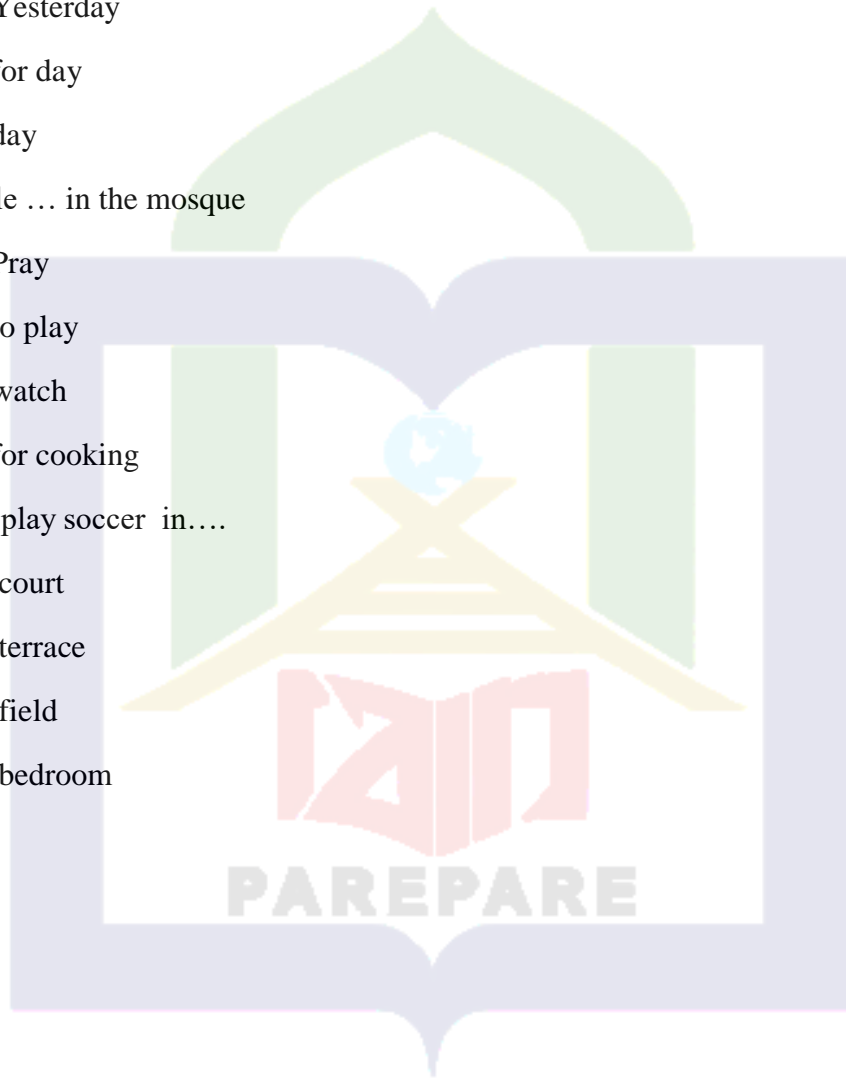
- a. Today
- b. Yesterday
- c. for day
- d. day

29. My uncle ... in the mosque

- a. Pray
- b. to play
- c. watch
- d. for cooking

30. We can play soccer in....

- a. court
- b. terrace
- c. field
- d. bedroom



Appendices 4: Translation test**Name** :**Class** :**Reg. Num** :

Direction: Read the following passages. Then write the Indonesia translation of the passage on the answer sheet.

DAILY ACTIVITIES

Every day, I wake up at 5 in the morning. Then, I take ritual ablution for pray. After that, I take a bath and wear my uniform. Then, I breakfast together with my family. I usually have some fried rice or bread. And I never forget to drink my milk.

Then, I walk go to school because it is near from my house. I finish school at 4 o'clock and go home. I usually watch TV or read book in my room. Sometimes I help my mom to clean the house or do my homework before dinner.

We have dinner at 8 everyday. We always try to eat together and chat while eating. Sometimes my dad and I come home late because of traffic or I have guitar lesson. I don't have any specific time to go to bed. Sometimes, I sleep at 9 when I feel so tired. Sometimes I stay up if I have homework.

The Influence of Vocabulary Mastery Toward Ability in Translating English Text Into Indonesian at The First Grade of SMPN 1 Maiwa

petunjuk pengisian

1. pada nomor 1-30 bagian Vocabulary, pilih salah satu jawaban yang paling tepat menurut Anda
2. Pada nomor 1 bagian Translation, terjemahkan Text yang ada di form ini

Nama *

Nadiah Ulya myassarrah

Kelas *

71

PAREPARE

1. My Father.....at 5 in the morning. *

- teach
- play
- make
- wake up

2. My sister wears a before go to school. *

- uniform
- car
- breakfast
- hat

3. I always take a pray at the..... *

- mosque
- field
- office
- car

4. my father always reads....every morning *

- radio
- television
- newspaper
- computer

5. the room looks....i want to clean it soon today. *

- clean
- dirty
- dangerous
- wonderful

6. I usually..... my homework after school. *

- do
- give
- write
- put

7. after schooluniform, my father told me to stay in ... *

- house
- jungle
- field
- bridge

8. Sandy will read book in ... *

- library
- canteen
- mosque
- laboratory

9. Something that you can find in your classroom is a ... *

- pillow
- sofa
- whiteboard
- stove

10. A school is the place where students ... with their teacher. *

- teach
- work
- study
- sleep

11. Mathematic is the hardest at school. *

- time
- lesson
- number
- materials

12. Andini : Do you homework today? Randi : Yes, my homework is art. *

- give
- have
- take
- study

13. Andini : Why don't you come to school.....? Randi : I sorry, i was hospitalize. *

- today
- now
- tomorrow
- yesterday

14. What is the antonym of clean? *

- nice
- good
- dirty
- bad

15. My father's is ? *

- are
- farmer
- job
- dentist

16. my friend and I go to school together. *

- walk
- seldom
- usually
- never

17. My favorite..... is friedrice. *

- chicken
- food
- fish
- rice

18. I forget to bring to school. *

- my father book
- her car
- my laptop
- I am bag

19. my mother cooks fried rice..... *

- everyday
- everyone
- everytime
- everybody

20. finish at 4 o'clock afternoon. *

- the book
- the mosque
- the school
- the canteen

21. My fathera car to office. *

- drives
- told
- cook
- will

22.....goes to school everyday. *

- sisha
- children
- the buses
- the canteen

23. we go to school..... *

- everyday
- every month
- every sunday
- everywhere

24. students doing..... every Sunday. *

- playing
- flag ceremony
- sleeping
- studying

25. what is the best respond about the conversation. Siska : how do you go to school?
Ahmad:..... *

- I go to school by car
- in school
- by car
- with my father

26. My favorite subject is..... *

- math
- run
- sleep
- playing

27..... is my favorite food. *

- fried rice
- bal
- playing
- food

28. what is the meaning of "hari ini" *

- today
- yesterday
- for day
- day

29. My uncle in the mosque *

- pray
- to play
- watch
- for cooking

30. we can play soccer in... *

- court
- terrace
- field
- bedroom

1. terjemahkan teks di bawah..... DAILY ACTIVITIES every day, I wake up at 5 in the morning. Then, I take ritual ablution for pray. After that, I take a bath and wear my uniform. Then, I breakfast together with my family. I usually have some fried rice or bread. And I never forget to drink my milk. Then, I walk go to school because it is near from my house. I finish school at 4 o'clock and go home. I usually watch TV or read book in my room. Sometimes I help my mom to clean the house or do my homework before dinner. We have dinner at 8 everyday. We always try to eat together and chat while eating. Sometimes my dad and I come home late because of traffic or I have guitar lesson. I don't have any specific time to go to bed. Sometimes, I sleep at 9 when I feel so tired. Sometimes I stay up if I have homework. *

KEGIATAN HARIAN Setiap hari, saya bangun jam 5 pagi. Kemudian, saya mengambil wudhu untuk sholat. Setelah itu saya mandi dan memakai seragam saya. Kemudian, saya sarapan bersama dengan keluarga saya. Saya biasanya makan nasi goreng atau roti. Dan saya tidak pernah lupa minum susu, lalu saya jalan-jalan ke sekolah karena dekat dengan rumah saya. Saya menyelesaikan sekolah pada jam 4 dan pulang. Saya biasanya menonton TV atau membaca buku di kamar saya. Kadang-kadang saya membantu ibu saya untuk membersihkan rumah atau mengerjakan pekerjaan rumah saya sebelum makan malam. Kami makan malam jam 8 setiap hari. Kami selalu mencoba makan bersama dan mengobrol sambil makan. Kadang saya dan ayah saya pulang terlambat karena macet atau saya ada pelajaran gitar. Saya tidak punya waktu khusus untuk pergi tidur. Kadang-kadang, saya tidur jam 9 ketika saya merasa sangat lelah. Kadang saya begadang jika punya pekerjaan rumah.

Konten ini tidak dibuat, atau didukung oleh Google

Google Formlir

PAREPARE

The Influence of Vocabulary Mastery Toward Ability in Translating English Text Into Indonesian at The First Grade of SMPN 1 Maiwa

petunjuk pengisian

1. pada nomor 1-30 bagian Vocabulary, pilih salah satu jawaban yang paling tepat menurut Anda
2. Pada nomor 1 bagian Translation, terjemahkan text yang ada di form ini

Nama *

Tri mutiana citra lestari

Kelas *

72

PAREPARE

1. My Father.....at 5 in the morning. *

- teach
- play
- make
- wake up

2. My sister wears a before go to school. *

- uniform
- car
- breakfast
- hat

3. I always take a pray at the..... *

- mosque
- field
- office
- car

4. my father always reads....every morning *

- radio
- television
- newspaper
- computer

5. the room looks....i want to clean it soon today. *

- clean
- dirty
- dangerous
- wonderful

6. I usually..... my homework after school. *

- do
- give
- write
- put

7. after schooluniform, my father told me to stay in ... *

- house
- jungle
- field
- bridge

8. Sandy will read book in ... *

- library
- canteen
- mosque
- laboratory

9. Something that you can find in your classroom is a ... *

- pillow
- sofa
- whiteboard
- stove

10. A school is the place where students ... with their teacher. *

- teach
- work
- study
- sleep

11. Mathematic is the hardest at school. *

- time
- lesson
- number
- materials

12. Andini : Do you homework today? Randi : Yes, my homework is art. *

- give
- have
- take
- study

13. Andini : Why don't you come to school.....? Randi : I sorry, i was hospitalize. *

- today
- now
- tomorrow
- yesterday

14. What is the antonym of clean? *

- nice
- good
- dirty
- bad

15. My father's is ? *

- are
- farmer
- job
- dentist

16. my friend and I go to school together. *

- walk
- seldom
- usually
- never

17. My favorite..... is friedrice. *

- chicken
- food
- fish
- rice

18. I forget to bring to school. *

- my father book
- her car
- my laptop
- I am bag

19. my mother cooks fried rice..... *

- everyday
- everyone
- everytime
- everybody

20. finish at 4 o'clock afternoon. *

- the book
- the mosque
- the school
- the canteen

21. My fathera car to office. *

- drives
- told
- cook
- will

22.....goes to school everyday. *

- sisha
- children
- the buses
- the canteen

23.we go to school..... *

- everyday
- every month
- every sunday
- everywhere

24. students doing..... every Sunday. *

- playing
- flag ceremony
- sleeping
- studying

25. what is the best respond about the conversation. Siska : how do you go to school?
Ahmad:.....*

- I go to school by car
- in school
- by car
- with my father

26. My favorite subject is.....*

- math
- run
- sleep
- playing

27..... is my favorite food. *

- fried rice
- ball
- playing
- food

28. what is the meaning of "hari ini" *

- today
- yesterday
- for day
- day

29. My uncle in the mosque *

- pray
- to play
- watch
- for cooking

30. we can play soccer in... *

- court
- terrace
- field
- bedroom

1. terjemahkan teks di bawah..... DAILY ACTIVITIES every day, I wake up at 5 in the morning. Then, I take ritual ablution for pray. After that, I take a bath and wear my uniform. Then, I breakfast together with my family. I usually have some fried rice or bread. And I never forget to drink my milk. Then, I walk go to school because it is near from my house. I finish school at 4 o'clock and go home. I usually watch TV or read book in my room. Sometimes I help my mom to clean the house or do my homework before dinner. We have dinner at 8 everyday. We always try to eat together and chat while eating. Sometimes my dad and I come home late because of traffic or I have guitar lesson. I don't have any specific time to go to bed. Sometimes, I sleep at 9 when I feel so tired. Sometimes I stay up if I have homework. *

KEGIATAN HARIANE setiap hari, saya bangun jam 5 pagi. Kemudian, saya mengambil wudhu untuk sholat. Setelah itu saya mandi dan memakai seragam saya. Kemudian, saya sarapan bersama dengan keluarga saya. Saya biasanya makan nasi goreng atau roti. Dan saya tidak pernah lupa minum susunya, lalu saya jalan-jalan ke sekolah karena dekat dengan rumah saya. Saya menyelesaikan sekolah pada jam 4 dan pulang. Saya biasanya menonton TV atau membaca buku di kamar saya. Kadang-kadang saya membantu ibu saya untuk membersihkan rumah atau mengerjakan pekerjaan rumah saya sebelum makan malam. Kami makan malam jam 8 setiap hari. Kami selalu mencoba makan bersama dan mengobrol sambil makan. Kadang saya dan ayah saya pulang terlambat karena macet atau saya ada pelajaran gitar. Saya tidak punya waktu khusus untuk pergi tidur. Kadang-kadang, saya tidur jam 9 ketika saya merasa sangat lelah. Kadang saya begadang jika punya pekerjaan rumah.

Konten ini tidak dibuat atau didukung oleh Google

Google Formlir

PAREPARE

The Influence of Vocabulary Mastery Toward Ability in Translating English Text Into Indonesian at The First Grade of SMPN 1 Maiwa

petunjuk pengisian

1. pada nomor 1-30 bagian Vocabulary, pilih salah satu jawaban yang paling tepat menurut Anda.

2. Pada nomor 1 bagian Translation, terjemahkan text yang ada di form ini.

Nama *

Anthony syaputra

Kelas *

72

PAREPARE

4. my father always reads....every morning *

- radio
- television
- newspaper
- computer

5. the room looks....i want to clean it soon today. *

- clean
- dirty
- dangerous
- wonderful

6. I usually..... my homework after school. *

- do
- give
- write
- put

7. after schooluniform, my father told me to stay in ... *

- house
- jungle
- field
- bridge

8. Sandy will read book in ... *

- library
- canteen
- mosque
- laboratory

9. Something that you can find in your classroom is a ... *

- pillow
- sofa
- whiteboard
- stove

10. A school is the place where students ... with their teacher. *

- teach
- work
- study
- sleep

11. Mathematic is the hardest at school. *

- time
- lesson
- number
- materials

12. Andini : Do you homework today? Randi : Yes, my homework is art. *

- give
- have
- take
- study

13. Andini : Why don't you come to school.....? Randi : I sorry, i was hospitalize. *

- today
- now
- tomorrow
- yesterday

14. What is the antonym of clean? *

- nice
- good
- dirty
- bad

15. My father's is ? *

- are
- farmer
- job
- dentist

16. my friend and I go to school together. *

- walk
- seldom
- usually
- never

17. My favorite..... is friedrice. *

- chicken
- food
- fish
- rice

18. I forget to bring to school. *

- my father book
- her car
- my laptop
- I am bag

19. my mother cooks fried rice..... *

- everyday
- everyone
- everytime
- everybody

20. finish at 4 o'clock afternoon. *

- the book
- the mosque
- the school
- the canteen

21. My fathera car to office. *

- drives
- told
- cook
- will

22.....goes to school everyday. *

- sisha
- children
- the buses
- the canteen

23. we go to school..... *

- everyday
- every month
- every sunday
- everywhere

24. students doing..... every Sunday. *

- playing
- flag ceremony
- sleeping
- studying

25. what is the best respond about the conversation. Siska : how do you go to school?
Ahmad:..... *

- I go to school by car
- in school
- by car
- with my father

26. My favorite subject is..... *

- math
- run
- sleep
- playing

27..... is my favorite food. *

- fried rice
- bal
- playing
- food

28. what is the meaning of "hari ini" *

- today
- yesterday
- for day
- day

29. My uncle in the mosque *

- pray
- to play
- watch
- for cooking

30. we can play soccer in... *

- court
- terrace
- field
- bedroom

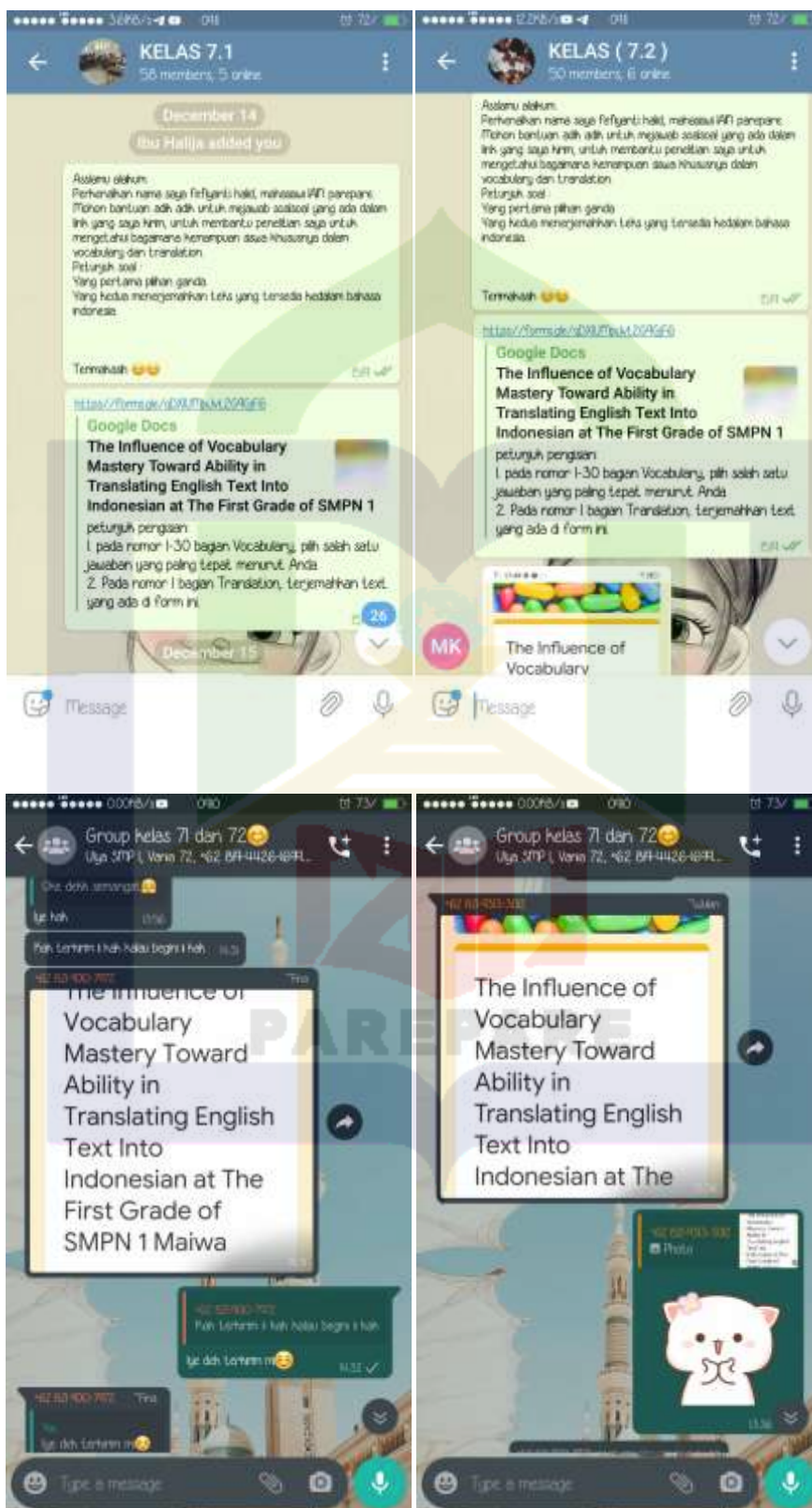
1. terjemahkan teks di bawah..... DAILY ACTIVITIES every day, I wake up at 5 in the morning. Then, I take ritual ablution for pray. After that, I take a bath and wear my uniform. Then, I breakfast together with my family. I usually have some fried rice or bread. And I never forget to drink my milk. Then, I walk go to school because it is near from my house. I finish school at 4 o'clock and go home. I usually watch TV or read book in my room. Sometimes I help my mom to clean the house or do my homework before dinner. We have dinner at 8 everyday. We always try to eat together and chat while eating. Sometimes my dad and I come home late because of traffic or I have guitar lesson. I don't have any specific time to go to bed. Sometimes, I sleep at 9 when I feel so tired. Sometimes I stay up if I have homework. *

Kegiatan sehari-hari setiap hari saya bangun jam 5 pagi kemudian saya mengambil wudhu untuk sholat. Setelah itu saya mandi dan memakai seragam saya lalu aku biasanya makan nasi goreng atau roti dan aku jalan kaki ke sekolah jam 4 jam dan pulang aku biasanya nonton tv atau membaca buku di roomku kadang aku bantu ibuku membersihkan rumah atau mengerjakan pekerjaan rumah sebelum makan malam kita maka malam jam 8 setiap hari kami selalu mencoba untuk makan bersama dan mengobrol sambil makan kadang ayah dan aku pulang terlambat karena macet atau aku ada pelajaran gitar. saya tidak punya waktu khusus untuk pergi tidur jam 9 ketika saya merasa sangat lelah kadang aku begadang jika punya pekerjaan rumah

Konten ini tidak dibuat atau didukung oleh Google

Google Formulir

PAREPARE



CURRICULUM VITAE



Fefiyanti halid, the writer was born on June 02nd 1998 in Maiwa and South Sulawesi. She is the first child from two children in her family, her father's name is Abd. Halid and her mother's name is Juhani. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study in 2003 at TK Pertiwi Maroangin, then in 2004-2010 she was in SD N 4 Maroangin, and graduated in 2010, while at the same year she studied in SMP N 1 Maiwa and finished in 2013, then continued her study in SMA N 4 Enrekang and graduated in 2016. Then she continued her study at Tarbiyah Faculty at IAIN Parepare and completed her study with the title "The Influence of Vocabulary Mastery on Ability in Translating English Text into Indonesian at the First Grade of SMP N 1 Maiwa"

