

A Correlational Study between Students' Vocabulary Mastery and Their Translation Acceptability in Translating Descriptive Text at the Third Year Students of English Language Education UIN Raden Mas Said Surakarta

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana* in English
Language Education Study Program



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Thank you for your attention.

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MOTTO

“The truth is from your Lord, so don’t be among the doubters”

-Ali Imran: 60-

“So verily, with the hardship, there is relief. Verily, with the hardship,
there is relief”

-Al Insyirah: 5-6-

“Sometimes weak and wan, sometimes strong and full of light. The moon
understands what it means to be human”

-Taherah Mafi in Shatter Me-

DEDICATION

This research is dedicated to:

1. Allah swt. for his abundant blessings and spirits to me, until I can create a story of my life every single day and make this thesis completed.
2. Prophet Muhammad saw. for the guidance to walk on a proper path.
3. My beloved parents, Mulyati and Muhadi, my brother, Amrulloh Fatah for an endless love, all the goodness higher than the mountain and the kindness deeper than the sea.
4. My thesis advisor, Mrs. Ikke Dewi Pratama, for all the corrections, advices and the company to write this thesis.
5. My awesome friends, the closest one I have, who gets me through the smooth rivers and the rock seas, who always belief that I am a good egg though they know that I am slightly cracked, who always keep the conversation never ends and accompanying me enjoy the good times. Thank you.
6. Last but not least, I want to thank me, myself, for all that have been through, for all the sacrifices that have done, and for always believing that there will surely be a moment full of light after the stormy day. There will be so much fun in the future and challenging survival. Keep believing in the strengthen and keep the hard-work going on.

PRONUNCEMENT

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I hereby sincerely state that the thesis entitled **“A Correlational Study between Students’ Vocabulary Mastery and Their Translation Acceptability in Translating Descriptive Text at the Third Year Students of English Language Education UIN Raden Mas Said Surakarta”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, May 22rd 2023

Stated by,

A handwritten signature in black ink is written over a yellow postage stamp. The stamp features the Garuda Pancasila emblem and the text '1000 METERAI TEMPEL' and '153AKX354709732'. The signature is written in a cursive style.

Alwi Muhammad

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Alhamdulillah *robbil 'alamin*, all praises do to Allah, the Lord of the world, the master and creator of everything in this universe, for all the mercies and blessings, so that, the researcher was able to finish this thesis entitled “**A Correlational Study between Students’ Vocabulary Mastery and Their Translation Acceptability in Translating Descriptive Text at the Third Year Students of English Language Education UIN Raden Mas Said Surakarta**”. *Shalawat* and *Salaam* may always be given to the messenger of God, the Prophet Muhammad Saw. the good leader for the revolution. Peace be upon Him.

The researcher believes that this thesis would not be completed without the helps, supports, and suggestions from the several sides. Thus the researcher would like to express the deepest gratitude to all the parties who helped, supported, and gave the suggestions during the process of writing this thesis. This goes to:

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The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, May 23rd 2023

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ABSTRACT

Muhammad. A. (2023). *A Correlational Study between Students' Vocabulary Mastery and Their Translation Acceptability in Translating Descriptive Text at the Third Year Students of English Language Education UIN Raden Mas Said Surakarta*. Universitas Islam Negeri Raden Mas Said Surakarta

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Keywords : Vocabulary Mastery, Translation Acceptability, Descriptive Text

In language teaching and learning, translation is so-called as the fifth basic skill after listening, speaking, reading and writing. In the context of translation teaching, it is impossible for students to transfer the meaning without a vocabulary mastery. The use of vocabulary for language teaching and learning is to express their thought both in oral and written form. This research aimed to find out whether there is any correlation between vocabulary mastery and translation ability or not, especially acceptability as the focus of the research.

In the context of Translation Quality Assessment (TQA), there are accuracy, acceptability and readability that need to be considered. This research focuses on the aspect of acceptability that deals with the transfer of cultural terms, norms and language rules as acceptability deals with student's cross cultural understanding sub-competence. Vocabulary mastery influences students' translation ability, especially in accuracy. Meanwhile what is being examined in this research is to find the correlation between students' vocabulary mastery and translation acceptability. The data was collected through test on both vocabulary mastery and translation acceptability, and the result was analyzed using Pearson Product Moment formula to find the significant variable.

The method used in the research is quantitative using correlational design among the third year students of English Language Education study program of UIN Raden Mas Said Surakarta. The sample was 30 students which is obtained using simple random technique represent all classes in the population. The data is analyzed using Microsoft Excel and SPSS 26 version.

The result showed that the students' vocabulary mastery was great in the average of 88, while the translation acceptability was 2.399 considered as 'less acceptable'. The coefficient correlation (r_{xy}) between two variables showed 0.199 lower than the r_{table} using 5% significance level (0.349). Based on the calculation, hypothesis H_0 was accepted. Therefore, it can be concluded that there is no correlation between students' vocabulary mastery and translation acceptability.

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CHAPTER I

INTRODUCTION

A. Background of the Study

As a foreign language learner, students have to master all of the fundamental skills that is required in language matter. English known as one of international language which is massively used in the worldwide. As the world developed better and further in the era, the ability of communicating using foreign language, especially English, are actually required to survive about what is happening through worldwide. Vocabulary is the basic competence for students as it is inseparable to all four skills in language teaching namely listening, speaking, reading and writing. According to Thornbury (2002), all languages have words and it firstly emerges as vocabulary. Even in the first language, learners are continually learning about the new words, the meaning and how the words are used, and correlated with the previous words that is existed, and then becomes a new form of vocabulary. It is also happening in the second and foreign language.

Studying about language can be started by mastering vocabulary at first. Nunan (2005) stated that the important thing in second language acquisition is a rich vocabulary mastery about the languages. The use of vocabulary for second language learners is to express their thought in oral and written form vocabulary (Fauziati, 2002). It would be impossible for students to express their thoughts both in the form of oral and written without mastering the meaning of words and what the messages brought by every vocabulary involves in the form. Yang & Dai (2012) defined vocabulary as the most important component of language as it is sizeable. Vocabulary is in relation with the syntactic structures of language as the smallest form of it was words that can be formed into the larger one in the form of phrases,

clauses, sentences, and even paragraphs. The more learners mastering about vocabulary which is related to the meaning of words, the easier to learn about every component of language.

In correlation with translation activity, vocabulary mastery plays an important role as Hedge (2003) said that in language teaching and learning, it is significant to increase the understanding about the messages contain in every word. According to Newmark (2003) translation is a process of transferring the meaning of text into other language based on the author's intention of the text. In translating the written form, there are some things that have to be maintained. Translating text is not only about changing meaning from one language into other language. It includes the thoughts and what message is being transferred.

Students must have proper knowledge and understanding about words and their meanings both in verbal and written form of communication. As translation is part of language and communication, it is also correlated to vocabulary. Words and their meanings are the factors that influence the translation activity. Lack of understanding about words affect the communication as the meanings are poorly be understood and the messages are cannot be transferred. Hatch & Brown (2001) explained that the essential aspect of second language successfulness is vocabulary. As translation is included in second language competence, vocabulary is a skill that has to be mastered because it will help learners to be able to use the proper structures to form a word into phrase, clause, sentence and its functions in lexical structures.

Communication through worldwide is massively developed, so that, the ability of transferring messages from one language into other language is definitely required. Translation is one of the important thing in modern era though it is an

interesting topic for language teacher. Translation is an activity of transferring messages from Source Language (SL) into the Target Language (TL) (Zainudin & Awal, 2012), so that, a translator must be aware about the contents contained inside the text being translated. A language learner must take a concern on the meaning and what specific intention that has to be transferred. It doesn't rely on every word that has to change from SL into TL. By mastering vocabulary and their equivalence in at least two languages, language learners will understand what should they do in the activity of translating.

According to the description above about vocabulary mastery and translation ability, these can be the variables for a correlational study as they are correlating each other. Correlational study according to Lodico et al., (2006) is a method of research which is designed to show the relationship between the variables included in the study. This is a make sense correlational study as the role of the two variables namely vocabulary mastery and translation ability in language learning is considered important in creating meaning and reproducing information. Rich number of vocabulary mastery will influence students to produce a qualified translation product.

By transferring all the messages and specific intentions brought by the SL, a translation must be qualified and can be a reference for those who need the product for a certain use. To assess the translation quality, however, there are parameters promoted by experts in the field to explore and finds out the "good translation". Nababan et al. (2012) proposed the translation quality assessment by using three parameters namely accuracy, acceptability, and readability. A translation product must be accurate by transferring meaning with the language equivalence from SL

to TL. Other than that, it must also be acceptable for the readers by paying attention to the needs and characteristics of the audience in the TL. Moreover, a translation product must be readable and easily be understood by the readers in TL.

In the parameter promoted by Nababan (2012), the urgency of acceptability took place in the middle or second place besides accuracy and readability. An acceptable translation must be qualified in transferring the specific terms in the form of linguistic rules, norms, and cultures which are prevailed in the TL. Acceptability takes an important role in translation, because it will not be accepted by the readers in TL though it is accurate, when translators express the meanings in contrary to the linguistic rules, norms, and cultures of TL.

We cannot deny that in every aspect of our life involved English a lot these days. Students are studying English nowadays starting from the elementary school until college. Teacher can make translation as a method in teaching English. Sitepu et al. (2021) in the paper, however, explained that most of students translate English-Indonesian or Indonesian-English using word-for-word translation and it caused their translation lost the contextual meaning. Students make amount of mistakes since they do not have a proper knowledge about the method and strategies of translation.

For those is senior high school level, for example, students can only transfer the meaning from English to Indonesian to make them understand what the lesson is about. They are only focusing on how the formation of the language changed in equal meaning to assign the information on the genre text they have discussing with their teachers in the class. The activity might be accurate in meaning, but the aspect of translation is more complicated than only changing the meaning of words. To

produce the “actual translation”, they have to consider the method and strategies. For those reasons, the activity of translating supposed to be only suitable for college students, especially for those who take English or any specific language as subject of the study.

Based on the pre-research at the third year students of English Language Education Study Program of UIN Raden Mas Said Surakarta, it is found that there is not a course that is specifically learned about translation such as the techniques, strategies, and to create a good translation. But it is also explained that the activity of translating is not apart from students learning about foreign language as they have to translate texts to understand about what is being discussed in the learning process. The finding of the pre-research is in line with the aim of this study, which is not to examine about how to produce qualified translation through mastering vocabulary, but to explain that translation is one of method for students to help students survive while learning about foreign language. Gairns & Redman (2010) in a book entitled “Working with Words” stated that in EFL class, translation is one of the aspects of vocabulary which deals with the differences and similarities between native language and foreign language. So that, translation can be alternative for students to work on EFL based the words being discussed.

This kind of research is previously done by several researchers. One of the study that examine the correlation between students’ vocabulary mastery and translation ability is a research conducted by Kulsum (2020), which is done to the students at English Language as Foreign Application Standard (ELFAST) Pare Kediri. Kulsum (2020) focusing on correlating the relationship between vocabulary mastery and translation accuracy. It is found that the correlation between the two

variables are positive as the greater number of vocabulary mastery, the more number of translation accuracy will be. Vocabulary mastery influence students to produce accurate translation, such as accurate in grammar or syntax, semantic and morphology.

In line with other research from Setiawan & Sholihah (2017) with a study entitled “The Correlation Between Students’ Vocabulary and Their Ability in Translating English Text at the Sixth Semester Students of UM Metro”. This research uses university students as subject and examines the correlation between students’ vocabulary mastery and translation ability. The concept of assessing translation ability is not using the parameter by Nababan (2012), so that, the finding is not specifically identified the quality of the result of translation based on the parameter of accuracy, acceptability, and readability. The result showed that vocabulary mastery supports students in translating English text.

In contrast to the previous related research, this study is focusing on acceptability and using descriptive text about specific cultures, norms and linguistic rules so that it can be related each other. Acceptability is one of the important aspect in translation based on the theory proposed by Nababan (2012) aside from the accuracy and readability. The previous research examines the correlation between two same variables namely vocabulary mastery and translation ability, but it will be different as this research only focuses on the certain aspect.

Acceptability deals with culture, norms and linguistic rules, that is why, the vocabulary that will be brought by this research is all about culture and related to the students’ cross cultural understanding. As a foreign language learner, it is important for students to have a better understanding about cultures across the

worldwide. Cultural understanding about numerous natives would help students to learn the language style as Brown (2007) stated that both language and culture are intricately interwoven, that is why, one cannot separate the two without losing the significance. So that, language is part of culture and culture is part of language.

Kuncoro (2009) defined descriptive text as type of text which has a purpose of providing information. It provides details about objects based on the author's observations, impressions, and experiences which can influence the readers' insight and imagination about the objects described. Descriptive text is specifically serve information about an object, place, human, and others. In correlated to this research, the text would explore about specific culture, place, and norms that are already exist in the world. It's not only beneficial for the measurement and training students' translation ability, but also will improve their cross culture understanding by using the vocabulary and the meaning they learned.

According to the research background explained above, it is important for students mastering vocabulary and improving their ability in translating as they are parts of English language teaching and learning. Researcher is interested to find out the correlation between the variables mentioned above. The correlation can either be positive or negative, significant or not rely on the data. This research is focusing to find that one of the effective method to study about language is by mastering vocabulary and translating text to understand the what is being discussed in EFL class. After elaborating all the elements, researcher will conduct a study entitled **“A Correlational Study between Students' Vocabulary Mastery and Their Translation Acceptability in Translating Descriptive Text at the Third Year Students of English Language Education UIN Raden Mas Said Surakarta”**

B. Identification of the Problem

Based on the research background above, several problems can be identified by researcher regarding the students' vocabulary mastery and their ability in translating text is that:

- 1) Students lack of vocabulary about linguistic rules, norms, and cultures.
- 2) It also related to their cross cultural understanding.
- 3) Students are identified not having knowledge about translation techniques and strategies as they're not in translation specialization in English Language Education Study Program.
- 4) It also found that students don't have understanding about what TQA is about, especially acceptability that will be explored in this study.

C. Limitation of the Study

This research focuses on the aspects of students' vocabulary achievement related to cross cultural understanding and their ability in translating descriptive text about norm and cultural terms related to the quality of acceptability to the translation they have done. The vocabulary that involves in this study is about specific cultural terms and norms that appear in the descriptive text, so that the vocabulary test measurement is simply correlated to the test measurement of translation ability, and the aspect that focuses on the TQA is only the acceptability. This study only stresses on the correlation between these variables, namely students' vocabulary mastery and students' acceptability in translation descriptive text.

D. Problem Statement

The problem of the research formulated as: Is there any significant correlation between Students' Vocabulary Mastery and Their Acceptability in

Translating Descriptive Text at the Third Year Students of English Language Education UIN Raden Mas Said Surakarta?

E. Objective of the Study

The objective of the study is to find out whether there is a significant correlation between Students' Vocabulary Mastery and Their Acceptability in Translating Descriptive Text at the Third Year Students of English Language Education UIN Raden Mas Said Surakarta or not.

F. Benefits of the Study

The study is intended to examine the correlation between vocabulary mastery and ability in translating text. It provides the information about mastering vocabulary is important in language teaching as it will increase the ability of translating text. Moreover, this study will also focus on norm and cultural terms so it will increase their understanding about cross cultural. Other than that, this study will also show benefits for some other parties as mentioned below:

1) For students

It provides information for students about the correlation between vocabulary mastery and ability in translation, this research intends to encourage them to increase their vocabulary as they're studying about foreign language. Besides, this study also provides information about translation quality assessment and they can measure their ability in this aspect of language.

2) For teachers or lecturers

By understanding the factors influence students' ability in translating text, especially acceptability aspect, it can encourage English teachers or lecturers to design the proper material in English language teaching and learning which can bring changes and improvements to students' vocabulary

achievement and cross cultural understanding. Then, it also gives English teachers' insight to design the method of teaching related to the aspects to maximize the result in the end.

3) For other researchers

This study might be beneficial for other researchers as it can be a reference to conduct other research in the future in correlated to the variables. Researchers can take the information in this paper and change it into a better form in their future studies.

G. Definition of Key Terms

1. Vocabulary Mastery

Hatch & Brown (2001) defined vocabulary as a list of words for a specific language or a list of words that the speakers might use. Further defined by Richards (2001), vocabulary is a core component of language proficiency and provides the basis of how learners to speak, listen, read, and write. Without an extensive understanding of vocabulary and their meaning in language, learners will not be able to express their thought and feelings in the form of communication.

2. Translation

Zainudin & Awal (2012) described translation as an activity of transferring messages from Source Language (SL) to the Target Language (TL). While Newmark (2003) defined translation as a process of transferring meaning of the text into other language based on the author's intention about the text. So the translation is an activity of transferring intentions and messages brought by the SL with language equivalence in the TL.

3. Acceptability

Acceptability is one of the parameter in Translation Quality Assessment (TQA) proposed by Nababan (2012) which is concerned on the aspect of linguistic rules, norms, and cultures brought by the text. The other parameter in the same theory was accuracy and readability.

4. Descriptive Text

According to Knapp & Watkins (2005), descriptive text is kind of discourse which is used to describe an object including person, place, specific things, etc. to help the readers understand about the object being described. Heffernan & Lincoln (2001) defined descriptive text as a writing text about how the way people, animals, or things look like.

5. Correlational Study

Siregar (2013) defined correlational research as a study to examine the relation between two variables or more. The purpose of correlational study, Schreiber & Asner-Self (2011) stated it is to assess the absolute size between zero and one and the relationship between two or more variables whether positive or negative.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary

a. Understanding of Vocabulary

Vocabulary cannot be separated to EFL class as it links to all four skills of language namely listening, speaking, reading and writing altogether. The more students master vocabulary, the more students can express their thoughts both in spoken and written form. Language proficiency level is also influenced by the number of vocabulary mastered by individual. Ur (1996) viewed vocabulary as an important component to be taught in foreign language class because it is impossible for students to speak up without variety of words.

According to Richards & Renandya (2002), vocabulary is core component of language proficiency which is provide the basis about how learners to speak, listen, read and write. Learners need an extensive vocabulary mastery and strategies for acquiring new vocabulary to achieve their potential in foreign language class. Lack of vocabulary mastery can discourage students' learning activity and opportunities outside the class such as listening to the native speaker speaking, using language in different contexts, reading information in a printed media, writing and expressing their thought in social media, etc.

Vocabulary refers to list or set of words for a particular language that individual speakers of language might use. It is the only system involved of alphabetical order Hatch & Brown (2001). This definition is also strengthened

by Brown (2002) that views vocabulary as a boring list of words that have to be defined and memorized by the students. The lexical forms of words can be seen based on the contextual meaning of vocabulary. By having proper knowledge about vocabulary and the use of words in language, students can easily catch the essential way of communication properly.

According to the explanation by the experts above, vocabulary is a very basic component in language teaching as it provides words and meanings to express their thoughts both oral and written form. Vocabulary plays the important role in language teaching and learning as it helps students about how to listen, speak, read and write.

b. Kinds of Vocabulary

Experts share insights about vocabulary and proposes the classification of words based on the use and meanings. Hatch & Brown (2001) classify vocabulary into two kinds, namely active and passive vocabulary.

1) Active vocabulary

Active vocabulary refers to words that students can understand, pronounce correctly and use constructively in speaking and writing. This vocabulary is also known as productive vocabulary. Active vocabulary means that students have to master about how to pronounce, familiar with the collocation, idiom and understand the connotation meaning of words. This vocabulary is used in speaking and writing skill.

2) Passive vocabulary

Passive vocabulary is words that students can recognize and understand when they occur in a context, but in this vocabulary, students

cannot produce the words correctly. This vocabulary is also known as receptive vocabulary.

Hiebert & Kamil (2005) propose that words have two forms, namely oral and printed vocabulary. Oral vocabulary is a set of words that students understand the meaning when either they speak or read orally. While printed vocabulary consists of words that the meaning can be revealed when students write or read in a silent way. Hiebert & Kamil (2005) also classify the words that come from the two forms as follows:

1) Productive vocabulary

Productive vocabulary is a set of words that individual can utilize it in writing and speaking. In these skills, students are required to produce the words to express their intentions. Productive words are familiar and frequently used in learning language.

2) Receptive vocabulary

Receptive vocabulary is a set of words that individual can assign the meaning reading and listening activity. This set of words are rarely used by students in the activity of learning language as they cannot produce the words directly.

Further, vocabulary is also classified by Aebersold & Lee-Field (1997) into two, namely topic-specific and content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear in a particular text frequently because those words are related to the topic of the text. For example, in a text that discussing about nature, the words that might appear frequently are tree, animal, green, mountain, sea, environment and any words related to

the context. So, those words can also be called as topic-specific or content-specific vocabulary.

After reading the classification of vocabulary by the experts above, there are distinctions in proposing the kinds of words used in language learning. Experts have their own perception about vocabulary and its classification. But what can be concluded from the explanation above is that the concept of vocabulary from the experts is the same, that it is divided into two forms namely words which students can produce and words which students can only understand the meaning and intention without producing the words directly.

c. Aspects of Vocabulary

In order to master the vocabulary in language learning, students need to concern on some aspects of vocabulary. Here are the aspects of vocabulary proposed by Ur (1996):

1) Form: pronunciation and spelling

Means that students need to know about how the word sounds like (pronunciation) and how the word looks like (spelling).

2) Grammar

Means that students need to understand how to arrange the words in a good order to make a proper sentence.

3) Collocation

Words or phrases appear very similar in meaning are often distinguished from others with the different ways in which students collocate with other words. The typical collocations on particular items are another factor that makes them sound "right" or "wrong." For example, students may

use expression “spend the time” than “use the time” or “spend the money” than “use the money”.

4) Meaning

Aspects of vocabulary meaning consists of:

- a) Denotation, refers to the definition of the word in literal meaning based on dictionary. For example, the word “mango” denotes “a kind of fruit”
- b) Connotation, refers to the implication meaning of word apart from the literal meaning in dictionary, but contains meaning which is describes implicitly. For example, the word “home” can be described as “a nation”, “affection”, “a place of warmth”, “a place to come back”.
- c) Appropriateness, refers to the use of word whether in appropriate or not to the context. Students need to know that a certain word is common in use, or it is relatively used in writing or speaking, or is suitable for formal or informal situation.
- d) Synonym, refers to the word that has the exact meaning to other words or phrase in the same language. For example, the word “big” has the exact meaning as “large”.
- e) Antonym, refers to the word that has the opposite meaning to words or phrase in the same language. For example, the word “clean” has the opposite meaning to “dirty”.

- f) Hyponym, refers to a more specific meaning of word than a general or superordinate term applicable to it. For example, the word “scarlet”, “vermilion”, and “crimson” are hyponyms of “red”.
- g) Superordinate, refers to a thing represents superior order or category within a system of classification. For example, the word “flower” is the superordinate of “lavender”, “magnolia”, and “rose”.
- h) Translation, refers to the expression of a word student’s mother tongue that has equivalent meaning to the target language. For example, in English there is “beautiful” has the equivalent meaning to “*cantik*” in Indonesian.

5) Words formation

Vocabulary items can be broken down into their components. Exactly how these components are put together to be another piece of useful information. For example, when learners understand the English affixes, such as sub-, un-, -able, they will be able to assign the meaning of words such as “subordinate”, “unbelievable”, or “unstoppable”

d. The Importance of Mastering Vocabulary

As communication is a part of human’s life to support the social aspect, word is a fundamental thing that has to be considered about. Vocabulary helps people to express their thoughts and intentions to communicate to others. The words they have mastered, the less expression they can create. Therefore, mastering vocabulary is a must for students, especially those who are in second/foreign language classroom. The number of vocabulary will help really much so that they can explore many things in the class.

Harmer (2007) stated that students need to study about the lexis of language and they have to know what words mean and how they are used in a context. With a proper knowledge about words, students can create proper expression in the classroom. Meanwhile lack of vocabulary mastery will encourage students to find difficulties in communicating and learning in second/foreign language. Vocabulary is central to language and a critical importance to the language learners. To master English very well, students must have a rich words mastered.

The importance of mastering vocabulary is also defined by Nunan (2005) that the influence of rich vocabulary can help students' development in second language acquisition. It is important for students to master vocabulary as much as possible of the target language because it is essential for language communication. Without wider range of words to express thoughts and meanings, communication in second or foreign language cannot happen in any meaningful way. That is why, Nation (2001) proposes list of the different kinds of knowledge that students have to master to understand a word, namely the meaning of word, written form of word, spoken form of word, the grammatical behavior of word, the collocations of word, the register of word, the association of word, and the frequency of word.

e. Testing of Vocabulary

In foreign language classroom, testing is a very important for learners and teachers. Vocabulary test proposed to examine how effective a teaching sequence that has been conducted. The result of test provides conception about how to evaluate teaching and learning process in the class and conducting

review to create a better teaching techniques and strategies in the future. Thornbury (2002) argued that testing provides feedback and benefit for learners and teachers because it has a useful effect. If learners know that they are going to be tested in vocabulary, they will take the vocabulary learning class seriously. Testing can also motivate students to review again the vocabulary material to prepare for the test.

In line to the opinion above, Heaton (1988) stated that vocabulary testing measures students' knowledge and understanding about the meaning of words and the pattern of the collocation of words related to the context. Testing of vocabulary should avoid grammatical structures because students can find difficult to comprehend it. Here are types of test of vocabulary:

1) Multiple choice

Multiple choice test is the most popular test as it is easier for teacher to design, scoring and it is easy for students to assign. The format of multiple choices can be designed in isolated words in the context of sentence, or words in a whole text (Heaton, 1988).

2) Completion test

Completion test presents such an item in a context that are generally preferable and rely on the single words or definitions. Completion test is kind of subjective test that can also be used testing of vocabulary (Heaton, 1988).

3) Gap-fill test

This test requires learners to recall their memory about the words to complete a sentence or text. Gap-fill test is more complicated than the

previous types of tests. It tests students' ability in producing words rather than simply recognize the words meaning. Cloze test is a well-known type of this test. In cloze test, knowledge of a wide range of vocabulary is tested and the ability to complete the gaps is depended on the understanding of the context (Hughes, 1989).

4) Definitions

Definition test works for a range of lexical items (Hughes, 1989). The example of definition test as follows:

- ... is the color of blood
- ... is the third day of the week
- ... is the tenth month of the year

5) Picture

This test is using pictures to limit students to the lexical items in mind. When the picture is showed, students require to write down the name of the object. This type of vocabulary testing is restricted to concrete noun that can be drawn (Hughes, 1989).

2. Translation

a. Understanding of Translation

Translation is a change of form from one language into another language with the equivalent of meaning. In line with the definition of translation from Oxford Dictionary as it described translation as a process of changing something in form of written or spoken into other language. It involves a procedure that leads the written text of source language into an optimally equivalent to the same form of the target language based on the syntactic,

semantic, stylistic, and pragmatic comprehension. Nida & Taber (2003) defined translation as reproducing the receptor of language into the closest natural equivalent of the source language both in terms of meaning and in terms of style to the target language. While Larson (1998) defined translation basically as a change of form in a language, refers to the actual words, phrases, clauses and sentences which are spoken or written.

Having the ability in translation is considered important for learners in second/foreign language, because it is one of the language skill that help students assign what is being discussed in the classroom. Sárosdy, et al. (2006) explained that translation is belong to so-called fifth skill in language because it aims to mediate between two languages to comprehend the information and intention from one language then communicate it in the same content of the target language. Translation considered to be the language's fifth skill after listening, speaking, reading and writing. This skill is complicated as it requires the knowledge about two languages.

The nature of translation is led to suggestion that can be defined as general pragmatic process of creating meaning that is essential for all language use. Students are required to practice this skill in language learning so that they can interpret texts to derive the discourse out of the texts. This capability is essential and matter of exercising to extend the application of texts to other language. In this way, the translated text (TL) is related to the first language (SL) and they became to a part of expanded plurilinguistic repertoire (Widdowson, 2014).

The ability of translating language can be measured by the result of the translation. This ability can be achieved if students as translators are able to generate the target text and make an adaptation to the reader in target language. Being a translator, students require to have knowledge and understanding about literary and non-literary textual criticism since they have to comprehend the text before they interpret the text and translate it Newmark (2003). A translator needs to understand the written messages and intention in both source and target language. But in translating, a translator may encounter difficulties and challenges from source language (SL) to make it equal to the target language (TL). A translator needs to understand the techniques and strategies of translating text since there will be many difficulties found while translating. A good translation is a product in target language that sounds natural in equal meaning while the reader reads the translation product.

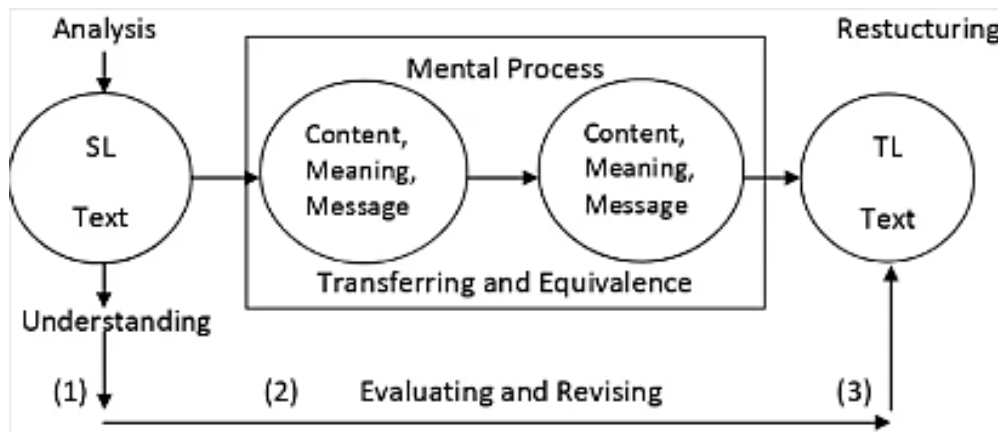
According to the experts above, translation is the activity of transferring messages, intentions and information from one language into another language in accordance to the equivalence of meaning and language style in both languages. In English Language Teaching and Learning, translation is an important skill to be mastered by students as it deals about two languages to process the information and assign the meaning. Students need to learn this skill in order to reproduce the information from the text based on their own understanding.

b. Process of Translation

The core of translation process is started from the translators' reception about the original source text and ended up into the production of the target language. Translator's role in this process is transferring what they have

assigned based on the context in SL then change it to TL without increasing or reducing the information. Translation is a set of conscious activity done by translator while they are transferring the messages from the SL into TL (Nababan 2003), therefore translators must be careful in the process since the changes can affect the result for the readers. According to Suryawinata as cited in Nababan (2003), the process of translation happened in three stages namely analyzing, transferring, and restructuring. The process of translation can be drawn at the picture below:

Figure 2. 1 Process of Translation



(Suryawinata)

1) Analyzing

The first stage of translation process is analyzing. An analysis is a critical process to develop understanding and creating meaning in every component. It means that analysis is a process of explaining the meaningful information into the smallest and detail part in order to make it understandable for the readers. Translating is always started by analyzing the source text to assign the meaning about the chronological event or some important information about the text. Analysis is involve

reading that can help translator understand the specific intention related to culture or any kind of information brought by source language before transfer it into the target language (Larson, 1998).

2) Transferring

After completing the process of analyzing, the analysis then be transferred to the target language. Transferring is a crucial and focal process of translating as translators have to find the equal meaning in both languages. This process is invisible as this is thinking process that occur in the translators' brain (inner translation). The brain is the machine all the way of translation to make the adequate transfer.

3) Restructuring

The final process of translation process is restructuring. Nababan (2003) defines restructuring as a process of transference into the suitable target language stylistic, readers, or listeners. In this stage translators need to proofread the result of translation after they transfer all the meaning. The thing that have to check is the stylistic equivalence, grammatical equivalence of both languages, and all the errors that may occurred in the previous processes. It is also important to consider who is the target readers will be to adapt the translation is suitable to the context.

c. Translation Quality Assessment (TQA)

The main purpose of having knowledge in technique and strategy of translating text is to produce a qualified translation. In assessing translation

product in written form, experts have proposed some techniques in assessment mentioned below:

1) Cloze Technique

Cloze Technique uses the understanding level of readers in target language as the indicator. It allows readers to guess or predict the words that are deleted from the text (Nida & Taber, 2003).

2) Reading-Aloud Technique

Similar to Cloze Technique, Reading-Aloud also uses readers to determine the quality of translation. It allows readers to read the translation, if it not fluent in reading the translation, it is assumed that the quality of translation in poor (Nida & Taber, 2003).

3) Performance Test

According to Brislin as cited in Nababan (2012), performance test allows readers in target language to read the translated text, then they are asked to answer questions prepared by assessor. If the reader can answer the questions correctly, it indicates the quality of the translation.

4) Back-Translation

Brislin in Nababan (2012) explained back translation as a technique where the SL (A) is translated to TL (B), then the translation result is translated back into SL (A1). After that text (A) is compared to (A1). If the two texts are the same or similar with minor differences, it indicates that translation text result (B) is accurate.

5) Equivalence-based Approach

This strategy uses the equivalent relationship between SL and TL as criteria to determine the quality of translation. Things that need to be compared based on this strategy are the type of text, the characteristics of language used and extra-linguistic factors (Reiss, 2000).

Each of the assessment techniques have the different orientation in assessing the quality of translation product. Although each of them has strength, the weaknesses are more prominent. First, the techniques are found not holistic in measuring the quality. Second, they are only one or two aspects in grading the translation, while weighting of each aspect is not appear at all. Third, there is no explanation about who is assessing the translation and what criteria should be owned by the assessors. Fourth, there is no explanation about how is the portion of a text that must be rated in translation Nababan (2012). In the research conducted by Nababan (2012) also examine the parameter to assess the quality of translation holistically. There are three aspects that should be considered, namely:

1) Accuracy

Accuracy is a term refers to the SL and TL whether it is equivalent or not. The concept of equivalence leads to the similarity of content's messages in both of the texts. A text can be referred as translation if the texts have the same meaning and messages. Therefore, adding and reducing meaning in translation should be avoided. In translation literature theory, there are several techniques such as deletion, reduction and addition. These techniques are not intended to reduce or add

information that give the impact of changing meaning in translation, however it is intended to produce acceptable and readable translation to the target readers. The scale of accuracy scoring used is the range between 1 to 3. The higher the score given in translation, the more accurate translation product is.

2) Acceptability

Acceptability is a term refers to whether a translation result has been expressed in accordance with the rules, norms and culture appear in target language or not. The concept of acceptability becomes important because although the translation is accurate in terms of contents and messages, it will be rejected if it is in contrast to the rules, norms and the culture of the target language.

3) Readability

In the context of translation, the term of readability is not only about readable in text of SL, but also readable in TL. This concept is in accordance with the essence of translation process that always involve two languages at once. The scale of readability scoring used is the range between 1 to 3. The more translation product is scored reflect the quality of readability in translation.

d. Acceptability Scoring

This research will only focus on the aspect of acceptability in translation quality. After testing and scoring the vocabulary mastery, researcher will also assess the students' translation product but only on acceptability to examine the correlation between the two variables. Acceptable level assessment is used for rater

to determine the level of acceptance in translation product. The scale of score is between the range 1 to 3. Each score reflects the translation acceptability. Here are the parameter of acceptability level of translation quality based on (Nababan, 2012):

Table 2. 1 Parameter of Acceptability

Category of Translation	Score	Parameter
Acceptable	3	Translation feels natural; technical terms are commonly used and familiar to the target reader; phrases, clauses and sentences are in accordance to the language rules in TL.
Less Acceptable	2	In general, the translation is already natural; however, there is minor problem with the use of technical terms and a minor error in grammatical.
Not Acceptable	1	The translation is not natural; the technical terms are not commonly and unfamiliar; phrases, clauses and sentences are not in accordance to the rules of the TL

The concept of naturalness in acceptability means that the cultural/norm brought by the SL is equal to TL. When the readers read the text, there should not be confusion about what the term is about. That is why, the cultural terms must be translated as natural as possible related to the cultural equivalence in the TL in order to familiarize the term for the readers.

3. Descriptive Text

a. Understanding of Descriptive Text

Descriptive text is a type of text used by the writer or speaker to describe particular person, thing, animal, event or place Knapp & Watkins (2005). The process of describing can be done by through the order of the characteristics, starting from the name, classification, attributes, behaviors, functions and

others, so that the audience can assign about what the writer is writing about. Pardiyono (2007) stated that a descriptive paragraph is written text which gives information about object either living or nonliving to the readers. Moreover, Anderson & Anderson (2003) added that descriptive text gives information about the object by describing its appearances and features without including any personal point of view.

b. Social Function of Descriptive Text

According to the description by the experts above, descriptive text a written paragraph which is provide information about an object based on its characteristics, appearances, features and others, so that, its function is to describe or give information about an object in specific. Pardiyono (2007) in the “Teaching Genre Based Writing” book stated that the aim of descriptive text is to give information and description about an object clearly to the readers. The information mentioned in the descriptive text must be specific to avoid misinformation regarding to the characteristics, function and appearances about the object.

c. Generic Structure

As well as any other genre in writing text, descriptive also has its structure and stages. The schematic structure of descriptive text is called as:

- 1) Identification/general statement.

Identification is part to introduce and identify the specific participant such as a person, thing, animal, event or place.

2) Description

Description is structured to describe the participant from the characteristics, appearances, personality, habit and qualities Knapp & Watkins (2005). Description provide explanation about the object that is being described.

d. Language Feature

Regarding its linguistics features of descriptive text is summarized as follow:

- 1) Focus on the specific thing as the main character;
- 2) Using present tense as dominant tenses;
- 3) Using linking verbs or relational process (is, are, has, have, belongs to) in order to classify and describe the appearance and functions of the object;
- 4) Using action verbs and behavioral process to give additional description regarding to the action and behavior;
- 5) Using mental process to describe feelings;
- 6) Using adjectives and adverbs to add information to object (noun) and information to action (verb) to present detailed topic;
- 7) Using adverbial phrases to add information about manner, place or time.

e. Types of Descriptive Text

From the theory mentioned above, it can be concluded that description paragraph vividly visualizes the topic and entering writer's experience about particular event, place or personality. It is aimed to enrich the other form of

writing as dominant strategy to develop picture of something seems like. Jolly (1984) asserted five types of descriptive text in writing as mentioned below:

- 1) Describing process, not only explains about how something looks like, but also examines why it was done and what was required to complete the process.
- 2) Describing an event, where the writer should be able to memorize what was happened in the event. In this case, writer has to explain all the details related to the event to make the readers can imagine the real situation and condition.
- 3) Describing a personality, where the writer should be able to recognize the individual characteristics of a person. Writer needs to describe people fairly areas in physical attributes, emotional, moral attributes and intellectual.
- 4) Describing a place, to present something concretely about place, e.g. a recreation place, a palace, hospital, school, etc.
- 5) Describing an object, to present accurate appearance about object which was done by providing the physical characteristics of the objects such as color, form, shape, the function, etc.

B. Previous Related Research

There is some researches that are conducted before and relevant to this study. In graduating this paper, researcher took some of them as references and comparison. First research conducted by Khotimah (2015) entitled "The Correlation between Students' Vocabulary Mastery and Their English-Indonesian Translation Ability of Seventh Grade Students at SMPN 1 Sumbergempol

Tulungagung Academic Year 2014/2015". This paper uses 32 students as the sample of research then analyzed the data using *Pearson Product Moment Formula*. It is found there is a significant correlation between vocabulary and English-Indonesian translation ability as " r_{count} " showed 0.632 higher than " r_{table} " 0.349 at the level of significance 5% and 0.449 at 1% level of significance.

Other relevant research was also done by Pertiwi (2021) in the paper entitled "The Correlation between Vocabulary Mastery and Translation Ability of the Eleventh Grade Students of SMA Negeri 11 Palembang". This research uses 70 of 478 high school students as sample and uses test on both variables in collecting data. The data in this research is analyzed using *spearman-rank correlation* and it is found that vocabulary mastery and translation ability was moderately strong correlated as the " p_{value} " 0.535 higher than 0.05.

The two previous research was conducted through students of high school whether junior and senior level. The following research by Setyaningsih et al. (2019) was conducted at university students namely Universitas Sebelas Maret Surakarta, but uses three variables namely reading habit, vocabulary mastery and translation ability, that is why, in analyzing the data, researchers use *simple correlation* and *multiple regression correlation*. 34 students involved in this research after cluster random sampling was taken. It is found that between reading habit, vocabulary mastery and translation ability are positively correlated as ($R_{.0} = 0.24$ and $F_o = 6.26 > F_t = 3.32$). In the correlation between students' vocabulary mastery and translation ability specifically also found a positive correlation as ($r_o = 0.467 > r_t = 0.339$).

The three previous researches mentioned above are trying to examine the correlation between students' vocabulary mastery and translation ability in general. Two of them conducted through high school students and one at university. Those researches have their own strategy in sampling, collecting data and analyzing data and focusing on translation ability in general. The gap between three previous research and this study is that acceptability aspect as the focus of assessment after Andria & Ardi (2021) conducting research entitled "The Ability in Producing Acceptable Indonesian Translation of Comic Strip Made by Students of English Language Education Program of Universitas Negeri Padang". This research explained that 17 out of 36 students can produce acceptable translation. In the finding of this research is not explaining the factors that influence students in producing the acceptable translation. That is why this research is conducted to examine whether vocabulary mastery is a factor that influence students to produce acceptable translation or not. It is supported to the theory of Nababan (2012) in assessing translation ability in this research.

Table 2. 2 Comparison between Previous Related Research

Appellative	Title	Similarities	Differences
Khusnul Khotimah	The Correlation between Students' Vocabulary Mastery and Their English-Indonesian Translation Ability of Seventh Grade Students at SMPN 1 Sumbergempol Tulungagung Academic Year 2014/2015	<ol style="list-style-type: none"> 1) Quantitative research design. 2) Discussing about the correlation between vocabulary mastery and translation ability. 3) Evaluating the quality of translation. 4) In collecting data, both researches are using test on both variables. 5) Using <i>Pearson Product Moment</i> in analyzing the data. 	<ol style="list-style-type: none"> 1) Subject of the research, since this research is using university students, while research by Khotimah is using Junior High School students. 2) This research focusses on acceptability, while research by Khotimah examine the quality of translation in general. 3) This research is using theory by Nababan (2012) to assess

			translation acceptability.
Cynthia Eka Pertiwi	The Correlation between Vocabulary Mastery and Translation Ability of the Eleventh Grade Students of SMA Negeri 11 Palembang	<ol style="list-style-type: none"> 6) Quantitative research design. 7) Discussing about the correlation between vocabulary mastery and translation ability. 8) Evaluating the quality of translation. 9) In collecting data, both researches are using test on both variables. 	<ol style="list-style-type: none"> 1) Subject of the research, since this research is using university students, while research by Pertiwi is using Senior High School students. 2) This research focusses on acceptability, while research by Pertiwi examine the quality of translation in general. 3) This research is using theory by Nababan (2012) to assess translation acceptability. 4) In analyzing data, this research is using <i>pearson product moment</i>, while Pertiwi is using <i>spearman-rank correlation</i>.
Widya Setyaningsih, Sujoko and Teguh Sarosa	A Correlational Study between Reading Habit, Vocabulary Mastery, And Translation Ability	<ol style="list-style-type: none"> 1) Quantitative research design. 2) Evaluating the quality of translation. 3) In collecting data, both researches are using test on both variables. 4) Using university students as the subject of the research, both in the third year students. 	<ol style="list-style-type: none"> 1) The variable, this research only using two, while in the previous research is also involving reading habit. 2) This research focusses on acceptability, while the previous research examines the quality of translation in general. 3) Since the previous research involving three variables, in analyzing data, <i>simple correlation</i> and <i>multiple regression correlation</i> are used, while this research is using <i>pearson product moment</i>.
Riri Andria and Havid Ardi	The Ability in Producing Acceptable Indonesian	<ol style="list-style-type: none"> 1) Evaluating the quality of translation, especially acceptability. 	<ol style="list-style-type: none"> 1) Research design, the previous research is using qualitative descriptive, while this

	Translation of Comic Strip Made by Students of English Language Education Program of Universitas Negeri Padang	2) In collecting data, both researches are using test on translation to examine the quality produced by students. 3) Using university students as the subject of the research. 4) Using the theory by Nababan (2012) to assess the translation acceptability.	research is a quantitative correlational study 2) Since the research design is different, the result and research finding is different. 3) This research examines whether vocabulary influence translation acceptability or not, but research by (Andria & Ardi, 2021) is not explaining the factors that influence the acceptability.
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C. Rationale

According to the information mentioned in the previous related research, vocabulary and translation are the important activity in English language learning. Vocabulary is used to express thoughts and meaning in the form of communication, while students are also cannot be separated to translating as they have to assign the meaning from English foreign language then and transfer it to what is meant to be in their own language. By mastering vocabulary, students will easily do their job in translating, and by having good ability in translating, students will also fluently survive in English language learning and teaching.

It is not easy to change or transfer meaning from one language to another language. Students must have a rich vocabulary mastery to comprehend the text that will be translated in the classroom. Moreover, to produce an acceptable translation, it is required a specific understanding about vocabulary related to culture, that is why, students' cross cultural understanding is also play important role in this activity. It will enrich students' vocabulary that will finally help the to produce acceptable translation.

Based on the rationale explained above, the researcher predicts that there would be a correlation between students' vocabulary and translation ability. It means that students' have to master the vocabulary included in the text to comprehend the meaning of the contents, then transfer the intention into another language. Acceptability is also considered important because translation must also be acceptable to the target readers instead of only being accurate. That is why, mastering specific vocabulary in all aspects are important for students in English Language Teaching (ELT).

D. Hypothesis

Before constructing hypothesis of the research, the researcher has the assumption about how the result will be. Students' vocabulary mastery is correlated to their ability in producing acceptable translation. The more students mastering vocabulary and have a rich level on it, the more they can produce the acceptable translation. In contrast, lack of vocabulary mastery will also encourage students to face problems and difficulties in translating text. The hypothesis of the research can be formulated below:

Ha: There is a significant correlation between students' vocabulary mastery and their translation acceptability in translating descriptive at the third year students of English Language Education UIN Raden Mas Said Surakarta.

H₀: There is no significant correlation between students' vocabulary mastery and their translation acceptability in translating descriptive at the third year students of English Language Education UIN Raden Mas Said Surakarta.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses quantitative approach with a correlational research design. Lodico et al. (2006), defined correlational research as a quantitative method which is designed to show the relationships between two or more variables. In accordance to the definition, this research aims to examine whether the correlations between the two variables of the research were really appeared or not. Correlational research is similar to descriptive survey in the experimental consisting of one group of people, and two or more variables which are not manipulated or controlled by the researcher.

According to Kaswan & Suprijadi (2016), quantitative research design is a deductive theory-based research process which is focusing on testing theories and specific research hypothesis that considering the finding differences and relationship using the numeric data and methods to make specific conclusion about the phenomena. Arikunto (2010) described correlational research as a study which is conducted to find out the correlation degree between two or more variables. The variable of the research must be more than one, so that the variable can be correlated.

In the hypothesis, there are two variables, namely variable X and Y. in this research, the variable X is the students' vocabulary mastery, while the variable Y is the students' translation acceptability in translating the descriptive text. Both of the variables measure through test. The result of the text is used to examine whether

C. Population and Sample

1. Population of the Research

Population is a group of individuals who have characteristics, the entire mass of observation (Creswell, 2002). Sugiyono (2016) also defined population as the generalization area that consist of object or subject which have the certain qualities and determined characteristics to learn then concluded by researcher. Meanwhile, Fraenkel et al. (2012) explained that population is the larger group to which one hopes to apply the results. So that, population was the larger group of individual that has one more characteristics in common that are of interest to the researcher. Based on the definition above, the population in this research is all the students at English Language Education of UIN Raden Mas Said Surakarta which consists of ten classes (A-J).

2. Sample of the Research

Fraenkel et al. (2012) defined that sampling is the selection of the sample of individuals who will participate and be observed or questioned in the research. It aims to gain information about the population. Sampling is an important way to obtain a group of a subject who will be the representative of the larger population or will provide specific information required in the research. It is impossible that all the population of the research participated since there is a huge number of the population.

While sample is a small portion of population. According to Lodico et al. (2006) , sample is a smaller group selected from a larger population that is represent the larger population. In selecting the sample of the research, there are techniques to choose the participant of the research. According to Sugiyono

(2016), technique of sampling is divided into two namely *Probability Sampling* and *Non-Probability Sampling*.

Technique sampling that will be used in this research is *Simple Random Sampling* which is belong to *Probability Sampling*. *Simple Random Sampling* is a way in taking the sample from population which is done randomly without any regard on strata/level in the population. It means that the researcher chose random participant which is appear at the third year students of English Language Education UIN Raden Mas Said Surakarta as the population. This type of sampling is used in this research because the students is obviously included to this research but there are only several students to represent the data. The participants of this research would be 30 students, where each of three students represent each class at the major.

D. Variables and Indicators

1. Variables

Sugiyono (2016) explained that variable in a research is an attribute, or trait, or value of an object or activity which has certain characteristics set by the researcher in order to be studied then drawn the conclusion. Variable then divided into independent (X) and dependent (Y) variable. An independent variable according to (Sugiyono, 2016) is often referred as stimulus and predictor that can affect or cause the changes of the dependent. While a dependent variable is theoretically influence the relationship between the independent and dependent variables into an indirect correlation. So that, based in the description above, the variables of this research can be proposed as follow:

- a) Independent variable (X): Students' Vocabulary Mastery
- b) Dependent variable (Y): Students' Translation Acceptability

2. Indicators

The indicators of this research were the vocabulary mastery in accordance to the theory proposed by Thornbury (2002) that test will provide feedback and benefit to students and teacher in EFL that it is useful in any aspects in the class. Test of vocabulary here would be included five forms of test, namely multiple choices, completion test, gap-fill test, definition and picture. The other indicator of this research is translation acceptability according to the theory of Nababan (2012) which is focused on the use of norms, culture and linguistics rules of language.

E. Techniques of Collecting Data

In collecting the data of this research, the researcher used the test in both vocabulary and translation as the instrument. The researcher would arrange the test of vocabulary and translation. Then the test is given to students to fill and work for the vocabulary and translating both from English to Indonesian and in return. The test would be in the form of printed test and the researcher and the students would be met directly. After finishing the test, researcher collecting the answer sheet to analyze the result. There are 20 test of vocabulary in five forms, five text to be translated in the test. The scoring of the tests was included on the rubrics below:

Table 3. 2 Rubric of Vocabulary

Test	Number	No. Item	Score of Each	Total Score
Vocabulary	20	1-20	5	100

(Brown, 2007a)

The test of vocabulary would be assessed in a simple way, where there is 100 score if the test of vocabulary mastery was perfect. In the test of translation, however, there is no perfection as the result of the translated target text is all based on the interpretation of the rater using parameter used regarding to the theory. In assessing the translation test, Nababan (2012) mentioned there must be at least three raters. The aspect must be covered the acceptability as the focus of the research. The rater of the test must have the qualification related to translation. To rate the aspect of acceptability, as mentioned by Nababan (2012), the raters must be:

- 1) mastering the use of the Bahasa Indonesia's normative grammar
- 2) mastering the field/area of translation text
- 3) familiar to the technical terms in brought by the text being translated.

Table 3. 3 Rubric for Assessing Translation Acceptability

Category of Translation	Score	Parameter
Acceptable	3	Translation feels natural; technical terms are commonly used and familiar to the target reader; phrases, clauses and sentences are in accordance to the language rules in TL.
Less Acceptable	2	In general, the translation is already natural; however, there is minor problem with the use of technical terms and a minor error in grammatical.
Not Acceptable	1	The translation is not natural; the technical terms are not commonly and unfamiliar; phrases, clauses and sentences are not in accordance to the rules of the TL

(Nababan, 2012)

From the research instrument and scoring as mentioned above, the researcher then analyzing the data and proposing the finding using the analysis techniques. The final result would examine the significant correlation between the two variables of the research namely students' vocabulary mastery and translation acceptability through the students of English Language Education study program at UIN Raden Mas Said Surakarta. The result would also find which hypothesis is accepted in this research.

F. Research Instrument

In this research, there would be two tests given to the participants. The first test is vocabulary test to measure the students' vocabulary mastery about cultural understanding. While the second test would be translation test which would be focusing on the aspect of acceptability. The two test would be using the same source passage with a descriptive text as the illustration and the source of reading. The same text would be used in the two test in order to correlate the two variables in this research.

In vocabulary test, there would be 20 items divided into five types of test as mentioned before. The passage of the test would be five different descriptive texts about norms or cultural understanding. The texts which are appeared in the vocabulary test would also be the test of translation. The translation test would also five items from five different descriptive texts as appeared in the previous test. However, the text on translation test would be shorter than it should be to shorten the duration of the test. The number of each test can be drawn at the table mentioned below:

Table 3. 4 Number of Vocabulary Test

No	Items of the Test	Number of Items
1	Multiple choices	7
2	Completion test	3
3	Gap-fill test	3
4	Definitions	5
5	Picture	2
Total		20

Table 3. 5 Number of Translation Test

No	Language Pairing	Number of Items
1	English-Indonesian	3
2	Indonesian-English	2
Total		5

G. Data Validity and Reliability

1. Validity

Validity is a measurement that indicate the grades of an instrument. According to Arikunto (2010), instrument can be valid if it reflects what is being measured in the instrument. Hughes (1989) also argued that test can be called as valid if it measures accurately what it was intended to measure. In addition, Lodico et al. (2006) presented that validity was focused to ensure what the instrument “claims” to measure is truly measuring. In this research, to verify the validity of the items in the instrument, the measurement used is *Pearson Product Moment* formula, where the item is considered valid if the coefficient correlation (r_{xy}) of the item is greater than or equal to the r_{table} of the product moment, while it would be considered as invalid if the coefficient correlation is

lower than or equal to the r_{table} . The *Pearson product moment* formula can be counted using the following pattern:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2]} \sqrt{[N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = coefficient correlation of variable X and Y

$\sum XY$ = the sum of the products between X and Y scores of each student

$\sum X$ = the sum of X scores

$\sum Y$ = the sum of Y scores

$\sum X^2$ = the sum of square students' vocabulary mastery

$\sum Y^2$ = the sum of square students' translation acceptability

$(\sum X)^2$ = the sum of squared X scores

$(\sum Y)^2$ = the sum of squared Y scores

N = total of the respondents

Where the criteria of validity:

$r_0 \geq r_{table}$ = **Valid**

$r_0 \leq r_{table}$ = **Invalid**

2. Reliability

Reliability refers to the consistency of scores which is an instruments' ability to produce the exact score for an individual over repeated testing approximately or across different rater (Lodico et al., 2006). It means that reliability of instrument was required to make sure that the instrument could be consistent if it is used in other time. While Sugiyono (2016) explained that reliability of an instrument refers to the level of consistency of the instrument

over the time. Therefore, the instrument as the test was reliable. To verify the reliability if instruments of the research, the Alpha Cronbach formula would be used, the pattern as follows:

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum_{i=1}^k \sigma_y^2}{\sigma_x^2} \right)$$

Where:

α = alpha Cronbach value

k = the number of items in the measurement

σ_y = variance associated to each items

σ_x = variance associated of the total score

Where the criteria of reliability as follows:

Table 3. 6 Criteria of Reliability

Cronbach Values	Interpretations
0.00 – 0.20	Less reliable
0.21 – 0.40	Rather reliable
0.41 – 0.60	Quite reliable
0.61 – 0.80	Reliable
0.81 – 1.00	Strongly reliable

H. Techniques of Analyzing the Data

In this research, there would be number of scoring from the test of vocabulary mastery and translation acceptability. There researcher would firstly would tabulated the data into table to make the researcher easier to analyze and understandable for the reader. Secondly, the researcher would examine the correlation between the two variables of the research. The correlation would be calculated using *Pearson Product Moment* formula. After finding the coefficient correlation of the data, the researcher would make the interpretation about the

correlation between the two variables. Here are the interpretation of the coefficient correlation according to Sugiyono (2016):

Table 3.7 Interpretation of Coefficient Correlation

Interval coefficient	Interpretation
0.00 – 0.199	Very low
0.200 – 0.399	Low
0.400 – 0.599	Enough
0.600 – 0.799	Strong/high
0.800 – 1.000	Very strong/very high

1. The Description of the Data

- a. Mean is the average value of the data group.
- b. Median is the central value of the data group. It is examined by picking the middle value after ranging the data from the lowest to the highest.
- c. Mode is the most frequent number appear in the data.
- d. Standard deviation is a numerical index which indicates the average variability of the scores.

2. Pre-requisite Test

- a. Normality Testing

Normality testing is used to find whether each instrument have normality or not. Kasmadi & Sunariah (2013) explained that normality testing is aimed to know the distribution of the data of the research is normal or not. The main purpose of conducted normality testing in this research for the researcher is to know that the population or data involved in the research was in normal distribution. One of the well-known ways to test the normality of data in a research is by using *Kolmogorov-Smirnov* test. This

research uses SPSS 26 version to find the normality of the data. The result of the computation of the normality test is compared to 0.05 significance level. The conclusion drawn if the *Kolmogorov-Smirnov* value is larger than 0.05 means that the data is normally distributed.

b. Linearity Testing

According to Abdurrahman et al. (2011), linearity testing is aimed to find whether the two variables of the research had a significant linear regression or not. To find the regression between the two variables, the researcher uses SPSS 26 version to compute the value of the F test. the decision is taken by comparing the F test value with the significant of 5% or equals to 0.05. The linearity of the F test can be achieved if the sig value is higher than 0.05, so that it can be stated that both of the variables are linear distributed.

3. Hypothesis Testing

The criteria of the hypothesis would be explained as the following:

H_0 =There is no correlation between the variable X (vocabulary mastery) and the variable Y (translation acceptability)

H_a = There is a correlation between the variable X (vocabulary mastery) and the variable Y (translation acceptability)

The test of hypothesis is calculated using the correlation technique from the *Pearson Product Moment* formula. The result of the coefficient correlation then compared to the r_{table} at the level of significance 5% (0.05) with the N= number of the respondents of the research. If the r_{xy} was greater than or equal to the r_{table} ($r_{xy} \geq r_{table}$), it is found that H_0 is rejected, while H_a is accepted.

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

This section is presented to answer the formulation of the problems of the research stated above. Those are the students' vocabulary mastery, students' translation acceptability and the correlation between those two variables.

1. Data Description

a) Students' Vocabulary Mastery

To collect the data for students' vocabulary mastery, the researcher used the procedure of the research by arranging the test instrument for the vocabulary. The researcher then distributed the test to the selected random respondents in the form of printed test then ask students to answer the test. After finishing the test, the researcher collected the answer sheet and give the score for the test to analyze the vocabulary mastery. The score of the students' vocabulary mastery is found in the table below:

Table 4.1 Students' Vocabulary Mastery Score

No	Student	Score	Classification
1	S1	95	Very Good
2	S2	70	Fairly Good
3	S3	86	Very Good
4	S4	98	Excellent
5	S5	88	Very Good
6	S6	75	Fairly Good
7	S7	95	Very Good
8	S8	90	Very Good
9	S9	90	Very Good
10	S10	90	Very Good
11	S11	95	Very Good
12	S12	92	Very Good

13	S13	95	Very Good
14	S14	57	Poor
15	S15	80	Good
16	S16	100	Excellent
17	S17	98	Excellent
18	S18	91	Very Good
19	S19	91	Very Good
20	S20	90	Very Good
21	S21	90	Very Good
22	S22	90	Very Good
23	S23	90	Very Good
24	S24	90	Very Good
25	S25	90	Very Good
26	S26	85	Good
27	S27	82	Good
28	S28	72	Fair
29	S29	93	Very Good
30	S30	94	Very Good
Total		2642	

The researcher classified the score of the vocabulary mastery using the Classification by Dinas Pendidikan dan Kebudayaan (Depdikbud) as cited in Nurani (2022). This classification makes the researcher easier to categorize which level the students' vocabulary are in. The classification can be seen in the table below:

Table 4. 2 Classification of Students' Vocabulary Mastery

No.	Range	Classification
1	96 – 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly good
5	56 – 65	Fair
6	36 – 55	Poor
7	0 – 35	Very poor

After categorize the scores of the students' vocabulary mastery according to the table above then analyzed the data. To make the date clear and

easily to understand, the analysis is started with the calculation of mean, median, mode and standard deviation of the test.

1) Mean of the Vocabulary Mastery

Mean is the average score of all the respondents, so that it provides where the center of the dataset is located. To calculate the mean of the data, the researcher uses the formula by Gay in Nurani (2022), that mean is total score then divided by the number of the data (respondent), meanwhile in excel also provide the way to calculate the mean of data using =AVERAGE formula. The result of the calculation can be seen in the following table:

Table 4. 3 Mean of the Students' Vocabulary Mastery

Name of the calculation	Score	Classification
Mean of the Vocabulary Mastery	88	Very good

2) Median of Vocabulary Mastery

Median is the middle-point of the dataset, where to find the median of the data, the researcher has to arrange the data score from the smallest to the largest score in vocabulary mastery. In excel, there is also provide way to find the median of the data using =MEDIAN formula. The calculation result for the median of the data can be seen in the table below:

Table 4. 4 Median of the Students' Vocabulary Mastery

Name of the calculation	Score	Classification
Median of the Vocabulary Mastery	90	Very good

3) Mode of the Vocabulary Mastery

Mode is the most commonly value that appear in the dataset. The most frequent score of test will appear in the data of students' vocabulary mastery. The researcher used =MODE formula in excel to find the most common score appear in the students' vocabulary mastery. The result of the calculation can be seen in the table below:

Table 4. 5 Mode of the Students' Vocabulary Mastery

Name of the calculation	Score	Classification
Mode of the Vocabulary Mastery	90	Very good

4) Standard Deviation of Vocabulary Mastery

While standard deviation is the average of the variability in the dataset, where it provides how far each score of the data lies to the mean. The researcher used =STDEV.P to find the standard deviation of the data. The result of the calculation about standard deviation on students' vocabulary mastery can be seen in the following table:

Table 4. 6 Standard Deviation of Students' Vocabulary Mastery

Name of the calculation	Score
Standard Deviation of the Vocabulary Mastery	9.1115

From the tables presentation above, it can be seen that mean, median and mode of the data were in the range of 86-100 which are considered in the very good at the classification indicates that the vocabulary mastery of the sixth semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta is advanced. While the number of

standard deviation of the data is smaller than the mean, it means that the variability is considered low as the bigger the standard deviation through the mean, the less accurate the data is. Then to classify the data, the researcher then calculated the frequency by using the =FREQUENCY formula in excel. It is found that:

Figure 4. 1 Diagram of Students' Vocabulary Mastery

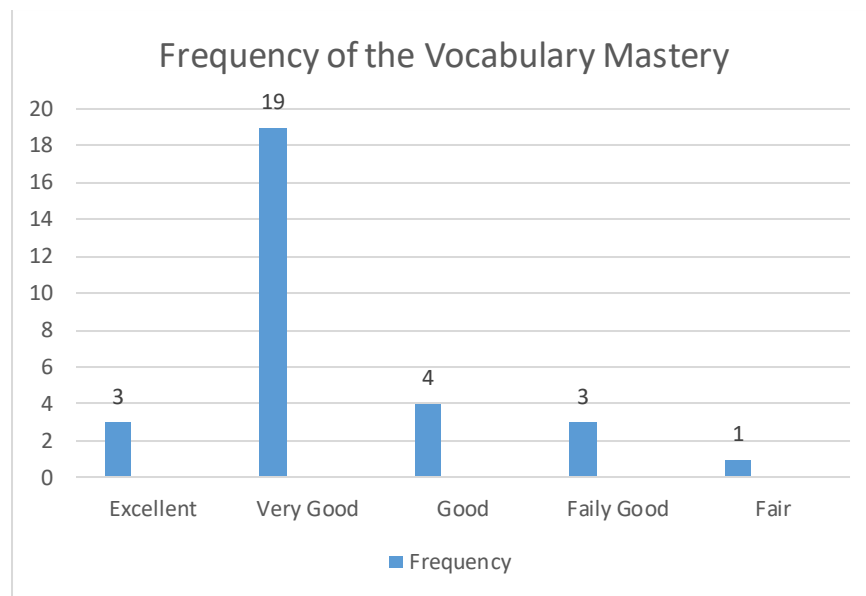
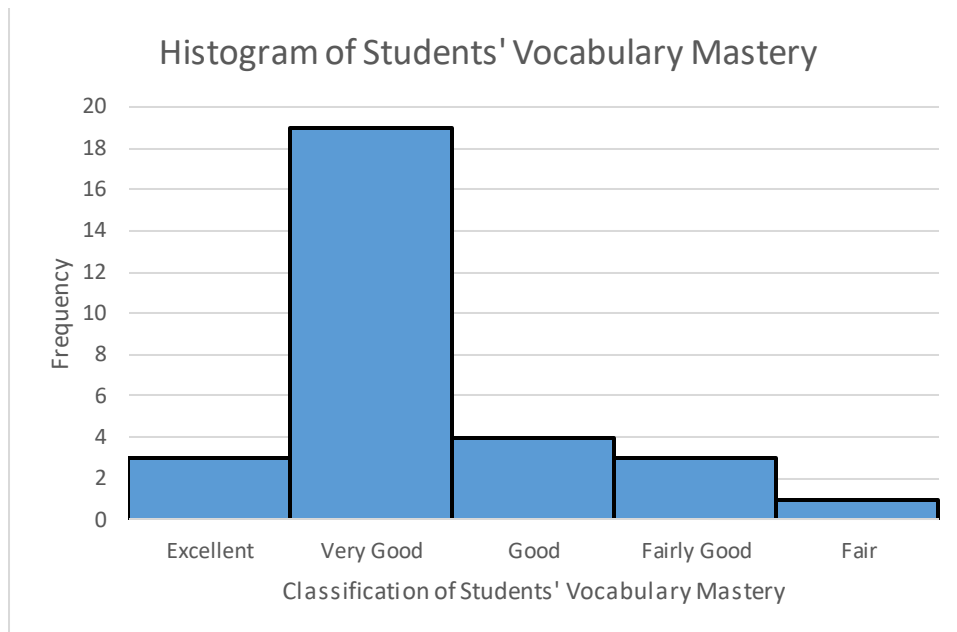
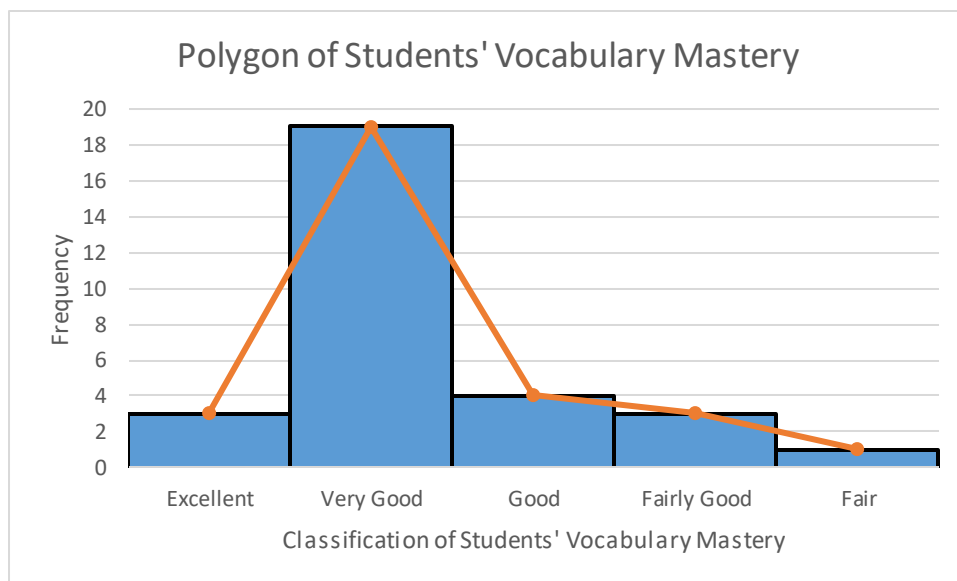


Figure 4. 2 Histogram of Students' Vocabulary Mastery**Figure 4. 3 Polygon of Students Vocabulary Mastery**

From the diagrams above, it indicates that most of the students (22 of 30 students) are in the “very good” to “excellent” level. 4 students over 30 are considered in the “good” level, while the rest of them are “fairly good” to “fair” level. It means that most of the students of the sixth semester at English

Language Education UIN Raden Mas Said Surakarta mastered the vocabulary very well.

b) Students' Translation Acceptability

As it is planned in the proposal, to collect the data for translation acceptability on the students of English Language Education UIN Raden Mas Said Surakarta, the researcher used the procedure of the research by arranging the test instrument for the translation about cultural terms. The researcher then distributed the test to the selected random respondents in the form of printed test then ask students to answer the test in hand-written form. After finishing the test, the researcher collected the answer sheet and distributed to the raters to give the score for the test to analyze the translation acceptability.

The score given in the test is between 1-3 with the parameter mentioned above (see table 2.1). the score of the translation acceptability is given by three raters, consisting of two professional translators and the researcher. After all the scores are collected, the researcher calculated the mean, median, mode and standard deviation of the data to analyze the students' translation acceptability.

1) Mean of Translation Acceptability

The result of mean calculation on translation acceptability can be seen in the table below:

Table 4. 7 Mean of Students' Translation Acceptability

Name of the calculation	Score	Categorization
Mean of the Translation Acceptability	2.399	Less acceptable

2) Median of Translation Acceptability

The result of median calculation on translation acceptability can be seen in the table below:

Table 4. 8 Median of Students' Translation Acceptability

Name of the calculation	Score	Categorization
Median of the Translation Acceptability	2.292	Less acceptable

3) Mode of Translation Acceptability

The result of mode calculation on translation acceptability can be seen in the table below:

Table 4. 9 Mode of Students' Translation Acceptability

Name of the calculation	Score	Categorization
Mode of the Translation Acceptability	2.208	Less acceptable

4) Standard Deviation of Translation Acceptability

The result of mode calculation on translation acceptability can be seen in the table below:

Table 4. 10 Standard Deviation of Students' Translation Acceptability

Name of the calculation	Score
Standard Deviation of the Translation Acceptability	0.208

According to the tables above, from the mean of the data we can conclude that students of the sixth semester in English Language Education UIN Raden Mas Said Surakarta produced the 'less acceptable' translation. The median and mode of the data are more than 2 but less than 2.5, which is mean

that it considered as 'less acceptable' translation. It can also be seen at the table of frequency where 63% students are in the 'less acceptable' level. Although most of them in the medium level, students with the ability in producing 'acceptable' translation showed larger than who are produce the 'inacceptable' as there are 30% more than 7%.

After calculating the mean, median, mode and standard deviation, same as the analysis on the vocabulary mastery, the researcher then presented the diagram to make the data clearly be understood. The diagram is included the frequency of the students related to the categorization adapted from the theory. Here are the diagram of frequency distribution:

Figure 4. 4 Diagram of Students' Translation Acceptability

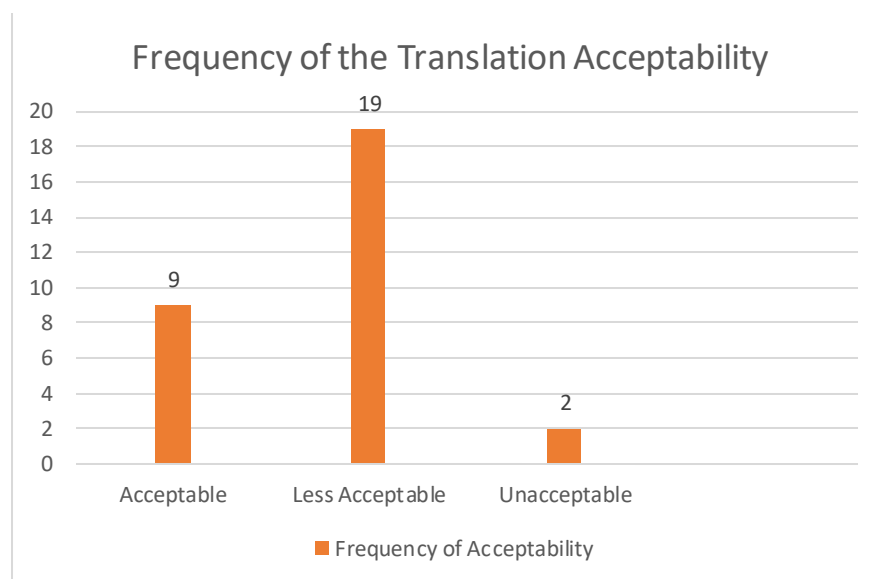


Figure 4.5 Histogram of Students' Translation Acceptability

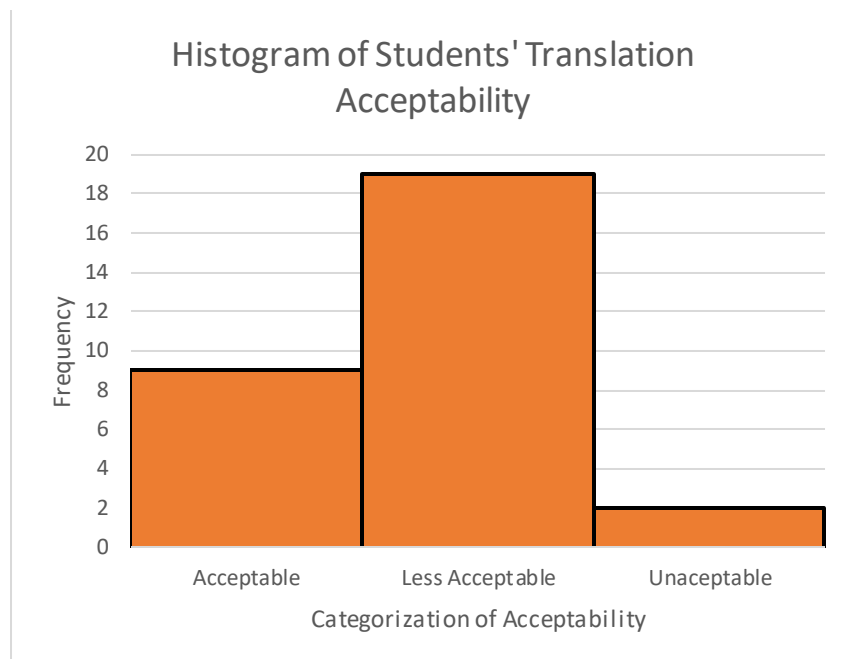
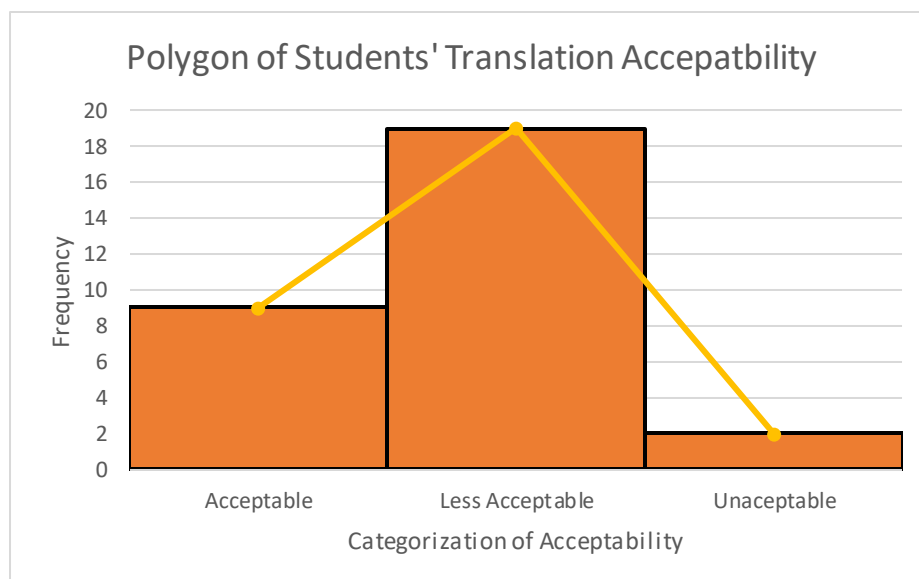


Figure 4.6 Polygon of Students' Translation Acceptability



From the chart above, it can be seen that most of the students in the third year of English Language Education UIN Raden Mas Said Surakarta produced the 'less acceptable' translation as there are 63% (19 students). The students that can produce the 'acceptable' result is 30% (9 students), while the rest of

them cannot produce the translation that is acceptable for the target readers. The translation test consists of the worldwide cultural item, where the students need to transfer the meaning from English to Indonesian and Indonesian to English.

2. Pre-Requisite Test

a) Normality Testing

One of the pre-requisite test required in this research is normality test. Kasmadi and Sunariah in Nurani (2022) explained that normality testing is aimed to examine whether the distribution of data in the research is normal or not. To find the normality of the data, this research used the concept of Kolmogorov Smirnov formula in SPSS 26 with the significance level of 5%. The normality of the data can be seen at the table below:

Table 4. 11 Normality Testing

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.86241427
Most Extreme Differences	Absolute	.190
	Positive	.190
	Negative	-.150
Test Statistic		.190
Asymp. Sig. (2-tailed)		.070 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

On the table above, the Kolmogorov Smirnov value of the data is 0,07, while the significance level is 0.05, which is mean that the Kolmogorov Smirnov of the data is larger than the significance level. For all those fact, it can be concluded that the data of the research is normally distributed.

b) Linearity Testing

The next pre-requisite test that is required in this research is linearity testing. According to Abdurrahman in Nurani (2022), linearity testing is conducted to examine whether the two variables that is used in the research have the significant linear regression or not. To find out the linearity between the two variables, the researcher uses 5% (0.05) significant level of F test. The result of the linearity testing can be seen in the following table:

Table 4. 12 Linearity Testing

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Agresivitas * Religiusitas	Between Groups	(Combined)	11.256	16	.703	.816	.654
		Linearity	.890	1	.890	1.033	.328
		Deviation from Linearity	10.366	15	.691	.802	.662
	Within Groups		11.203	13	.862		
	Total		22.459	29			

On the Anova table above, the value of linearity testing in the data is 0.328, while the Deviation from Linearity is 0.662. as these values are larger than the 0.05 significance level used for linearity testing, it can be concluded that the data in this research was linear distributed.

3. Hypothesis Testing

In the hypothesis testing, the researcher uses Pearson Product Moment formula. In Microsoft excel, there is a formula =PEARSON to examine the number of correlation between two variables used in this research. The calculation found that the Pearson correlation number r_{xy} is 0.199 which is mean that the r_{xy} is lower than the r_{table} used for correlation in the significance level of

5% with the number of subject 30. To make it clear, the researcher also uses SPSS 26 to find the correlation between two variables, and the result showed in the following table:

Table 4. 13 Hypothesis Testing

		Correlations	
		x	y
x	Vocabulary Mastery	1	.199
	Sig. (2-tailed)		.292
	N	30	30
y	Translation Acceptability	.199	1
	Sig. (2-tailed)	.292	
	N	30	30

Based on the table correlations above, it also can be seen that the number of the r_{xy} is 0.199. The significance level used in this correlation is 5% with the number of respondents 30. It is found that the r_{table} was 0.349. Here are the statistical hypothesis:

$H_a: r_{xy} > 0.349$ (there is a significant correlation between students' vocabulary mastery and their translation acceptability).

$H_0: r_{xy} < 0.349$ (there is no significant correlation between students' vocabulary mastery and their translation acceptability).

The result of the computation using two methods in excel and SPSS 26 showed that the coefficient correlation between students' vocabulary mastery (X) and their translation acceptability (Y) was 0.199 lower than the r_{table} ($0.199 < 0.349$). Thus, **H_0 (there is no correlation between students'**

vocabulary mastery and their translation acceptability) was accepted and H_a was automatically rejected.

B. Discussions

Vocabulary mastery is one of the important aspect in language teaching and learning. The use of vocabulary mastery is beneficial for students to comprehend everything related to language skills, including translation. The previous researches proved that students' vocabulary mastery does influence the translation ability. Vocabulary mastery is useful to re-create meaning and transfer the thoughts and ideas either from English to Indonesian or in return.

To assess the quality of translation as examined on the previous research, there only concerned on the aspect of accuracy as the most important aspect in translation. The transfer of the ideas must be accurate in meaning, so that, there would not be lack of understanding about what the text is about. Though the accuracy became the most important aspect to consider, there are also acceptability and readability that must also be considered. A qualified translation must be accurate, acceptable and readable. Acceptability is the aspect that deals with cultures, norms and linguistic rules.

Translation acceptability requires students' language sub-competence related to cross cultural understanding. By mastering vocabulary about cultural items in the worldwide, it will help students to produce proper translation considering acceptability. For these facts, the research about the correlation between vocabulary mastery and translation acceptability through college students is conducted. This research aims to examine whether the number of vocabulary mastery does influence the ability of producing translation acceptability or not. Here are the presentation of the results and findings of the research discussions.

1. Students' Vocabulary Mastery

The score of the vocabulary testing through the sample indicated that the students of the sixth semester of English Language Education mastering vocabulary really well as the data showed that 73% students considered to “very good” to “excellent” level. The researcher found that based on the calculation, the mean of the data was 88, so that the students considered having a very good understanding in vocabulary that focusing on the cultural aspects.

Dealing with the mean of the data in the number of 88, it is found that there are 70% (21 out of 30 students) got the score higher than the mean, which means more than a half of the sample did a very good job in mastering the vocabulary focusing on the cultural aspect. Meanwhile the rest of them 30% (9 out of 30 students) got the lower score compared to mean. Although, there are 6.7% (2 students) still considered as “very good” as their score are in the range of 86-95 though theirs are considered lower than mean. Other than that, students in the score range of 76-85 considered as “good” are 13.3% (4 students).

Overall, students of the sixth semester at English Language Education UIN Raden Mas Said Surakarta mastered the vocabulary really well because most of the passed the vocabulary test with a high number of scores. The data showed that 86.7% (26 out of 30 students) are in the “good” to “excellent level, while the rest of them 13.3% (4 students) did not passed the test with the lower score considered as “fair” and “poor”. This result is in line to what Thornbury, (2002) argued about vocabulary testing that there would be a feedback on the test as if the learners know that later they are going to be tested, they may take a review on vocabulary to motivate them to get a preparation. While looking for

the sample, the researcher has informed to the respondent about what the test is about and how the test would be going on. The students when they knew that they would be the respondent of the research, they learn to master the culture as it is the material of the vocabulary testing. That is why, it showed an impressive result of the test at the end.

2. Students' Translation Acceptability

Based on the data mentioned above, the level of students' translation acceptability in the sixth semester of English Language Education UIN Raden Mas Said Surakarta was in the medium level or 'less acceptable' translation. The calculation of the scores from the three raters using the parameter theory by Nababan (2012), it showed that the score of the translation acceptability was 2.39 which is categorized as 'less acceptable'.

Acceptability according to Nababan (2012), is term refers to whether a translation into target text has been transferred in accordance with the rules, norms and culture appear in target language or not. The concept of acceptability becomes important because although the translation is accurate in terms of contents and messages, it will be rejected it is in contrast to the rules, norms and the culture of the target language. The 'less acceptable' translation level in acceptability concept means that students produced a natural translation in general, the use of the technical/cultural terms are already transferred in a proper way, though there are some minor problems found in the target text, such as a missed-concept of the cultural terms used, a grammatical error, missed-perception of the target readers understanding of the technical terms.

The test that the researcher set is a simple translation test in the form of sentences. But the result showed that there are only 30% students that nailed an

excellent job in the test as they produced the ‘acceptable’ translation, and 63% did a good job as they are in the medium level. The cultural terms used in the text is common for students in language teaching class.

1) Acceptable

Though the level of students’ translation acceptability categorized as ‘less acceptable’, there are some students that nailed the test and produced the acceptable translation. This category according to Nababan (2012), is where the target readers in target language feel the naturalness of the translated text. The technical terms are familiar, the phrases, clauses and sentences are used correctly in the translated text. Here are the examples of the ‘acceptable’ translation produced by students in the test.

Student S11

ST: “Christmas is happening during winter season, so there will be snowing everywhere and *Santa Claus* is identic to the celebration.”

TT: “*Natal terjadi selama musim dingin, jadi aka nada salju dimana-mana dan Santa Claus – seorang figur legendaris pada perayaan Natal – identik dengan perayaan Natal ini.*”

This translation is acceptable according to the score given by three raters because there is an explanation of the cultural term ‘**Santa Claus**’ to make it clear and natural so that it can be acceptable to the readers in the target language.

ST: “Indonesia memiliki beragam seni pertunjukan seperti gamelan Bali, gamelan Jawa dan angklung yang termasuk dalam seni musik.”

TT: “*Indonesia has a diverse range of arts. There are Balinese and Javanese gamelan (a package of Indonesian traditional instrument) and also angklung (traditional instrument from west Java), which include in music arts.*”

All three raters agreed that it was ‘acceptable’ as the student explained the cultural terms from the ST in accordance to the TT. The student used the proper strategy in translating the text namely loan words with explanation (Baker, 1992). This strategy is one of the way to translate the cultural terms in acceptable way.

2) **Less Acceptable**

The students’ translation acceptability is in this level. Most of students produced the translation in this level as showed by the mean of the data. ‘Less acceptable’ according to Nababan (2012) is where the transition is less natural as there found some minor problems with the translated cultural terms in the TT. The minor problem is not only about the equivalent of the cultural terms, but also about the grammatical error found the TT. Here are the examples of the ‘less acceptable’ translation found in this research:

Student S4

ST: “*Sushi is a staple rice dish from Japanese cuisine, consisting of nori to cover the rice and served with fish sauce and wasabi.*”

TT: *“Sushi merupakan hidangan nasi pokok dari masakan Jepang, terdiri dari rumput laut yang menyelimuti nasi dan disajikan dengan saus ikan dan wasabi (akar pohon).”*

On the translation above, all three raters agreed to consider it to ‘less acceptable’ as there found minor mistake on the TT. The student substituted the term ‘**nori**’ into ‘**rumput laut**’ and make error in explaining the other cultural term. The student tried to use loan word with explanation to make the translated text clearly understood by the target readers.

ST: *“Ramadan merupakan bulan penting bagi masyarakat Indonesia yang mayoritas bergama Islam.”*

TT: *“Ramadan is an important month for Indonesian people which is Islamic majority.”*

The cultural term displayed in this sentence is ‘**Ramadan**’ which is considered as the common term used in the world. The student used the loan word strategy to transfer the cultural term, which is not the proper strategy to translate cultural terms, that is why, the raters agreed to consider this TT to ‘less acceptable’.

3) Unacceptable

According to the theory, the TT considered as ‘unacceptable’ if the translated text is not natural. The naturalness is felt by the readers when the cultural terms brought to the ST in not familiar and uncommon. The use of phrases, clauses and sentences is not in accordance to the rules in TL. In this

research, there are many translations found error or ‘unacceptable’. Here are the examples:

Student S12

ST: “*Kimchi* is a spicy Korean side dish made from fermented vegetables with salt and *gochujang*.”

TT: “*Kimchi* adalah makanan pendamping Korea yang pedas, yang terbuat dari sayuran yang difermentasi dengan garam dan *gochujang*.”

The cultural term in this sentence is ‘**gochujang**’ which is described as the fermented red chili paste from Korea. This term is uncommonly used in the TL, while the student only used the loan word strategy to translate the cultural term, that is why, this translation is considered as ‘unacceptable’.

ST: “Orang Islam berpuasa dengan diawali sahur sebelum terbit fajar dan diakhiri dengan berbuka puasa saat matahari terbenam ditandai dengan adzan maghrib.”

TT: “*Muslim fast with beginning sahur before sunup and ends with breaking the fast when sundown marked by the maghrib call prayer (adzan).*”

The cultural terms displayed in this sentence is ‘sahur’, ‘berbuka puasa’ dan ‘adzan maghrib’ which are not the common terms used in TL. The student’s translation is found to use omission while transferring the cultural terms. There is a term that untranslated and other terms are not transferred properly, that is why, the raters agreed that it was ‘unacceptable’.

3. The Correlation between Students' Vocabulary Mastery and Translation Acceptability

Based on the score calculation using Pearson Product Moment formula, it is found that there is no correlation between students' vocabulary mastery and their translation acceptability at the third year students of English Language Education UIN Raden Mas Said Surakarta. Based on the research findings, the result of the calculation showed that the coefficient correlation between these two variables are lower than the r_{table} used in the research with 5% significance level using 30 number of respondents.

On the previous research by Khotimah (2015) interpreted that vocabulary mastery does influence the translation ability. The higher number students mastered vocabulary, the higher their translation ability would be. In line to Richards & Renandya (2002) that viewed vocabulary as the important component in language proficiency that provides the basis for the learners to write. In this case, on the translation test, students are asked to write the equivalent meaning of words, including the cultural terms that is the focus of this study. It is important for students in foreign language class to master the worldwide culture. Teachers need to help students to increase their understanding in foreign culture, so that, their vocabulary understanding will automatically increase as they are able to comprehend the text.

In line with Setiawan and Sholihah (2017) that also viewed vocabulary as a component that is very important for students to master to be able to produce translation correctly. Vocabulary mastery and translation ability is simply correlated because the more extensive vocabulary mastery, the more

students will be able to translate the text. Thornbury (2002) mentioned that there would be nothing students can convey without vocabulary. In this case, students have to increase their own vocabulary mastery in order to make them easier to comprehend everything they learned in the class including their ability in transferring messages from the source text to the target text.

In fact, the result in this research showed that there is no correlation between vocabulary mastery and translation acceptability. As mentioned above, the previous researches examined the correlation between vocabulary mastery and translation ability in general, including the ability of producing accurate, acceptable and readable translation. This research is only focusses on the aspect of acceptability. Andria & Ardi (2021) examined that there must be supported items that influence the ability of producing acceptable translation, namely the use of multimedia. This research is a hand-written translation test, that is why, students cannot use the media to support their translation activity. Students can use picture to figure the technical terms used in the source text to help readers in target text understand about the terms used.

Other factor that also influence students to produce acceptable translation is about the translation strategies. A study that investigated the strategies and factors on translation of Culture-Specific Items (CSIs) by Amenador & Wang, (2022) proved that the use of proper strategies in translating the cultural items influenced the acceptability of the TT. In contrast to this study, the research by Amenador & Wang, (2022) is not mentioned vocabulary as the factors of translation, but it mentioned the strategies used to make a good translation in CSIs.

Meanwhile this research focused on defining vocabulary mastery as the factor of the translation acceptability. But in fact, according to the research findings, vocabulary mastery is meant nothing if students did not understand how to transfer the technical terms properly. This statement is in line to the data obtained in the research, as student **S16** who got a perfect score (100) in vocabulary test but in translation test **S16** only got 2.375 average translation acceptability score, which is considered as 'less acceptable'. Other students that nailed a good work in vocabulary test, who got the score higher than 90 or considered to "very good" to "excellent" level but cannot produce the "acceptable" translation (considering the score of higher than 2.5 average score from three raters) are student **S1, S4, S8, S13, S17, S18, S19, S23, S24** and **S25**.

Some of these students, namely **S17, S18, S19, S23, S24** and **S25** are found to use borrowing or loan words while they are translating the text. This strategy according to Baker (1992) can help translator to produce an accurate translation, but it does not work for the technical or cultural terms used in the source text. Student **S3** also found to translate by omission in the worksheet which can make some information missing and the translation result is not acceptable in the end. In this case, teachers should take a concern to teach the translation techniques or strategies for students as they need this understanding to transfer the meaning and in line with the communication concept that the target readers must understand what is being taught.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The result of the research showed some positive conclusion on the subject of research. Based on the analysis of the data, it can be concluded that students of the sixth semester at English Language Education UIN Raden Mas Said Surakarta mastering the vocabulary about cultural culture very well as the number of the calculation showed 88 as the mean of the data. It can be interpreted that the level of the students' vocabulary mastery was considered as "very good" level. Students understood the vocabulary about cultural terms to assign the information on the test.

Meanwhile, the result of the translation acceptability test on the sixth semester students of English Language Education UIN Raden Mas Said Surakarta is not as good as the result of the vocabulary test. The mean of the data showed 2.39 which is included as "less acceptable". That is why, the number of coefficient correlation between students' vocabulary mastery and their translation acceptability is found 0.199 lower than the rtable in the 5% significant level of 0.349.

For all that findings, it can be concluded that vocabulary mastery is not the variable that influence students to produce acceptable translation, because there is no correlation between the two variables. To produce acceptable translation, there must be supporting item to namely translation strategies which are used in a proper way. Vocabulary mastery does not matter in translation acceptability if there is no matter in translation strategies. The result of this

research proved that although students mastering vocabulary very well, it does not mean that they can produce a qualified translation, which has accurate in meaning and acceptable for the target readers. With the large number of vocabulary mastery, the previous related research proved that students can produce accurate translation, but this research showed that the large number of vocabulary mastery, it did not influence the translation acceptability.

B. Implication

Implication of this research can be drawn from the identification of the problem, when students are identified not having the knowledge about TQA, translation techniques or strategies as the subject students here are not from the translation specialization. The findings of the research also showed that there is no correlation between two variables explored in this study, namely students' vocabulary mastery and translation acceptability.

Based on the calculation of the score in both variables, it is found that the vocabulary test is greater than translation acceptability with the gap of them is wide. The students' vocabulary mastery is considered as "very good" while their translation acceptability considered in the medium level in "less acceptable" categorization. Based on these findings, vocabulary mastery plays important role in language learning, but in translation acceptability, there must be supported items to understand rather than only mastering the vocabulary.

Mastering vocabulary is important to comprehend the cultural terms appeared in the source text. The students as translators need use their linguistic sub-competence related to the cross cultural understanding. The large number

of vocabulary mastery helps students in a better comprehension of the source text before they apply the proper strategy to transfer the cultural terms from SL to TL. Meanwhile, this research proves that the large number of vocabulary mastery will not affect translation acceptability as there is no strategy applied in a proper way while translating the cultural items. Students' lack of understanding in translation strategy makes the quality of translations are considered in 'less acceptable'.

C. Suggestion

Based on the conclusion drawn above, related to vocabulary mastery and translation acceptability, the researcher drew some suggestions to some parties in English Language Teaching. These include:

1) The Third Year Students of English Language Education

The vocabulary mastery was great, students can comprehend the specific cultural terms really well showed in the result of the test. However, there were dominant mistakes on producing acceptable translation as there found that borrowing or using loan words are used the most in translating the cultural terms. Using loan words is a strategy where translator just transferring the terms from SL the same to TL. This strategy is proper to make the translation accurate, but less acceptable. Students need to learn more about translation and all aspects about translation in basic.

2) Translation Lecturer

The average score of translation acceptability was considered medium in "less acceptable" categorization. Therefore, the researcher suggests the lecturers of translation at the sixth semester take more attention

to teach the basis of translation for students. It is important for students to master the aspect of translation, the techniques and strategies to transfer the different meaning with different intention.

3) Other Researchers

Other researchers are advised to arrange the instrument in a wider range culture of vocabulary and translation test. Researchers also need to explain students about the basis of the translation strategy briefly before taking the research data to enlighten their understanding about it. Other than that, the researcher hopes that this result of the research can be a reference to conduct a better research in the future, especially the research about vocabulary and translation.

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APPENDICES

APPENDIX 1

VOCABULARY TEST

Name	
Semester	
Class	

TEST OF VOCABULARY

Part 1: Choose the correct answer and mark (X) on a, b, c or d in the questions below!

- The ... is a season where Kavinsky celebrates Christmas.
 - Summer
 - Winter
 - Autumn
 - Spring
 - Wasabi
 - Nato
- When we eat at Korean restaurant, there would always ... as the side dish.
 - Gochujang
 - Jjajangmyeon
 - Kimchi
 - Tteokbokki
 - Izzudin and his friends do fasting in a full month of
 - Ramadan
 - Eid al-fitr
 - Eid al-adha
 - Hijriah new year
- Shida likes Sushi very much because of green ... sheet covers on top that tastes so yummy.
 - Nori
 - Rice paper
 - Wasabi
 - Nato
 - Marcus celebrates the ... day which is mark the resurrection of three days after Jesus Christ's death by crucifixion.
 - Christmas
 - Easter
 - Carols
 - Good Friday
- When eating Sushi, there is always ..., a spicy green paste because Momota likes it so much.
 - Seaweed
 - Mirin
 - Antonsen is a university student. He has a break to take advantage of the warmer weather and longer days in the season.
What is the season?
 - Autumn
 - Spring

c. Winter

d. Summer

Part 2: Fill the blanks with the proper vocabulary based on the following passage!

The (8) ... is a celebration which is identically with the color of red. In this celebration, the family members usually receive red envelopes containing an amount of money. Dances and fireworks appear throughout the holiday in the Lantern Festival. This celebration is originally from the ancient China cultures.

8. _____

Part 3: Fill the blanks with the displayed vocabulary related to the passage below!

Indonesia has a diverse range of performance arts. There are Javanese and Balinese (9) ... or orchestra, Sundanese bamboo musical instrument performance as known as angklung, shadow play like puppet shows or usually called as (10) ..., and many more. Arts from different ethnic group have ingeniously-produced costumes and instruments.

wayang	dalang	ramayana
kendang	gamelan	angklung

9. _____

10. _____

Part 4: Fill the blanks with the proper vocabulary based on the definition below!

11. _____ is a fermented red chili paste that is a popular condiment in Korean cuisine.
12. _____ is an activity of eating before starting the fasting from the sunup until sundown.
13. _____ is the season when the leaves fall from the tree and the temperatures gradually decrease.
14. _____ is the Muslim festival marking the end of one month fasting of Ramadan.
15. _____ is a Korean alcoholic drink typically made from rice or sweet potatoes.
16. _____ is the season when leaves and flowers appear at the trees and the temperatures gradually rise.

Part 5: Name the picture below!



17. _____

(Name the Festival)



18. _____

APPENDIX 2

KEY ANSWERS OF VOCABULARY TEST

<p><i>Part 1: Multiple choices</i></p> <ol style="list-style-type: none">1. B2. C3. A4. C5. A6. B7. D <p><i>Part 2: Completion</i></p> <ol style="list-style-type: none">8. Lunar New Year <p><i>Part 3: Gap-fill</i></p> <ol style="list-style-type: none">9. Gamelan10. Wayang	<p><i>Part 4: Definitions</i></p> <ol style="list-style-type: none">11. Kimchi12. Sahur13. Fall/Autumn14. Eid al-Fitr15. Soju16. Spring <p><i>Part 5: Pictures</i></p> <ol style="list-style-type: none">17. Santa Claus18. Lunar New Year
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APPENDIX 3

TEST OF TRANSLATION

NO	SOURCE TEXT	TARGET TEXT
<i>English - Indonesian</i>		
1	<i>Kimchi</i> is a spicy Korean side dish made from fermented vegetables with salt and <i>gochujang</i> .	
2	Korean usually served <i>soju</i> to drink and accompany their meal.	
3	Christmas is happening during winter season, so there will be snowing everywhere and <i>Santa Claus</i> is identic to the celebration.	
4	<i>Sushi</i> is a staple rice dish from Japanese cuisine, consisting of <i>nori</i> to cover the rice and served with fish sauce and <i>wasabi</i> .	
<i>Indonesian – English</i>		
5	Indonesia memiliki beragam seni pertunjukan seperti gamelan Bali, gamelan Jawa dan angklung yang termasuk dalam seni musik.	
6	Wayang juga merupakan kesenian tradisional Indonesia berupa seni pertunjukan.	
7	Ramadan merupakan bulan penting bagi masyarakat Indonesia yang mayoritas bergama Islam.	
8	Orang Islam berpuasa dengan diawali sahur sebelum terbit fajar dan diakhiri dengan berbuka puasa saat matahari terbenam ditandai dengan adzan maghrib.	

APPENDIX 4**RESULT OF TRANSLATION ACCEPTABILITY TEST**

No	Student	Rater 1	Rater 2	Rater 3	Total	Average	Classification
1	S1	2.5	2.625	1.375	6.5	2.1666667	Less Acceptable
2	S2	2.5	2.25	1.5	6.25	2.0833333	Less Acceptable
3	S3	2.75	2.125	2.5	7.375	2.4583333	Less Acceptable
4	S4	2.75	2.125	2	6.875	2.2916667	Less Acceptable
5	S5	2.75	2.5	1.625	6.875	2.2916667	Less Acceptable
6	S6	2.375	2.125	1.375	5.875	1.9583333	Inacceptable
7	S7	2.5	2.75	1.625	6.875	2.2916667	Less Acceptable
8	S8	2.625	2	1.875	6.5	2.1666667	Less Acceptable
9	S9	3	2.25	2.875	8.125	2.7083333	Acceptable
10	S10	3	2.5	2.875	8.375	2.7916667	Acceptable
11	S11	3	3	3	9	3	Acceptable
12	S12	2.625	2.75	1.625	7	2.3333333	Less Acceptable
13	S13	2.5	2.5	1.625	6.625	2.2083333	Less Acceptable
14	S14	2.375	2.75	1.5	6.625	2.2083333	Less Acceptable
15	S15	2.375	2.375	1.25	6	2	Inacceptable
16	S16	2.875	1.75	2.5	7.125	2.375	Less Acceptable
17	S17	2.375	2.875	1.25	6.5	2.1666667	Less Acceptable
18	S18	2.375	3	1.375	6.75	2.25	Less Acceptable
19	S19	2.375	2.75	1.25	6.375	2.125	Less Acceptable
20	S20	2.875	2.875	2.5	8.25	2.75	Acceptable
21	S21	3	3	2.5	8.5	2.8333333	Acceptable
22	S22	2.875	3	2.25	8.125	2.7083333	Acceptable
23	S23	2.25	3	1.375	6.625	2.2083333	Less Acceptable
24	S24	2.25	2.75	1.375	6.375	2.125	Less Acceptable
25	S25	2.25	3	1.375	6.625	2.2083333	Less Acceptable
26	S26	2.5	3	1.875	7.375	2.4583333	Less Acceptable
27	S27	2.5	3	1.625	7.125	2.375	Less Acceptable
28	S28	3	2.5	2.875	8.375	2.7916667	Acceptable
29	S29	3	2.875	2.625	8.5	2.8333333	Acceptable
30	S30	3	2.625	2.75	8.375	2.7916667	Acceptable

APPENDIX 5

DATA VALIDITY AND RELIABILITY OF VOCABULARY TEST

Responden	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	Total (Y)
1	5	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	0	5	3	83
2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	98
4	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
5	5	5	5	0	5	0	5	1	5	5	5	5	0	5	5	3	0	5	5	0	69
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	98
7	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	3	5	93
8	5	0	0	0	5	0	0	1	5	0	5	0	0	0	1	3	5	1	1	0	32
9	0	0	0	0	0	0	0	5	5	0	5	0	0	0	5	3	0	5	1	1	30
10	5	0	5	0	0	0	0	1	5	0	5	0	0	5	0	3	0	0	3	3	35
rtabel(10)	0.497																				
validitas	0.512	0.951	0.75	0.921	0.723	0.621	0.951	0.649	#####	0.951	#####	0.951	0.833	0.75	0.507	0.921	0.665	0.507	0.741	0.744	
keterangan	valid	valid	valid	valid	valid	valid	valid	valid	invalid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	valid	
varian	2.25	5.25	4	6	4	6	5.25	3.36	0	5.25	0	5.25	6.25	4	4.64	0.96	5.25	4.64	2.44	3.8	
∑ varian		795.21																			
∑ varian butir																					78.59
k/(k-1)																					1.0526
reliabilitas																					$(k/k-1)*(1-(\sum \text{varian butir})/(\sum \text{varian}))$
																					0.9486
kesimpulan																					reliabel

APPENDIX 6

DATA VALIDITY AND RELIABILITY OF TRANSLATION ACCEPTABILITY TEST

Responden	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	Total (Y)
1	2	1	3	2	1	2	1	1	1	1	2	17
2	1	1	3	1	1	1	1	1	1	2	3	16
3	3	3	3	3	1	3	1	1	1	1	2	22
4	2	3	3	2	1	3	1	1	1	2	3	22
5	1	1	3	1	1	1	1	1	1	1	3	15
6	3	3	3	3	3	3	1	1	1	3	3	27
7	3	3	3	2	3	2	3	3	3	3	3	31
8	1	3	3	2	2	2	2	2	3	3	2	25
9	1	1	3	2	2	2	2	2	3	2	2	22
10	1	1	3	1	2	2	2	2	3	2	2	21
rtable	0.4973											
validitas	0.594099	0.757937	#DIV/0!	0.565445	0.846438	0.547399	0.659088	0.659088	0.507115	0.78823	0.084215	
keterangan	valid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	invalid	
varian	0.76	1	0	0.49	0.61	0.49	0.45	0.45	0.96	0.6	0.25	
Σ varian	22.56											
Σ varian butir	6.06											
k/k-1	1.1											
reliabilitas	$(k/k-1) * (1 - (\sum \text{varian butir}) / (\sum \text{varian}))$											
	0.804521											
keterangan	reliabel											

APPENDIX 7

DOCUMENTATION PICTURES OF RESEARCH





APPENDIX 8

STUDENTS' WORKSHEET ON VOCABULARY MASTERY TESTING

Name	Devanny Azeahm Ali
Semester	6
Class	E

92

TEST OF VOCABULARY

Part 1: Choose the correct answer and mark (X) on a, b, c or d in the questions below!

- The ... is a season where Kavinsky celebrates Christmas.
a. Summer
 Winter
c. Autumn
d. Spring
- When we eat at Korean restaurant, there would always ... as the side dish.
a. Gochujang
b. Jjajangmyeon
 Kimchi
d. Tteokbokki
- Shida likes Sushi very much because of green ... sheet covers on top that tastes so yummy.
 Nori
b. Rice paper
c. Wasabi
d. Nato
- When eating Sushi, there is always ..., a spicy green paste because Momota likes it so much.
a. Seaweed
b. Mirin
 Wasabi
d. Nato
- Izzudin and his friends do fasting in a full month of
 Ramadan
b. Eid al-fitr
c. Eid al-adha
d. Hijriah new year
- Marcus celebrates the ... day which is mark the resurrection of three days after Jesus Christ's death by crucifixion.
a. Christmas
 Easter
c. Carols
d. Good Friday
- Antonsen is a university student. He has a break to take advantage of the warmer weather and longer days in the season
What is the season?
a. Autumn
b. Spring
c. Winter
 Summer

Part 2: Fill the blanks with the proper vocabulary based on the following passage!

The (8) ... is a celebration which is identically with the color of red. In this celebration, the family members usually receive red envelopes containing an amount of money. Dances and fireworks appear throughout the holiday in the Lantern Festival. This celebration is originally from the ancient China cultures.

8. Imlek |

Part 3: Fill the blanks with the displayed vocabulary related to the passage below!

Indonesia has a diverse range of performance arts. There are Javanese and Balinese (9) ... or orchestra, Sundanese bamboo musical instrument performance as known as angklung, shadow play like puppet shows or usually called as (10) ..., and many more. Arts from different ethnic group have ingeniously-produced costumes and instruments.

wayang	dalang	ramayana
kendang	gamelan	angklung

9. Ramayana Gamelan

10. wayang

Part 4: Fill the blanks with the proper vocabulary based on the definition below!

11. Gochujang is a fermented red chili paste that is a popular condiment in Korean cuisine.
12. Sahur is an activity of eating before starting the fasting from the sunup until sundown.
13. Autumn is the season when the leaves fall from the tree and the temperatures gradually decrease.
14. Eid al-Fitr is the Muslim festival marking the end of one month fasting of Ramadan.
15. Soju is a Korean alcoholic drink typically made from rice or sweet potatoes.
16. Spring is the season when leaves and flowers appear at the trees and the temperatures gradually rise.

Part 5: Name the picture below!



17. Santa Claus ❄️

(Name the Festival)



18. Imlek |

APPENDIX 9

STUDENTS' WORKSHEET ON TRANSLATION ACCEPTABILITY TESTING

TEST OF TRANSLATION

NO	SOURCE TEXT	TARGET TEXT
	<i>English - Indonesian</i>	
1	Kimchi is a spicy Korean side dish made from fermented vegetables with salt and gochujang.	Kimchi adalah makanan pendamping dengan rasa pedas yang terbuat dari sayuran yang difermentasi dengan garam dan gochujang (saus pedas / pasta pedas)
2	Korean usually served soju to drink and accompany their meal.	Orang Korea biasanya menyajikan soju (alkohol yg terbuat dari beras / ubi) untuk pendamping minum dan makan mereka.
3	Christmas is happening during winter season, so there will be snowing everywhere and Santa Claus is identic to the celebration.	Notal akan ^{selama} terjadi pada musim dingin. Jadi akan ada salju dimana-mana dan Santa Claus identik dengan perayaan ini.
4	Sushi is a staple rice dish from Japanese cuisine, consisting of nori to cover the rice and served with fish sauce and wasabi.	Sushi adalah hidangan pokok dari Jepang. Terdiri dari rumput laut untuk membungkus nasi dan disajikan dengan saus ikan dan wasabi (saus pasta hijau pedas)
<i>Indonesian - English</i>		
5	Indonesia memiliki beragam seni pertunjukan seperti gamelan Bali, gamelan Jawa dan angklung yang termasuk dalam seni musik.	Indonesia has a Variety of performing art are there are Balinese and Javanese Orchestra (Gamelan) and Sundanese bamboo musical instrument performance as known as angklung.
6	Wayang juga merupakan kesenian tradisional Indonesia berupa seni pertunjukan.	Shadow play like puppet shows or wayang is a traditional art of performing from Indonesia.
7	Ramadan merupakan bulan penting bagi masyarakat Indonesia yang mayoritas bergama Islam.	Ramadan or Month of Fasting very important to Indonesian people who majority are the Islam.
8	Orang Islam berpuasa dengan diawali sahur sebelum terbit fajar dan diakhiri dengan berbuka puasa saat matahari terbenam ditandai dengan adzan maghrib.	Muslim people fast starting with (sahur) eating before sunup and at ends with breaking the fast at sundown. Marked by the adzan maghrib (call to pray).

TEST OF TRANSLATION

NO	SOURCE TEXT	TARGET TEXT
<i>English - Indonesian</i>		
1	Kimchi is a spicy Korean <u>side</u> dish made from fermented vegetables with salt and gochujang.	Kimchi adalah hidangan pendamping dari Korea, terbuat dari sayur yang difermentasi dengan garam dan Saos pedas khas Korea atau gochujang.
2	Korean usually served <u>soju</u> to drink and accompany their meal.	Biasanya orang Korea menyajikan soju (Korean alcoholic drink) untuk minum dan pendamping makan.
3	Christmas is happening during winter season, so there will be snowing everywhere and <u>Santa Claus</u> is identic to the celebration.	Natal ke dirayakan selama musim dingin. Salju bertebaran dimanapun dan Santa Clause. (Pria berkostum merah pembawa kado natal) identik dengan perayaan ini.
4	<u>Sushi</u> is a staple rice dish from Japanese cuisine, consisting of <u>nori</u> to cover the rice and served with fish sauce and <u>wasabi</u> .	Sushi adalah hidangan berbahan pokok nasi dari Jepang. Terdiri dari nori (lembaran dari rumput laut, untuk menutup nasi dan disajikan bersama, saus ikan dan wasabi atau sejenis rimpang.
<i>Indonesian - English</i>		
5	Indonesia memiliki beragam seni pertunjukan seperti gamelan Bali, gamelan Jawa dan angklung yang termasuk dalam seni musik.	Indonesia has many performing arts like Gamelan or Indonesian tradisional music set and Angklung (Sundanese bamboo musical instrument) included in the art of music.
6	Wayang juga merupakan kesenian tradisional Indonesia berupa seni pertunjukan.	Wayang (shadow play like puppet shows) is a traditional Indonesian art in the form of performing arts.
7	Ramadan merupakan bulan penting bagi masyarakat Indonesia yang mayoritas bergama Islam.	Ramadhan (The month of fasting) is an ^{important} month to Indonesian, the majority to whom are muslim.
8	Orang Islam berpuasa dengan diawali sahur sebelum terbit fajar dan diakhiri dengan berbuka puasa saat matahari terbenam ditandai dengan adzan maghrib.	Muslim fast, beginning with the meal ^{before} dawn and ending with breaking the fast set at sunset, marked by the evening call to Prayer.