

**The Correlation between Students' Vocabulary Mastery and Reading
Comprehension toward Translation Ability at the Fifth Semester English
Language Education of UIN Raden Mas Said Surakarta in the Academic Year
of 2023/2024**

THESIS

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



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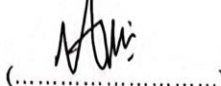
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DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Martono and Mrs. Siti Subandiyah always give supports, love, pray and encouragement.
2. My beloved brother Dimas Nugroho and sister Truly Nugraheni for help, support, sharing the laughter and love for most of the time of my life.
3. My Almamater

MOTTO

Assalamu 'alaina wa 'ala 'ibadillahis shalihin

(Semoga Allah melimpahkan sejahtera-Nya atas kami dan atas hamba-hamba-Nya yang saleh)

Accept everything just the way it is, let go of what was.

(Miyamoto Musashi)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Correlation between Students' Vocabulary Mastery and Reading Comprehension toward Translation Ability at the Fifth Semester English Language Education of UIN Raden Mas Said Surakarta in the Academic Year of 2023/2024" 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.

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

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The Researcher

Ilham Nugroho

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ABSTRACT

Nugroho Ilham, (2023), *The Correlation between Students' Vocabulary Mastery and Students Reading Comprehension toward Their Translation Ability at the Fifth Semester English Language Education of UIN Raden Mas Said Surakarta in the Academic Year of 2023/2024*

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Keyword : Vocabulary Mastery, Reading Comprehension, Translation Ability,
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This research is about The Correlation between Students' Vocabulary Mastery and Students Reading Comprehension toward Their Translation Ability at the Fifth Semester English Language Education of UIN Raden Mas Said Surakarta in the Academic Year of 2023/2024.

The method used in the research is quantitative using correlational design among the fifth semester students of English Language Education study program of UIN Raden Mas Said Surakarta in the Academic Year of 2023/2024. The sample was 50 students which is obtained using simple random technique represent all classes in the population. Determining the sample size was carried out using the Slovin formula to measure the proportion of the population with an error tolerance (e) of 0.13. The data was collected by using test of vocabulary mastery, reading comprehension and translation. The data is analyzed using Microsoft Excel and SPSS 20 version.

The result showed that the students' vocabulary mastery in the average of 71 and average reading comprehension is 67 while the translation ability was 2.65 considered as 'accurate / acceptable'. The coefficient correlation (r_{xy}) between two variables showed 0.047 lower than the r_{table} using 5% significance level (0.279). Based on the calculation, hypothesis H_0 was accepted. Therefore, it can be concluded that there is no correlation between students' vocabulary mastery and student' reading comprehension toward their translation ability.

CHAPTER I

INTRODUCTION

This chapter explain about the background of study, identification problems, limitation problem, formulation of problem, the objective of the study, the benefits of study, and the definition of key term

A. Background of the Study

Vocabulary is an important part for the language learners who study English. They cannot convey their messages smoothly if they cannot understand what they read or listen. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thornbury (2001), argues that learners can speak very little with grammar, but learners can speak almost anything with words. It has to be realized that the student's ability to reading, writing, listening, and speaking is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps learners in comprehending the text.

This is reinforced by a statement from (Thornbury, 2001) teaching words is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language without words; even communication between human beings is based on words. Nunan (2003) cited in Pustika (2010) states that Reading is an important skill for students. Reading also is a one of the elements in language activity and in those material includes process of getting a lot of information for other skills and to provide themselves with the knowledge to continue their studies whatever their purposes are.

Reading comprehension is a vital component of language skill that students need to be mastered. In the process of comprehending the meaning of a text they read, students are required to be capable of translating each word within a text to enable the translation of the entire text. This activity is referred to as text translation, where each student is expected to possess translation skills. (L. Larson, 1984) defines translation as the process of changing from one state or form to another, converting it into one's own or another language. Reading comprehension and vocabulary mastery are closely intertwined. This aligns with (Sedita, 2005) assertion that having a good grasp of vocabulary is essential for comprehending texts effectively. In light of this, the present study aims to assess students' competence in reading comprehension, their proficiency in vocabulary, and explore the correlation between their reading comprehension skills and vocabulary mastery.

In addition to reading comprehension, there is another crucial skill that holds significant importance in teaching and learning English as a foreign language: translation. According to (Newmark, 2003) translation is defined as the process of substituting text in one language (the source language) with equivalent text in another language (the target language). This process of translation is also inherent in reading. Translation is inherently linked to other language learning abilities. When students engage in activities like reading, listening, or speaking English as a foreign language, they are essentially involved in a form of translation, transferring meaning from the source language into the target language.

According to (Koller, 1995) translation can be seen as the outcome of a text-processing process, where a text in one language (source-language text) is

transformed into a text in another language (target-language text). There is a specific connection between the resulting text in the second language (L2 or the target-language text) and the original text in the first language (L1 or the source language text), which can be described as a translational or equivalence relationship.

In translation, multiple skills are required, demanding increased attention from students. As mentioned by the expert earlier, translation is often regarded as the fifth language skill. Another challenge encountered by students is the difficulty in translating a sentence from the source language to the target language, especially when dealing with words that possess multiple meanings. In such cases, the interpretation relies heavily on the context or situation.

Therefore, the researcher interested to investigate the relationship between vocabulary mastery and students reading comprehension toward translation ability because many international jobs and activities require a good proficiency in English, including translation. To become a proficient translator, one must possess two main aspects, namely vocabulary mastery and reading comprehension. In UIN Raden Mas Said Surakarta, students in the English Language Education program have been studying and developing their English language skills for fifth semesters. By the fifth semester, they are expected to have a good proficiency in English, including in translation.

This study aims to explore the correlation between vocabulary mastery and reading comprehension toward translation ability of fifth semester students at UIN Raden Mas Said Surakarta. The purpose of this study is to determine the extent to

which vocabulary mastery and reading comprehension contribute to the translation ability of fifth semester students at UIN Raden Mas Said Surakarta. The method used in this study is quantitative with data collection techniques using vocabulary tests, reading comprehension tests, and translation tests. The sample of this study is fifth semester students in the English Language Education program at UIN Raden Mas Said Surakarta in the academic year of 2023/2024.

Several studies have explored the relationship between vocabulary mastery and reading comprehension, as well as the relationship between reading comprehension and translation ability. The researcher takes several previous studies as a comparison and reference. The first research taken from Eko Yunius Setiawan (2017) with title "*The Correlation between Students' Vocabulary and Their Ability in Translating English Text at The Sixth Semester Students of UM Metro*". The sample of this research was sixth semester students of Muhammadiyah University of Metro. The researcher used test of vocabulary and translation to collect the data. Based on the result of this research, it showed that there was positive and significant correlation between students' vocabulary mastery and their translation ability in the sixth semester of UM Metro.

Next, study by (Paige & Smith, 2018) found a significant correlation between vocabulary size and reading comprehension among high school students. Another study by (Kim et al., 2022) also found a positive correlation between reading comprehension and translation ability among college students. However, there is limited research that specifically examines the relationship between vocabulary mastery and reading comprehension toward translation ability, particularly among

Islamic university students in Indonesia. Therefore, this study aims to fill this gap in the literature and provide insight into the correlation of vocabulary mastery and reading comprehension in improving translation ability among fifth-semester students at UIN Raden Mas Said.

The results of this study are expected to provide useful information and feedback to development and improve English language teaching, especially in the field of translation, at UIN Raden Mas Said Surakarta and can also be a reference for other researchers interested in the same field.

B. Identification of the Problems

1. The students' lack of vocabulary
2. The students have difficulty understanding sentence structure
3. The students have difficulty understanding the context of the reading.
4. The students have difficulty identifying the main idea

C. Limitation of the Problems

1. This study will focus on fifth-semester students in the English Language Education program at UIN Raden Mas Said Surakarta in the academic year of 2023/2024.
2. The study will only investigate the correlation between vocabulary mastery and reading comprehension toward translation ability and will not consider other factors that may affect translation ability, such as writing skills or cultural background.
3. The study will use quantitative methods to collect and analyze data from vocabulary tests, reading comprehension tests, and translation tests, but

will not use qualitative methods to gather in-depth information about students' perceptions and attitudes toward language learning and translation.

4. The study will be conducted within a specific time frame and location, limiting its generalizability to other contexts and populations.

D. Formulation of the Problems

1. Is there any positive correlation between students' vocabulary mastery and their translation ability of fifth semester students at UIN Raden Mas Said in the academic year of 2023/2024?
2. Is there any positive correlation between students' reading comprehension and their translation ability of fifth semester students at UIN Raden Mas Said in the academic year of 2023/2024?
3. Is there any positive correlation between students' vocabulary mastery and students' reading comprehension toward their translation ability of fifth semester students at UIN Raden Mas Said in the academic year of 2023/2024?

E. Objectives of the Study

1. To find out there are positive correlation between vocabulary mastery and translation ability of fifth-semester students at UIN Raden Mas Said in the academic year of 2023/2024.
2. To find out there are positive correlation between reading comprehension and translation ability of fifth-semester students at UIN Raden Mas Said in the academic year of 2023/2024.

3. To analyze the correlation between vocabulary mastery and reading comprehension and their translation ability at the fifth-semester students at UIN Raden Mas Said Surakarta in the academic year of 2023/2024.

F. Benefits of the Study

1. Theoretical Benefits

This research is expected to contribute of English education knowledge in relation vocabulary mastery and reading comprehension toward translation ability.

2. Practical Benefits

- a. For the Dean

The study offers practical benefits for the Dean by providing insights into the effectiveness of language education at UIN Raden Mas Said Surakarta. The findings guide curriculum improvements, innovative teaching methods, and better alignment with industry needs in field of research translation. This enhances education quality, boosts students' translation skills, and elevates the institution's reputation.

- b. For The Lecturers

Informing educators and curriculum developers about the need to integrate vocabulary and reading comprehension instruction into language courses in order to improve students' translation ability.

- c. For The Students

Enhancing the understanding of the importance of vocabulary mastery and reading comprehension for students' translation ability. Providing

insights into the relationship between students' vocabulary mastery and their reading comprehension towards translation ability, which can contribute to the development of effective teaching methods and materials for language learning.

d. For Other Researchers

Providing a baseline for future research on the correlation between vocabulary mastery, reading comprehension, and translation ability. Contributing to the body of knowledge on the relationship between vocabulary mastery, reading comprehension, and translation ability in the Indonesian context.

G. Definition of Key Terms

The researcher provides specific definitions of the key terms, which are derived from the above statement:

1) Correlation:

According to (Cresswell, 2012) a statistical measure that indicates the degree to which two or more variables are related or co-vary with each other.

2) Vocabulary mastery:

According to Munir (As cited in Richard, 2001), vocabulary is a core component of language proficiency and provides the basis of how learners to speak, listen, read, and write. It also refers to the level of proficiency or ability a student has in understanding and using a set of words or expressions.

3) Reading comprehension:

According to (Pardo, 2004) reading comprehension involves readers using their prior knowledge and experiences also the ability to understand and interpret written texts.

4) Translation ability:

According to (Newmark, 2003) defined translation the proficiency in translating a text from one language to another, while maintaining the meaning and intention of the original text.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concept of Translation Ability

a. Definition of Translation Ability

Several experts have expressed opinions about the skill of translation, which involves the transformation of the intended meaning, concepts, or messages of a text from one language into another. (Newmark, 2003)). In the process of translation, achieving accuracy, clarity, and naturalness of the intended meaning or message are crucial objectives. Other factors that need to be taken into account include the target audience and whether they can receive the same information as the readers of the source text.

(Lawrence, 2015) provided a definition of translation as a process where a series of signifiers in the target language replaces the series of signifiers found in the source language text. In this process, the translator adds the power of interpretation. Moreover, translation involves conveying the source language (SL) text into the target language (TL) to ensure that the surface meaning of the two language is relatively similar. Basnett (2002) stated that in translation, the structures of the source language (SL) should be maintained as much as possible, but not to the extent that the structures of the target language (TL) will be significantly altered.

b. Type of Translation

According to (Newmark, 1988) proposed several types of translation in his book "A Textbook of Translation" (1998). These types include:

- 1) Word-for-word translation: A translation that attempts to match each word in the source text with a corresponding word in the target text, regardless of context.
- 2) Literal translation: A translation that closely follows the form and structure of the source text, even if it results in awkward or unnatural language in the target text.
- 3) Faithful translation: A translation that aims to reproduce the content and tone of the source text as closely as possible, while also ensuring that the target text is fluent and natural in the target language.
- 4) Semantic translation: A translation that focuses on the meaning and context of the source text, rather than the exact wording. The translator may use idiomatic expressions or change the sentence structure to convey the intended meaning.
- 5) Adaptation: A translation that modifies the source text to fit the cultural and linguistic norms of the target language and audience. This type of translation is often used for literary works or marketing materials.

c. Process of Translation

According to (Nababan, 1984) the process of translation involves several stages.

- 1) Comprehension of the source text: The translator needs to fully understand the content of the source text, including the main message, tone, and style.
- 2) Analysis of the source text: The translator needs to analyze the source text by identifying the key linguistic features, such as grammar, vocabulary, and discourse structure.
- 3) Transfer: In this stage, the translator transfers the meaning of the source text into the target language by selecting appropriate words, phrases, and sentence structures.
- 4) Reconstruction: The translator reconstructs the target text based on the comprehension and analysis of the source text, while also taking into consideration the linguistic and cultural norms of the target language.
- 5) Revision and editing: The translator revises and edits the target text to ensure that it accurately conveys the meaning of the source text and is appropriate for the target audience.
- 6) Finalization: The translator finalizes the target text and submits it to the client or publisher for approval.

d. Characteristic of Translation

According to (Munday, 2007), the characteristics of translation include the following:

- 1) Translation is a process of linguistic and cultural mediation, which involves the transfer of meaning from one language to another.
- 2) Translation is a form of communication, which involves the creation of a text in a target language that communicates the same message as the source text.
- 3) Translation involves the creation of an equivalent message in the target language that has the same communicative function as the source message.
- 4) Translation is a process of interpretation, which involves understanding the meaning of the source text and then conveying that meaning in the target text.
- 5) Translation requires a high level of linguistic and cultural competence in both the source and target languages.
- 6) Translation involves making choices about language and style, which are influenced by the purpose and context of the translation.
- 7) Translation is subject to constraints, including linguistic, cultural, and social factors, as well as the expectations of the target audience.

e. Translation Evaluation

(Nababan, 2012) states a good translation has to fulfill criteria such as accuracy and acceptability in order to avoid ambiguity and awkwardness

in translation result. He further proposes a standard assessment to measure quality of translation.

1. Accuracy

Accuracy is important aspect in translation assessment. Nababan states that accuracy refer to an equivalence between source text and target text on the level of meaning. A translation is categorized accurate if meaning in target text is equivalence with the source text, there is no additional or deleting information from ST into TT. In other hand, a translation will be considered less accurate or even inaccurate if it in advertently omits some piece of information, adds some information which is not available in the source text, zero meaning (when the form used does not communicate any meaning at all) and differences in meaning.

2. Acceptability

Another important criteria in translation quality assessment is acceptability. Acceptability is a target-reader approach where a translation follows the norms of the target language (TL) and culture. The concept is reinforced by Nababan. He said that a message in source text must be expressed accordance with structure, norm and culture of the target language. Nababan argues that a translation may be accurate but cannot be accepted by target reader. It is possible due to the way the text expressed is opposite of structure, norm and culture of the target text. In English culture, for example, it is common for a grandson greets his/her grandfather by saying "how are you Bob". From this sentence we could see that the

grandson directly call his/her grandfather's child name. In Indonesian culture, especially in Javanese, such kind of surname is impolite.

2. Concept of Vocabulary Mastery

a. Definition of Vocabulary Mastery

Vocabulary refers to the words that are used in a particular language or by a particular person or group of people. It is a term that describes the set of words that a person knows and uses in their daily life, as well as the ability to understand and use words in context. Vocabulary is an important aspect of language learning, as it helps individuals to communicate effectively and express themselves clearly.

According to (Nation, I.S.P., & Waring, 1997) vocabulary can be defined as "all the words known and used by a particular person or group of people, as well as the knowledge of how to use these words in context". They also note that vocabulary is an important component of language proficiency, and that individuals with a larger vocabulary are generally better able to understand and communicate in the language.

Another expert in the field, (Schmitt, 2010) defines vocabulary as "the set of words known to a person or group of people". He emphasizes the importance of knowing not only individual words, but also collocations (words that commonly occur together) and chunks (frequently used groups of words) in order to fully understand and use the language.

Overall, vocabulary is an essential aspect of language learning, and its development is important for effective communication and language proficiency.

b. Aspect of Vocabulary Mastery

According to (Nation, 2007) there are three aspects of vocabulary such as form, meaning, and usage. Further, for a detailed explanation, as follows:

a. Shape

In this aspect, word formation means knowing how the words are spoken, written, and how they can change their shape.

b. Mean

Nation says that meaning includes the way in which forms and meanings work together with other words, concepts and items in question, and associations that appear in the mind when people think of certain words or expressions.

c. Use

The meaning of language depends on where it occurs in a large expanse of discourse. Here, (Harmer, 2007) stated that words not only have different meanings. However, it can also be changed and rotated to suit different contexts and uses. In this way, word meanings are often extended through metaphors and idioms.

Based on the explanation, the researcher summarizes that the aspect of vocabulary mastery can be classified into three aspects which include all

words in the language. The three aspects consist of aspects of forming a word, the meaning of a word, and the use of the word. After knowing a number of vocabulary points, it is clear that students must have skills in understanding vocabulary. The students are not only mastery of vocabulary but also understand about the use of vocabulary well.

c. Importance of Vocabulary Mastery

Students use vocabulary to make sentences or express opinions, thoughts or ideas in their social communication. (Faliyanti, 2015:69) proposed that vocabulary is essential to master. Vocabulary becomes important to be learned by students in understanding a text so this ability is the first aspect that must be mastered. She also added that without having vocabulary mastery, people cannot master English. Vocabulary has a prominent role in mastering English

From the description above, mastering vocabulary is an important aspect for students, especially in learning a foreign language. In learning a new language that is difference from daily language, it requires the ability and knowledge of the language. Therefore, vocabulary is an important aspect that must be mastered by students to improve their ability in English.

d. Indicator of Vocabulary Mastery

(Zahar et al., 2001) stated that vocabulary mastery refers to the great skill in possessing words of language. There are some types of vocabulary in English. It is impossible to conduct the research with all types of vocabulary. In this research, the researcher will limit the types of

vocabulary to make easier. Vocabulary knowledge concerns with word class and word meaning.

1. Word Class

(Hatch; Brown, 1995:218) stated word class is the classification of words of a language depending on their function in communication. Word class consists of noun, verb, adjective, adverb, and pronoun.

a) Noun

(Anglin et al., 1993) stated that noun is one the most important parts of speech. He also added that its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It can be defined as a word used to give a name an object or thing. In addition, it may function as the chief or head word in many structures of modification.

Example: cat, book, table, pencil, house, bicycle.

b) Verb

(Anglin et al., 1993) stated that verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentence, statement, questions, and commands. Like the nouns, the verb also has the grammatical properties of person and number, properties which require agreement with the subject. It can be defined as a word that indicates the name, action, activity, or what is done. Beside that it can also state of being. Example: read, answer, write, ask, find.

c) Adjective

(Anglin et al., 1993) stated adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede. Adjective give more information about people, places, and things. It can be defined as a word used to characterize objects or words that give strength and to limit the use of nouns. Example: Nice, expensive, clever, lazy, small

d) Adverb

Adverb is words that tell more about verbs, adjectives, and other adverbs. Most of adverbs end in -ly. Adverbs range in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place) to those that are used merely for emphasis. Example: slowly, patiently, sadly, quickly, carefully.

e) Pronoun

Pronouns make up a small class of words very high frequently. It can be defined as a word that is used to replace a noun, so that it does not occur mentioning the object name repeatedly in sentence. Example: Me, us, you, him, her, them.

2. Word Meaning

(Uberman, 1998) state that the meaning of word can only be understood and learnt terms of its relationship with other words in the language called as sense relation. Sense relation consist of

a) Synonym

Synonym means that two more words have the same meaning (Mccarthy, 1984) It refers the words which have the same or very nearly the same meaning. In another words, synonym also defines as the relationship between two predicates that have the same sense. Example: flat = apartment, kid = child, intelligent = smart.

b) Antonym

(Crystal, 2010) stated that antonym can be defined as lexemes which are opposite the meaning. While Hatch and Brown (1995:19) explained that synonym is words that mean the opposite. Example: true = false, long = short, big = small, old = young

Based on the theories above, it can be concluded that the indicators to measure students' vocabulary mastery can be divided into word class and word meaning. Word class includes knowledge about the function of each word, such as noun, verb, adjective, adverb, pronoun, preposition, conjunction and Interjection. Meanwhile, word meaning includes knowledge about the meaning of each word, such as antonym and synonym.

e. Testing of Vocabulary Mastery

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, 2001) 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.

Based on the opinion above, (Dancs, 2021) 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 (Dancs, 2021)

2) Completion Test

The 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 (Dancs, 2021)

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 (Dancs, 2021).

3. Concept of Reading Comprehension

a. Definition of Reading Comprehension

There are professionals who have expressed their opinions on how reading comprehension should be defined. According to (Pardo, 2004), reading comprehension involves readers using their prior knowledge and experiences, the information presented in the text, and their own attitude to create meaning as they interact with the text.

In addition, according to (Silva & Cain, 2015) reading comprehension involves not only understanding the meanings of individual words, but also connecting clauses to create meaningful sentences, and interpreting subsequent phrases and paragraphs to derive overall meaning.

On the other hand, the process of reading comprehension is a multifaceted interplay between automatic and intentional cognitive

processes, which enables the reader to construct a mental representation of the text, as noted by (Broek & Espin, 2012).

Based on the preceding sentences, the researcher inferred that the objective of reading activities is to achieve comprehension. Reading comprehension involves a constructive thinking process, whereby readers are accustomed to generating and developing deeper meaning to understand concepts and information presented in a text, as well as to facilitate students' ability to acquire information from written materials.

Moreover Linse (2005: 71) cited in Yunesia (2019) state that, reading comprehension refers to read for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. (Harmer, 2007) stated that "Reading is useful for language acquisition'. It provide that students more or less understand what they read, the better they get at it. Reading also has a positive effect on student's vocabulary knowledge, their spelling and on their writing.

In addition, (Pardo, 2004) cited in Sahin (2013) said that reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction. Wolley (2011) defined that reading comprehension is the process of making meaning from text. (Iew et al., 2016) also added a statement from (Orasanu, Judith, 1986) that during reading process, the reader extracts meaning from the text by

utilizing his/ her previous knowledge through employing effective reading comprehension strategies. It means that students reading comprehension process need the prior knowledge to construct new meaning and conclusion about what they have read. Reading and comprehension have relation and both of them cannot be separated.

The process of getting meaning influenced by background knowledge and expectations of the reader. Process in which the reader may construct meaning by interacting these are also called as comprehension. Comprehension is a very important, it is very core of the reading process. The usual method of teaching comprehension is to have the students read a short passage then to have him answer written or oral question.

Reading comprehension can be described as understanding a text that is read, or the process constructing meaning from a text. Reading comprehension involves of all the elements of the reading process, described in earlier section of the review acting together, (John Kruidenier, 2002). The writers of Primary National Strategy (2016) states that comprehension is an active process that involves all these strategies and behaviors.

According to (Klingner et al., 2010) states that reading comprehension is define as the activity to understand the text. Readers read the texts to get information or to get opinions or idea. They try to understand what the text tells about. In other words, Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that

include word reading, world knowledge and unable to construct meaning from text.

Meanwhile, (Woolley, 2011:15) states that reading comprehension is the process of making meaning from text. It means that reading comprehension is the process of understanding what the writer means by reader, In addition, he mentions that comprehending a text is an interactive process between the reader's background knowledge and the text.

Based on the statement above, it can be concluded that the reading comprehension is the process for readers to understanding a written text with all these strategies and behaviors.

b. Component of Reading Comprehension

There are some components in the reading comprehension skill. The components have their own characteristic. (King, 1989) state that there are five components that may help students to read carefully. Five components of reading comprehension, those are:

1) Finding Factual Information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of questions: reason, purpose, comparison, etc. in which the answer can be found in the text.

2) Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also

helps you to remember the content later. (Zainil et al., 2020) states that the main idea of a paragraph is what the author wants to know about the topic. The main idea of paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are superordinates while another is subordinate.

3) Finding the Meaning of Vocabulary in Context.

It means that the reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have been nearly equivalent meaning when it has it or nearly the same meaning as another word.

4) Identifying References

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, she, he, they, this, etc.

5) Making Inference from Reading Text

Inference is skill where the reader has to be able to read between lines, King and Stanley divide it into main attentions, draw logical inferences and make accurate prediction. Reading comprehension as discussed above indicates that it is a complex process in which a reader tries to reconstruct a message encoded in graphic language by writer. It is an interaction between reader and author.

c. **Micro and Macro Skills of Reading Comprehension**

According to (Brown, 2002) In reading comprehension, to comprehend what we read, there are some parts of micro and macro skills reading comprehension. Brown divided micro and macro skills of reading as stated bellow:

1. Micro Skills of Reading Comprehension

- a) Discriminate among the distinctive graphemes and orthographic pattern of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (noun, verb, etc systems (e.g. tenses, agreement pluralization), pattern rules and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.

- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- h) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- i) Recognize the communicative functions of written texts, according to form and purpose.
- j) Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- k) Distinguish between literal and implied meanings.
- l) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- m) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, an activating schemata for the interpretation of texts.

Based on the statement above, it can be concluded that micro skills of reading are interpret word and recognize the grammatical words, rhetorical forms and recognize the communicative functions of text.

2. Macro skills of Reading Comprehension

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.

- b) Recognize the communicative functions of written texts. According to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From describe events, ideas, infer link and connections between events, deduct causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- e) Distinguish between literal implied meanings.
- f) Detect culturally specific references interpret them in a context of the appropriate cultural schema.
- g) Develop and use a battery of reading strategies, such as scanning and skimming. Detecting discourse markers, guessing the meaning of the words from context and activating schemata for the interpretation of texts.

Based on the statement above, it can be conclude that macro skills of reading are recognize the rhetorical forms of written discourse and distinguish between literal implied meanings.

d. Testing of Reading Comprehension

According to Janette, 2007 as cited in (Rakhmawati, 2015) in Traditional test of reading comprehension are limited in that they prepare only a common indicator of how the student understands to text, and they are not based on experts knowledge of what good readers to do comprehend text.

A wide range of assessment instrument of procedures is available. When selecting a test or assessment of procedure to use with students, it is important to select the test that most closely matches the user's needs or purpose. To know how far the students reading comprehension should be measured use to assessment of reading. There are many kinds of questions reading comprehension.

a) Promina Question, Imperatives

The question require learners to make a written answer which can range the in length from a single word to several paragraphs. Usually for comprehension, short answer are required and these forms of questions are called short answer questions.

b) True/False, Yes/No, Alternative/Question, Multiple Choice

In these questions the answer is contained within the questions or instructions. Multiple choice questions focus on detail and more general aspect of the text. The correct answer is not always shorter or longer than the distractor.

c) Transfer Information

Incomplete information can be used to test comprehension of the text. The learners and read the text and fill in the diagram with short notes.

B. Previous Related Studies

Several studies have explored the relationship between vocabulary mastery and reading comprehension, as well as the relationship between reading comprehension and translation ability. The researcher takes several

previous studies as a comparison and reference. The first research taken from (E. Y. Setiawan, 2017) with title *The Correlation Between Students' Vocabulary and Their Ability in Translating English Text at The Sixth Semester Students of UM Metro*. The sample of this research was sixth semester students of Muhammadiyah University of Metro. The researcher used test of vocabulary and translation to collect the data. Based on the result of this research, it showed that there was positive and significant correlation between students' vocabulary mastery and their translation ability in the sixth semester of UM Metro. One study by (Irwan Ro'iyal Ali, 2010) found a significant correlation between vocabulary size and reading comprehension among high school students. Another study by (Kim et al., 2022) also found a positive correlation between reading comprehension and translation ability among college students. However, there is limited research that specifically examines the relationship between vocabulary mastery and reading comprehension toward translation ability, particularly among Islamic university students in Indonesia. Therefore, this study aims to fill this gap in the literature and provide insight into the correlation of vocabulary mastery and reading comprehension in improving translation ability among fifth-semester students at UIN Raden Mas Said.

C. Rationale

The rationale of this study is to investigate the relationship between students' vocabulary mastery and reading comprehension skills towards

their translation ability. This study is important because translation is a complex process that requires knowledge of both source and target languages, as well as understanding of the source text. In order to produce an accurate and effective translation, a translator must have a good grasp of the vocabulary and the ability to comprehend the meaning of the source text.

Therefore, this study aims to determine the extent to which students' vocabulary mastery and reading comprehension skills can predict their translation ability. The findings of this study could provide insights for language educators in developing effective strategies to enhance students' translation skills.

D. Hypothesis

Hypothesis is a temporary answer to the research problem, until proven by data collection (Suharsimi, 2013). There are two types of hypothesis: the alternative hypothesis and the null hypothesis.

1. First Hypothesis

a) Alternative Hypothesis (H_a)

H1: There is a significant positive correlation between students' vocabulary mastery and their translation ability.

b) Null Hypothesis (H_0)

H0: There is no significant correlation between students' vocabulary mastery and their translation ability.

2. Second Hypothesisa) Alternative Hypothesis (H_a)

H_1 : There is a significant positive correlation between students' reading comprehension and their translation ability.

b) Null Hypothesis (H_0)

H_0 : There is no significant correlation between students' reading comprehension and their translation ability.

3. Third Hypothesisa) Alternative Hypothesis (H_a)

H_1 : There is a significant positive correlation between students' vocabulary mastery and reading comprehension toward translation ability.

b) Null Hypothesis (H_0)

H_0 : There is no significant correlation between students' vocabulary mastery and reading comprehension toward translation ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was use a quantitative research approach to investigate the correlation between vocabulary mastery and reading comprehension toward translation ability. Which aims to analyze the relationship between two or more variables. The independent variables in this study are vocabulary mastery and reading comprehension, while the dependent variable is translation ability

The research was conducted at UIN Raden Mas Said in the academic year of 2023/2024. The research population in this study is students in the fifth semester of English Language Education program at UIN Raden Mas Said Surakarta. In this study, the *simple random sampling* technique was used to select a sample. In this case, a total of 50 students were selected, with each class (A-G) having seven or eight representatives.

Data collection was done using a vocabulary mastery test, a reading comprehension test, and a translation ability test. The vocabulary mastery and reading comprehension test was designed by the researcher and consist of multiple-choice questions.

The translation ability test was designed by the researcher and consist of translating a text from English to Indonesian. The data was

analyzed using correlation analysis to investigate the relationship between vocabulary mastery, reading comprehension, and translation ability.

B. Research Setting

1. Place of research :

The Place of this research is at UIN Raden Mas Said as the place of research which is located at Jl.Pandawa, Kartasura, Sukoharjo, Jawa Tengah. The researcher chose this place because the research theme was suitable to be tested and had ready facilities and infrastructure.

2. Time to research :

This research was conducted at eight semester of UIN Raden Mas Said on September until December 2023, there were four stages in this research. The stage were Proposal Seminar, Data Collection, Data Analysis and the last activity was Thesis Exam of the research. Schedule planning of the research would be as follow:

Table 3.1 Time to Research

Activity	October	November	December
Proposal Seminar			
Data Collection			
Data Analysis			
Thesis Exam			

C. Population, Sampling, Sample

1) Population:

(Sugiyono, 2019) states that population is a generalization region consisting of objects / subjects that have certain qualities and characteristic set by the researcher to be studied and then drawn conclusions. The population of this study is all fifth-semester students of English language education at UIN Raden Mas Said Surakarta in the academic year of 2023/2024.

Number	Class	The Number of Students
1	A	36
2	B	37
3	C	36
4	D	36
5	E	37
6	F	37
7	G	36
Total		255

2) Sampling:

Sampling is technique that used to select the sample from a larger population for research purposes. According to (Sugiyono, 2019: 118) 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 involves randomly selecting respondent from the

population without any regard for strata or levels within the population. For this research, researcher randomly selected respondent were from the pool of fifth-semester students majoring in English Language Education at UIN Raden Mas Said Surakarta. Researcher took a sample size consisted of 50 students, which came from 20% population of the 5th semester English language education student population from class A-G, so each class will have seven representatives. It also relevant with Slovin formula, According to (N. Setiawan, 2007) sample size determination can be done by using the Slovin formula or the Krejcie-Morgan Table because both can be used for research that aims to measure the proportion of the population. However, in this study the use of the Slovin formula is in accordance with the researcher's ability to be more effective in take samples that represent the population. as a whole. The error tolerance (e) used is 0.13

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{255}{1 + 255(0,13)^2}$$

$$n = 48,02 \text{ rounded to } 50$$

Note:

n = Sample size

N= Total population

e = Acceptable margin of error

So, the sample of this research amounted to 50 students' fifth semester in English Language Education at UIN Raden Mas Said Surakarta.

3) Sample

A sample, as defined by Sugiyono (2017: 81), refers to a subset of individuals or objects that share similar characteristics with the larger population. The sample consisted of 50 students, which came from Slovin formula and it reliable as 20% population of the 5th semester English language education student population from class A-G, so each class will have seven representatives.

D. Operational Definition of Variable

1. Independent Variable (X1)

The independent variable of this study is the Student's vocabulary mastery. According to (Nation, I.S.P., & Waring, 1997), vocabulary mastery is an essential skill in language learning. Vocabulary mastery involves understanding words in context, enabling individuals to comprehend texts more effectively. Vocabulary test results depict the extent to which an individual has command over and recognizes words in the target language. Enhancing vocabulary mastery can contribute to the improvement of reading and translation abilities.

2. Independent Variable (X2)

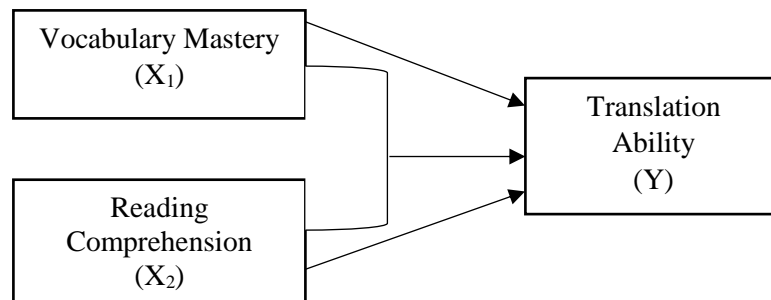
The independent variable of this study is the Student's reading comprehension. According to the theory of (Wiliam Grabe, 2010), reading comprehension is a complex process in which readers construct meaning

from the text through the interaction between the information in the text and the reader's background knowledge.

3. Dependent Variable (Y1)

The dependent variable of this study is the Student's translation ability. According to (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.

The Chart of Design



E. Techniques of Collecting the Data

The data collection process will involve administering the vocabulary test that consisted of 20 items in multiple choice, reading comprehension test that consisted of 10 items in multiple choice, and translation test would have 4 items, 2 Texts English to Indonesian and 2 Texts Indonesian to English to the respondent. The researcher collecting data using Google Form for the reason that it was more practical and efficient. The researcher gave students 1 week to take the test. The data obtained from the tests will be analyzed using correlation analysis to determine the relationship between the variables.

1. Test

a) Vocabulary test:

To measure the vocabulary mastery of the respondent, a standardized vocabulary test will be administered to the respondent. To find out the questions, see appendix 1

Table 3.2 The Vocabulary Mastery Scoring Test

Test	Number	Score of each item	Total score
Vocabulary	20	5	100

Table 3.3 Blue Print of Students Vocabulary Mastery

No	Vocabulary Test	Description	Aspect	Question Number	Total
1	Noun	Students are asked to answer multiple-choice questions about nouns	Identification of abstract noun and proper noun in a sentence	1, 2	2
2	Verb	Students are asked to answer multiple-choice questions about verb	Identification and recognition verb, past tense of verb	3, 4,5	3
3	Adjective	Students are asked to answer multiple-choice questions about adjective	Identification and recognition adjective in a sentence	6, 7, 8	3
4	Adverb	Students are asked to answer multiple-choice questions about adverb	Identification and recognition adverb in a sentence	9, 10	3
5	Pronoun	Students are asked to answer multiple-choice questions about pronoun	Identification and recognition pronoun in a sentence	11, 12, 13,	3
6	Synonym	Students are asked to answer multiple-choice questions about synonym	Identification and recognition Synonym for a given word	14, 15, 16,	3
7	Antonym	Students are asked to answer multiple-choice questions about antonym	Identification and recognition Antonym for a given word	17,18, 19, 20	3
Total					20

b) Reading Comprehension Test:

To measure the reading comprehension of the respondent, a standardized reading comprehension test will be administered to the respondent. To find out the questions, see appendix 2

Table 3.4 The Reading Comprehension Ability Scoring Test

Test	Number	Score of each item	Total score
Reading Comprehension	10	10	100

(Brown, 2007)

Table 3.5 Blue Print of Students Reading Comprehension

No	Reading Comprehension Test	Description	Aspect	Question Number	Total
1	Finding main idea	Students are asked to answer multiple-choice questions about main idea	Identification main idea	1, 4	2
2	Finding the meaning of vocabulary in context	Students are asked to answer multiple-choice questions about meaning of vocabulary in context	Understanding the meaning of the word in context	2, 5	2
3	Finding factual information	Students are asked to answer multiple-choice questions about factual information	Listing activities and finding factual information mentioned in the passage	3, 6	2

4	Interpretation Questions	Students are asked to answer multiple-choice questions about Interpretation Question	Identification the message in context	7, 8	2
5	Inferential Questions	Students are asked to answer multiple-choice questions about Inferential Questions	Identification an inference in context	9, 10	2
Total					10

c) Translation Test:

To measure the translation ability of the respondent, a translation test using language pairing will be given to the respondent. In assessing the translation test, (Nababan, 2013) mentioned there must be at least two raters. The aspect must be covered accuracy and 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, 2013) the raters must be:

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

Table 3.7 Rubric for Assessing Accurateness of Translation Accuracy

No.	Criteria	Score
1	The meaning of the words, technical terms, phrases, clauses, sentences or the text of source language transferred accurately into the target language; distortion does not occur at all meaning.	3 (Accurate)
2	Most of the meaning of words, technical terms, phrases, clauses, sentences or the text of source language text already transferred accurately into the target language. However, there are still distortions of meaning or translation double meaning or there are meanings that are eliminated, which interferes the integrity of the message.	2 (Less Accurate)
3	The meaning of a word, a technical term, the phrase, clause, sentence or the text of source language was transferred in inaccurate into target language or being eliminated (deleted).	1 (Inaccurate)

Table 3.8 Rubric for Assessing Acceptability of Translation

No.	Qualitative Parameters	Score
1.	The translation is natural; familiar use of technical terms; the use of phrases, clauses, and sentences refer to Indonesian grammatical rules.	3 (Acceptable)
2.	Overall, the translation is natural, but there are few problems about the use of technical terms, and grammatical errors.	2 (Less Acceptable)
3.	The translation is not natural; unfamiliar terms are found; significant grammatical errors in the phrases, clauses, and sentences.	1 (Not Acceptable)

(Nababan, 2013)

Table 3.6 Blue Print of Students Translation Ability

No	Translation Ability	Description	Aspect	Question Number	Total
1	Language Pairing	Student are asked to translate from English-Indonesian	Translate a Descriptive text from English to Indonesian	1, 2	2
2	Language Pairing	Student are asked to translate from Indonesian-English	Translate a Descriptive text from Indonesian to English	3, 4	2
Total					4

F. Research Instrument

The instruments used in this study will be a vocabulary test, reading comprehension test, and translation test. The researcher gave three tests. The first test was to know the vocabulary test(X1) that consisted of 20 items in multiple choice. The second test was to know the reading comprehension(X2). However, the test just consisted of 10 items in multiple choice. Due to shortening time. The third test was test to know the English translation(Y1). The translation test would have 4 items, 2 Texts English to Indonesian and 2 Texts Indonesian to English. However, the text on translation test would be shorter than it should be to shorten the duration of the test. Scoring test that focused on *accuracy* and *acceptability*.

G. Data Validation and Reliability of Instrument

Quantitative research can be seen from the quality of its validity and reliability. Validity and reliability can show the properness of data to be

analyzed further. The step of testing validity and reliability of instrument as follows:

1. Validity of the Instrument

(Anderson, 1973) mentioned an instrument is valid when it can measure what it purposes to measure. This validity is not emphasized on the test but on result or score of the test. A valid instrument means that the measuring instrument used to obtain the data is valid. Thus, a test is valid means that it can be used to measure what should be measured.

The researcher measured the validity of the instrument using *Pearson Product Moment* formula, as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

(Suharsimi Arikunto, 2012:87)

r = The correlation coefficient between variables X and Y.

N = The number of the respondents.

X = The score of each item

Y = The score of each student.

$\sum XY$ = The number of multiplications between the variables X and Y

$\sum X^2$ = The sum of the independent variable

$\sum Y^2$ = The sum of the dependent variable

$(\sum X)^2$ = The sum of values of X, then squared

$(\sum Y)^2$ = The sum of values of Y, then squared

The result computation validity of vocabulary mastery test, reading comprehension test and translation ability test as follow:

$r_{0} \geq r_{table} = \text{Valid}$

$r_{0} \leq r_{table} = \text{Invalid}$

For details of validity results, see appendix 5,6,7.

2. Reliability of Instrument

Reliability relates to trust issues. A test can be said have a high level of trust when it can give a fixed result. A reliable instrument is an instrument that can be used several times to measure the same object (resulting the same data).

a. Reliability of Vocabulary and Reading Comprehension Test

To calculate the reliability, one commonly used method is to use the *Cronbach's Alpha reliability coefficient*. This coefficient provides an estimate of the internal reliability of the test, which measures the consistency of the test items in measuring the same construct.

The formula to calculate the *Cronbach's Alpha reliability coefficient* is as follows:

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

Notes:

α = the Cronbach's Alpha reliability coefficient.

k = the number of items in the test.

σ_y = variance associated to each items

σ_x = variance associated of the total score

To calculate the *Cronbach's Alpha reliability coefficient*, you need to first calculate the variance of each item's scores (σ_y) and the total variance of the test scores (σ_x). Then, substitute these values into the formula mentioned above.

In the case of a vocabulary test and reading comprehension test, the items used in the test will be the determining factor of its reliability. By using this formula, you can obtain an estimation of the internal reliability of the vocabulary test and reading comprehension test. A higher value of α indicates higher internal reliability.

Table 3.3 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

b. Reliability of Translation Test

The researcher used rater reliability to test reliability of the instrument. According to (Phelan; Wren, 2005), rater reliability is a measurement of reliability used to assess the degree to which different judges or raters agree in their assessment decisions.

H. Techniques of analyzing of the Data

The data obtained from the tests will be analyzed using *descriptive* and *inferential statistics*. Descriptive statistics will be used to describe the respondent' characteristics and the distribution of their scores on each test. Inferential statistics, specifically correlation analysis, will be used to determine the relationship between vocabulary mastery, reading comprehension, and translation ability.

- 1) Descriptive statistics: Calculate mean, standard deviation, and frequency distribution of the respondent' scores on the vocabulary mastery test, reading comprehension test, and translation ability test.
- 2) Correlation analysis: Use Pearson's correlation coefficient to analyze the correlation between vocabulary mastery, reading comprehension, and translation ability.
- 3) Regression analysis: Use multiple regression analysis to investigate the relationship between vocabulary mastery and reading comprehension with translation ability as the dependent variable.

In quantitative research, data analysis is a step that is carried out after the data are collected. Data analysis techniques of quantitative research used statistics. Firstly, the researcher checked the completeness of data then gives score of vocabulary test. Reading comprehension and translation test. Next, the researcher processed the data, as follows:

1. Description of the Data

a. Mean

Mean is the average value of a data group. It is gained from summing up all individual data of the group and dividing it by the total of the individuals. To gain the value of mean, the researcher used a formula, as follows:

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

(Arikunto, 2013:318)

Notes:

X= Mean.

$\sum x$ =The total of the value.

N=The number of the respondents.

b. Median

Median is the central value of a data group. It is gained by picking the middle value of the data ranged from the lowest to the highest or inversely

c. Mode

Mode is that score which occurs most frequently (Brown, 2002) It also can define as the most frequent value of a data group.

2. Pre-requirement Test

Before the researcher analyses the hypothesis testing, the earlier step is pre-requirement analysis. The steps are follows:

a. Normality Test

Normality test is supplementary to the graphical assessment of normality. It means that normality test is used to determine whether the data is distributed normally or not. The data is normal or not in the distribution with comparing the significant standards(a). When the significant result is lower than the significant standard, it means that the data is not normal distribution. Meanwhile, the significant result is higher than significant standard. It means the data is normal distribution.

The researcher used SPSS (Statistical Package for the Social Science) version 20 to test normality in order to make it easier for the researcher to calculate it. In this research, the researcher used Kolmogorov-Smirnov (KS-Z) with significance level 0.05.

b. Linearity Test

Linearity test is used to determine whether three variables (two independent variables and one dependent variable) show the linear relationship. Before testing hypothesis, the researcher checked whether the data obtained is linear or not. In addition, this test also can be used to predict how dependent variable is high, when independent variable scores are changed. To find out the linear of regression, the researcher calculated the data using SPSSs. In this research, the researcher used *Anova formula*. When the result of linearity test is higher than 0.05, it the data is linear.

3. Hypothesis Testing

Hypothesis testing is very important to find out whether alternative hypothesis (H_a) or null hypothesis (H_o) is accepted or not. The researcher tested hypothesis using *Pearson Product Moment* and *Multiple Correlation formula*. *Pearson Product Moment* is used to describe the strength of the relationship between two variables. Meanwhile, *Multiple Correlation* is used to describe the strength of relationship between several independent variables and one dependent variable.

The researcher used *Pearson Product Moment formula* to test the correlation between two variables. *The formula of Pearson Product Moment formula*, as follows:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum (X)^2 - (\sum X)^2) (n \sum (Y)^2 - (\sum Y)^2)}}$$

(Sugiyono, 2015:255)

Notes:

X= Variable 1.

Y= Variable 2.

r_{xy} = Coefficient of the correlation between variable X and Y.

The researcher used *Multiple Correlation formula* to test correlation between students' vocabulary mastery and reading comprehension toward their translation ability. The formula as follows:

$$r_{x_1.x_2.y} = \frac{\sqrt{r^2_{x_1.y} + r^2_{x_2.y} - 2(r_{x_1.y})(r_{x_2.y})(r_{x_1.x_2})}}{1 - r^2_{x_1.x_2}}$$

(Sugiyono, 2019:266)

Notes:

$r_{x_1.x_2.y}$ = Correlation between X1 and X2, with Y.

$r_{x_1.y}$ = Product Moment Correlation between X1 and Y.

$r_{x_2.y}$ = Product Moment Correlation between X2 and Y.

$r_{x_1.x_2}$ = Product Moment Correlation between X1 and X2.

X1 = the students' vocabulary mastery score

X2 = the students' reading comprehension score.

Y = the students' translation ability score.

The score result showed interpretation coefficient correlation (r) value of strong or weak correlation between the variables. The researcher used criteria as the following table (Sugiyono, 2019:257)

Table 3.4 Interpretation of the Coefficient Correlation Index

Interval coefficient	Interpretation
0,00- 0,199	Very low
0,20- 0,399	Low
0,40- 0,599	Fairly
0,60- 0,799	High/strong
0,80- 1,000	Very high/strong

The researcher used the formula *significance of product moment correlation* to find out the significance of correlation as follows:

$$p = \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

(Sugiyono, 2015:257)

Notes:

p= the value of significance.

r= the coefficient of correlation between X1, X2, and Y.

n= the number of samples.

Alternative hypothesis (Ha) stated that there is a positive and significant correlation between students' vocabulary mastery (X1) and Reading Comprehension (X2) toward Translation Ability (Y), meanwhile null hypothesis (Ho) stated that there is negative correlation between student's vocabulary mastery (X1) and reading comprehension (X2) toward translation ability (Y). From the analyzing using formula above, Ha is accepted when the correlation coefficient is higher than 0 ($xy > 0$). Meanwhile, Ha is rejected when correlation coefficient is lower than 0 ($xy < 0$)

CHAPTER IV

FINDINGS AND DISCUSSION

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' reading comprehension and students' translation ability.

1. Data Description

a) Data on 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 in the form of google form test then ask students fifth semester 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. To make the data clear and easily to understand, the analysis is started with table descriptive by SPSS version 20.

Table 4.1 Table Description of Students Vocabulary Mastery

Descriptives				
		Statistic	Std. Error	
vocabulary mastery	Mean		71.86	1.590
	95% Confidence Interval for Mean	Lower Bound	68.67	
		Upper Bound	75.06	
	5% Trimmed Mean		72.73	
	Median		75.00	
	Variance		128.961	
	Std. Deviation		11.356	
	Minimum		40	

	Maximum	85	
	Range	45	
	Interquartile Range	10	
	Skewness	-1.208	.333
	Kurtosis	.844	.656

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 mean of the students' vocabulary mastery is 71.

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 result of median of the students' vocabulary mastery is 75.

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 mode of the students' vocabulary mastery is 80.

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 standard deviation of the students' vocabulary mastery is 11,2.

b) Data on Students Reading Comprehension

Table 4.2 Table Description of Students' Reading Comprehension

Descriptives				
		Statistic	Std. Error	
reading comprehension	Mean		67.84	2.791
	95% Confidence Interval for Mean	Lower Bound	62.24	
		Upper Bound	73.45	
	5% Trimmed Mean		68.38	
	Median		70.00	
	Variance		397.255	
	Std. Deviation		19.931	
	Minimum		20	
	Maximum		100	
	Range		80	
	Interquartile Range		30	
	Skewness		-.463	.333
	Kurtosis		-.471	.656

To shorten the time and not repeat it again, the formula used is still the same as before, the researcher only explain the results based on the descriptive table above

1) Mean of Reading Comprehension

The result of mean of the students' students reading comprehension is 67.

2) Median of Reading Comprehension

The result of median of the students' students reading comprehension is 70.

3) Mode of Reading Comprehension

The result of mode of the students' students reading comprehension is 80.

4) Standard Deviation of Reading Comprehension

The result of standard deviation of the students' students reading comprehension is 19,7.

c) **Data on Students Translation Ability****Table 4. 3 Table Description of Students Translation Ability**

Descriptives				
			Statistic	Std. Error
translation ability	Mean		10.6176	.13030
	95% Confidence Interval for Mean	Lower Bound	10.3559	
		Upper Bound	10.8794	
	5% Trimmed Mean		10.7081	
	Median		10.5000	
	Variance		.866	
	Std. Deviation		.93053	
	Minimum		7.75	
	Maximum		12.00	
	Range		4.25	
	Interquartile Range		1.00	
	Skewness		-1.378	.333
	Kurtosis		2.251	.656

To shorten the time and not repeat it again, the formula used is still the same as before, the researcher only explain the results based on the descriptive table above.

1) Mean of Students Translation Ability

The result of mean of the students' students' translation ability is 2.65.

2) Median of Students Translation Ability

The result of median of the students' students' translation ability is 2.63.

3) Mode of Students Translation Ability

The result of median of the students' students' translation ability is 2.8.

4) Standard Deviation of Students' Translation Ability

The result of standard deviation of the students' students' translation ability is 0,232.

2. Pre-Requisite Test

a) Normality Testing

One of the pre-requisite test required in this research is normality test. (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 20 with the significance level of 5%. The normality of the data can be seen at the table below:

Table 4.4 Normality Testing**One-Sample Kolmogorov-Smirnov Test**

			Unstandardized Residual
N			50
Normal Parameters ^{a,b}	Mean		0E-7
	Std. Deviation		.92949045
Most Extreme Differences	Absolute		.184
	Positive		.124
	Negative		-.184
Kolmogorov-Smirnov Z			1.316
Asymp. Sig. (2-tailed)			.063
Monte Carlo Sig. (2-tailed)	Sig.		.056
	99% Confidence Interval	Lower Bound	.050
		Upper Bound	.062

a. Test distribution is Normal.

b. Calculated from data.

On the table above, the Kolmogorov Smirnov value of the data is 0,063, while the significance level is 0.05, which is mean that the Kolmogorov Smirnov of the data is higher than the significance level. For all those fact, it can be concluded that the data of the research is normal distributed.

b) Linearity Test

The next pre-requisite test that is required in this research is linearity testing. According to (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 4.5 Linearity Testing of Vocabulary Mastery and Translation Ability

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
translation ability * vocabulary mastery	Between Groups	(Combined)	9.269	9	1.030	1.241	.298
		Linearity	.071	1	.071	.085	.772
		Deviation from Linearity	9.199	8	1.150	1.386	.232
	Within Groups		34.025	41	.830		
	Total		43.294	50			

From table above, the value of linearity testing in the data is 0.772, while the Deviation from linearity is 0.232. As these value is larger than the 0.05 significance level used for linearity testing, it can be concluded that the data in this research was not linear from significance but if from Deviation from linearity it can be concluded that data was linear distributed.

Table 4.6 Linearity Testing of Reading Comprehension and Translation Ability

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
translation ability * reading comprehension	Between Groups	(Combined)	3.795	8	.474	.504	.846
		Linearity	.072	1	.072	.077	.783
		Deviation from Linearity	3.722	7	.532	.565	.780
	Within Groups		39.500	42	.940		
	Total		43.294	50			

From table above, the value of linearity testing in the data is 0.783, while the Deviation from linearity is 0.780. 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 not linear from significance but if from Deviation from linearity it can be concluded that data was linear distributed.

3. Hypothesis Testing

a. First Hypothesis (Vocabulary Mastery and Translation Ability)

In the hypothesis testing of vocabulary mastery and translation ability, the researcher uses SPSS to examine the number of correlation between two variables used in this research. The calculation found that the Pearson correlation number r_{xy} is 0.040 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 50. Here are the statistical hypothesis:

$H_a: r_{xy} > 0.279$ (there is a significant correlation between students' vocabulary mastery and their translation ability).

$H_0: r_{xy} < 0.279$ (there is no significant correlation between students' vocabulary mastery and their translation ability).

Table 4.7 Hypothesis Testing of Vocabulary Mastery and Translation Ability

Correlations			
		vocabulary mastery	translation ability
vocabulary mastery	Pearson Correlation	1	.040
	Sig. (2-tailed)		.779
	N	50	50
translation ability	Pearson Correlation	.040	1
	Sig. (2-tailed)	.779	
	N	50	50

Based on the table correlations above, it also can be seen that the number of the r_{xy} is 0.040. The significance level used in this correlation is 5% with the number of respondents 50. It is found that the r_{table} was 0.279. The result of the computation using SPSS 20 showed that the coefficient correlation between students' vocabulary mastery (X) and their translation ability (Y) was 0.040 lower than the r_{table} ($0.040 < 0.279$). Thus, H_0 (**there is no correlation between students' vocabulary mastery and their translation ability**) was accepted and H_a was automatically rejected.

b. Second Hypothesis (Reading Comprehension and Translation Ability)

In the hypothesis testing of reading comprehension and translation ability, the researcher uses SPSS to examine the number of correlation between two variables used in this research. The calculation found that the Pearson correlation number r_{xy} is 0.041 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 50. Here are the statistical hypothesis:

$H_a: r_{xy} > 0.279$ (there is a significant correlation between students' reading comprehension and their translation ability).

$H_0: r_{xy} < 0.279$ (there is no significant correlation between students' reading comprehension and their translation ability).

Table 4.8 Hypothesis Testing Reading Comprehension and Translation Ability

		Correlations	
		reading comprehension	translation ability
reading comprehension	Pearson Correlation	1	.041
	Sig. (2-tailed)		.776
	N	50	50
translation ability	Pearson Correlation	.041	1
	Sig. (2-tailed)	.776	
	N	50	50

Based on the table correlations above, it also can be seen that the number of the r_{xy} is 0.041. The significance level used in this correlation is 5% with the number of respondents 50. It is found that the r_{table} was 0.279. The result of the computation using SPSS 20 showed that the coefficient correlation between students' reading comprehension (X2) and their translation ability (Y) was 0.279 lower than the r_{table} ($0.041 < 0.279$). Thus, H_0 (**there is no correlation between students' reading comprehension and their translation ability**) was accepted and H_a was automatically rejected.

c. Third Hypothesis (Students' Vocabulary Mastery and Reading Comprehension toward Translation Ability)

In testing the third hypothesis, researchers used a summary model in SPSS to find out the R value of students' vocabulary mastery and reading comprehension toward translation ability. The researcher used the F-test to obtain the significance value of the regression.

The final step that the researchers took was to use Pearson correlation to determine whether there was a correlation between students' vocabulary mastery and reading comprehension and translation ability.

Table 4.9 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.047 ^a	.002	-.039	.94866

Model summary is a statistical summary that provides important information about the performance of regression model. Based on table above, R is 0,047 and R Square is 0,002 with an Adjusted R Square of -0,039.

Based on the table correlations above, it also can be seen that the number of the significance $r_{obtained}$ is 0.047. The significance level used in this correlation is 5% or 0,05 with the number of respondents (N)= 50. So R_{table} is 0.279

Ha: $r_{xy} > 0.279$ (there is a significant correlation between students' vocabulary mastery(X1) and students' reading comprehension (X2) and their translation ability(Y)).

H0: $r_{xy} < 0.279$ (there is no significant correlation between students' vocabulary mastery(X1) and students' reading comprehension(X2) and their translation ability).

The result of the computation in SPSS 20 showed that the coefficient correlation between students' vocabulary mastery (X1) and students' reading

comprehension (X2) and their translation ability (Y) was 0.47 lower than 0,279. Thus, H0 (**there is no correlation between students' vocabulary mastery(X1) and Reading Comprehension toward their translation ability(Y)**) was accepted and Ha was automatically rejected.

The researcher also finds out the significant regression of vocabulary mastery, reading comprehension and translation ability.

Table 4.10 The Significant Regression of Vocabulary Mastery, Reading Comprehension and Translation Ability

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.096	2	.048	.054	.948 ^b
Residual	43.198	48	.900		
Total	43.294	50			

a. Dependent Variable: translation ability

b. Predictors: (Constant), reading comprehension, vocabulary mastery

The data show F value is 0.054, It can be said that there are not significant if the significance value is above than 0,05. So, it can be concluded that there are **not significant**.

Table 4.11 Coefficients for Multicollinearity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	10.371	.861		12.045	.000		
1 vocabulary mastery	.002	.013	.027	.163	.871	.768	1.303
reading comprehension	.001	.008	.028	.170	.866	.768	1.303

a. Dependent Variable: translation ability

The data indicates that the VIF (Variance Inflation Factor) value is 1.303, which is generally considered low if it is below 10. A value close to 1 suggests that the independent variable are not substantially correlated.

Table 4.12 Hypothesis Testing of Students' Vocabulary Mastery and Reading Comprehension toward Translation Ability

Correlations

		vocabulary mastery	reading comprehension	translation ability
vocabulary mastery	Pearson Correlation	1	.482**	.040
	Sig. (2-tailed)		.000	.779
	N	50	50	50
reading comprehension	Pearson Correlation	.482**	1	.041
	Sig. (2-tailed)	.000		.776
	N	50	50	50
translation ability	Pearson Correlation	.040	.041	1
	Sig. (2-tailed)	.779	.776	
	N	50	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

The result of calculating of correlation coefficient (r_{xy}) between Students' Vocabulary Mastery (X1) and Students' Translation Ability (Y) is 0.40 and Students' Reading Comprehension (X2) and Students' Translation Ability (Y) is 0.41 and the significance value of both is 0.779 and 0.776 above than 0.05. It can be said that both are not significant if the significance value is above than 0,05. So, it can be concluded that both are **not significant**.

B. Discussion

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. 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, the researcher concerned on the aspect of accuracy and acceptability.

Considering that reading comprehension is a multifaceted skill integral to language learning and proficiency. It involves the ability to understand and interpret written texts, extracting meaning from words, sentences, and paragraphs. For students, a strong foundation in reading comprehension opens the gateway to diverse facets of language acquisition.

A qualified translation must be accurate, acceptable and readable. By mastering vocabulary and reading comprehension, it will help students to

produce proper translation considering accuracy and acceptability. For these facts, the research about the correlation between vocabulary mastery and reading comprehension and translation ability through college students is conducted. This research aims to examine whether the number of vocabulary mastery and reading comprehension does influence the ability of producing translation ability 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 fifth semester of English Language Education mastering vocabulary really well as the data showed that 31 (62%) students succeeded in passing the average score. The researcher found that based on the calculation, the mean of the data was 71. The researcher found that based on the calculation the maximum of the data score was 85. There were 6 (12%) students who got that score. The researcher also found that the minimum of the data score was 40. The researcher discovered that the obtained range value is 45, accompanied by a standard deviation of 11,3. Furthermore, the calculated median stands at 75.

Overall, students of the fifth 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. This result is in line to what (Thornbury, 2001) 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.

2. Students Reading Comprehension

The score of the reading comprehension testing through the sample indicated that the students of the fifth semester of English Language Education mastering reading comprehension really well as the data showed that 33 (66%) students succeeded in passing the average score. The researcher found that based on the calculation, the mean of the data was 67. The researcher found that based on the calculation the maximum of the data score was 100. There were 4(8%) students who obtained the maximum score. The researcher also found that the minimum of the data score was 20. The researcher discovered that the obtained range value is 80, accompanied by a standard deviation of 19,7. Furthermore, the calculated median stands at 70.

Overall, students of the fifth semester at English Language Education UIN Raden Mas Said Surakarta mastered the reading comprehension really well because most of the passed the vocabulary test with a high number of scores.

3. Students' Translation Ability

Based on the data mentioned above, the level of students' translation ability in the fifth semester of English Language Education UIN Raden Mas Said Surakarta was in the high level or 'accurate and acceptable' translation. The calculation of the scores from the two raters using the parameter theory by

Nababan (2012), it showed that the score of the translation ability was 2.65 which is categorized as 'acceptable/ accurate'. 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 test that the researcher set is a simple translation test in the form of sentences. The result showed that there are 80% students that nailed an excellent job in the test as they produced the 'accurate and acceptable' translation, and 20% did a good job as they are in the medium level.

4. The Correlation between students' vocabulary mastery and translation ability

After finding normality and linearity of the data with the concept of Kolmogorov Smirnov formula and F-Test in SPSS 20 with the significance level of 5%. That show data of the research is normal distributed. Next, the researcher examines the number of correlations between two variables used in this research. The calculation found that the Pearson. The number of the r_{xy} is 0.040. The significance level used in this correlation is 5% with the number of respondents 50. It is found that the r_{table} was 0.279. The result of the computation using SPSS 20 showed that the coefficient correlation between students' vocabulary mastery (X) and their translation ability (Y) was 0.040

lower than the t table ($0.040 < 0.279$). Thus, **H₀ was accepted** and H_a was automatically rejected.

5. The Correlation between students' reading comprehension and translation ability

After finding normality and linearity of the data with the concept of Kolmogorov Smirnov formula and F-Test in SPSS 20 with the significance level of 5%. That show data of the research is normal distributed. Next, the researcher examines the number of correlations between two variables used in this research. The calculation found that the Pearson. The number of the r_{xy} is 0.041. The significance level used in this correlation is 5% with the number of respondents 50. It is found that the t table was 0.279. The result of the computation using SPSS 20 showed that the coefficient correlation between students' vocabulary mastery (X) and their translation ability (Y) was 0.040 lower than the t table ($0.041 < 0.279$). Thus, **H₀ was accepted** and H_a was automatically rejected.

6. The Correlation between students' vocabulary mastery and reading comprehension toward translation ability

After finding first hypothesis and second hypothesis with the concept of Pearson Product Moment formula in SPSS 20. The researcher examines the significance regression and Coefficients for Multicollinearity of Students vocabulary mastery and reading comprehension toward translation ability. The data show that R is 0,047 and R Square is 0,002 with an Adjusted R Square of

-0,039. It can be said that the number of the significance $r_{obtained}$ is 0.047. The significance level used in this correlation is 5% or 0,05 with the number of respondents (N)= 50. So R_{table} is 0.279. it can be said that the coefficient correlation between students' vocabulary mastery (X1) and students' reading comprehension (X2) and their translation ability (Y) was 0.47 lower than 0,279. Thus, **H0 was accepted** (there is no correlation between students' vocabulary mastery(X1) and Reading Comprehension(X2) toward their translation ability(Y)) and H_a was automatically rejected.

Then, researcher also find the significant value using F-Test. The result show that F value is 0.054, It can be said that there are not significant if the significance value is above than 0,05. So, it can be concluded that there are **not significant**. And H_a automatically Rejected and H_0 Accepted.

CHAPTER V

CONCLUSION 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 fifth semester at English Language Education UIN Raden Mas Said Surakarta mastering the vocabulary very well as the number of the calculation showed 71 as the mean of the data and reading comprehension showed 67. Students understood the vocabulary and reading information on the test.

Meanwhile, the result of the translation ability test on the fifth semester students of English Language Education UIN Raden Mas Said Surakarta is good as the result of the vocabulary test. The mean of the data showed 2.65 which is included as “acceptable / accurate”. That is why, the number of coefficient correlation between students’ vocabulary mastery and their translation ability is found 0.041 lower than the r_{table} in the 5% significant level of 0.279. For all those findings, it can be concluded that combining vocabulary mastery and reading comprehension is the variable that not influence students to produce accuracy and acceptable translation, because there is no correlation between the two variables. The researcher also fined that there are correlation between vocabulary and reading comprehension, which was not what the researchers were looking for. Next, to produce accuracy and acceptable translation, there must be supporting item to namely translation strategies which

are used in a proper way. Vocabulary mastery and reading comprehension does not matter in translation accuracy and 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 influence the translation accuracy and acceptability.

B. Suggestion

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

1) Fifth Semester Students of English Language Education:

The vocabulary mastery was great, students can comprehend 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 in “accurate and acceptable” categorization. Therefore, the researcher suggests the lecturers of translation at the fifth semester to maintain these results and 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 of vocabulary, reading 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 better research in the future, especially the research about vocabulary and translation.

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APPENDICES

Appendix 1

Vocabulary Test

1. Identify the abstract noun in the sentence: "His kindness touched my heart."
 - a) **kindness**
 - b) heart
 - c) touched
 - d) my
2. Which of the following is a proper noun?
 - a) book
 - b) tree
 - c) **New York**
 - d) running
3. Which word in the sentence "She sings beautifully" is a verb?
 - a) beautifully
 - b) she
 - c) **sings**
 - d) the
4. What is the past tense of the verb "run"?
 - a) runs
 - b) running
 - c) runned
 - d) **ran**
5. What is the verb in the sentence: "The chef is cooking dinner"?
 - a) dinner
 - b) is
 - c) chef
 - d) **cooking**
6. Which word in the sentence "She has a beautiful garden" is an adjective?
 - a) has
 - b) garden
 - c) a
 - d) **beautiful**

7. Identify the adjective in the sentence: "The tall mountain is covered in snow."

- a) covered
- b) snow
- c) mountain
- d) tall**

8. In the sentence "The old building needs renovation," what is the adjective?

- a) needs
- b) renovation
- c) old**
- d) building

9. Which word in the sentence "She sings beautifully" is an adverb?

- a) sings
- b) she
- c) beautifully**
- d) the

10. What is the adverb in the sentence: "He ran quickly to catch the bus"?

- a) ran
- b) to
- c) quickly**
- d) bus

11. In the sentence "Tono told Gojo his secret," what is the pronoun?

- a) Tono
- b) secret
- c) told
- d) his**

12. What is pronoun in the sentence "She is going to the store"?

- a) going
- b) the
- c) is
- d) she**

13. Identify the pronoun in the sentence: "Julia will bring her laptop."

- a) bring
- b) her**
- c) will
- d) She

14. Choose the synonym for "quick."

- a) sluggish
- b) rapid**
- c) slow
- d) boring

15. Which word is a synonym for "brave"?

- a) timid
- b) fearful
- c) courageous**
- d) lazy

16. What is a synonym for "intelligent"?

- a) dumb
- b) clever**

- c) foolish
- d) boring

17. What is the antonym of "victory"?

- a) defeat**
- b) success
- c) win
- d) triumph

18. Which word is an antonym for "brave"?

- a) timid**
- b) fearful
- c) courageous
- d) lazy

19. What is the antonym of "old"?

- a) elderly
- b) young**
- c) ancient
- d) aged

20. Choose the antonym for "joyful."

- a) happy
- b) cheerful**

c) sad

d) delighted

Appendix 2

Reading Comprehension Test

Read the description below to answer questions 1-3

In recent years, the *advent* of smartphones has transformed the way we communicate and access information. These pocket-sized devices have become an integral part of our daily lives. People use them not only to make calls and send messages but also for a wide range of activities, from checking the weather and reading the news to playing games and social networking.

1. What is the main idea of the passage?
 - a) The popularity of smartphones.
 - b) The history of smartphones.
 - c) The benefits of smartphones.**
 - d) The disadvantages of smartphones.
2. In the passage, what does "*advent*" mean?
 - a) A mobile phone.
 - b) The latest model.
 - c) The arrival or coming into existence.**
 - d) A small device.
3. What are some of the activities mentioned in the passage that people use smartphones for?
 - a) Making calls and sending messages.
 - b) Checking the weather and reading the news.
 - c) Playing games and social networking.
 - d) All of the above.**

Read the description below to answer questions 4-6

Artificial intelligence (AI) is a rapidly advancing field that has the potential to revolutionize various aspects of our lives. AI systems are designed

to mimic human intelligence and perform tasks that typically require human intelligence, such as problem-solving, language understanding, and decision-making. As AI technology continues to develop, it's important to understand its implications for society, including its impact on the job market and privacy.

4. What is the main idea of the passage?

- a) The development of AI technology.
- b) The history of artificial intelligence.
- c) The potential impact of AI on society.**
- d) The limitations of AI systems.

5. What is the meaning of "implications" in the context of the passage?

- a) Positive outcomes.
- b) Negative outcomes.
- c) Consequences or effects.**
- d) Predictions about the future.

6. According to the passage, what are some of the tasks that AI systems are designed to perform?

- a) Human problem-solving and decision-making.**
- b) Replicating human emotions.
- c) Predicting the weather.
- d) None of the above.

7. "The novel tells the story of a young girl who embarks on a magical adventure to a hidden world. Along the way, she encounters strange creatures and overcomes numerous challenges. The story explores themes of bravery and the power of imagination."

What is the main theme or message of the novel?

- a) The girl's magical adventure
- b) The strange creatures she encounters
- c) The power of imagination and bravery**
- d) The challenges she faces

8. "In his speech, the president addressed the importance of unity and working together for the greater good. He emphasized the need for cooperation and understanding among different communities and highlighted the strength of diversity."

What is the central idea of the president's speech?

- a) The need for competition
- b) The importance of diversity
- c) The significance of unity and cooperation**
- d) The strength of a single community

9. "John had been practicing the piano for hours every day for the past few months. He had been studying music theory and working with a piano teacher. When the day of the competition arrived, he felt nervous but confident in his abilities. John's dedication paid off, and he won the first prize."

Based on the information in the passage, what can you infer about John's performance in the piano competition?

- a) He did not practice much.
- b) He was not confident.
- c) He received a high score.**
- d) He did not win any prize.

10. "Emily looked out the window and saw dark clouds in the sky. She heard distant thunder and felt a cool breeze. She quickly grabbed her umbrella and headed outside. Just as she stepped out, the rain started pouring down."

What can you infer from the passage?

- a) It is a sunny day.
- b) Emily forgot her umbrella.
- c) Emily enjoys rainy weather.
- d) Emily anticipated the rain.**

Appendix 3

Translation Test

English to Indonesian

1. Big Ben is the name of the large bell in the famous clock tower in London, England. The tower is located near the River Thames.
2. Mount Everest, located in the Himalayas, is the world's tallest peak, known for its challenging and perilous climbing condition

Indonesian to English

1. Pulau Bali terletak di Indonesia, dikenal karena keindahan pantainya, budayanya yang kaya dan pesona alam yang menakjubkan.
2. Gunung Bromo terletak di Jawa Timur, Indonesia. Merupakan salah satu gunung berapi paling terkenal di dunia.

Appendix 4

Result of Translation Accuracy

No	Student	Rater 1	Rater 2	Average	Classification
1	S1	2	2	2	Less Accurate
2	S2	2.75	2.5	2.625	Accurate
3	S3	2.75	2.75	2.75	Accurate
4	S4	2.75	2.75	2.75	Accurate
5	S5	2.5	2.5	2.5	Less Accurate
6	S6	2.75	2.75	2.75	Accurate
7	S7	2.75	2.5	2.625	Accurate
8	S8	2.75	2.75	2.75	Accurate
9	S9	1.75	2.25	2	Less Accurate
10	S10	2.75	2.75	2.75	Accurate
11	S11	2.5	2.25	2.375	Less Accurate
12	S12	2.75	2.75	2.75	Accurate
13	S13	2.75	2.5	2.625	Accurate
14	S14	2.25	2.25	2.25	Less Accurate
15	S15	2.5	2.5	2.5	Less Accurate
16	S16	2.75	2.75	2.75	Accurate
17	S17	2.25	2.25	2.25	Less Accurate
18	S18	2.75	2.5	2.625	Accurate
19	S19	2.75	2.75	2.75	Accurate
20	S20	2.5	2.25	2.375	Less Accurate
21	S21	1.75	1.75	1.75	Less Accurate
22	S22	2.5	2.5	2.5	Less Accurate
23	S23	2.5	2.5	2.5	Less Accurate
24	S24	2.75	2.5	2.625	Accurate
25	S25	2.75	2.75	2.75	Accurate
26	S26	2	1.75	1.875	Less Accurate
27	S27	2.75	2.75	2.75	Accurate
28	S28	2.75	2.75	2.75	Accurate
29	S29	2.75	2.5	2.625	Accurate
30	S30	2.75	2.75	2.75	Accurate
31	S31	2.5	2.75	2.625	Accurate

32	S32	2.75	2.75	2.75	Accurate
33	S33	2.75	2.5	2.625	Accurate
34	S34	2.5	2.5	2.5	Less Accurate
35	S35	2.5	2.25	2.375	Less Accurate
36	S36	2.75	2.5	2.625	Accurate
37	S37	2.25	2.25	2.25	Less Accurate
38	S38	3	3	3	Accurate
39	S39	2.5	2.5	2.5	Less Accurate
40	S40	2.5	2.5	2.5	Less Accurate
41	S41	2.5	2.5	2.5	Less Accurate
42	S42	2.75	2.5	2.625	Accurate
43	S43	2.75	2.5	2.625	Accurate
44	S44	2.75	2.5	2.625	Accurate
45	S45	2.5	2.5	2.5	Less Accurate
46	S46	2.75	2.75	2.75	Accurate
47	S47	2.5	3	2.75	Accurate
48	S48	2.75	2.5	2.625	Accurate
49	S49	2.75	2.75	2.75	Accurate
50	S50	2.5	2.5	2.5	Less Accurate

Appendix 5

Result of Translation Acceptability

No	Student	Rater 1	Rater 2	Average	Classification
1	S1	2.5	2.75	2.625	Acceptable
2	S2	3	3	3	Acceptable
3	S3	3	3	3	Acceptable
4	S4	3	3	3	Acceptable
5	S5	2.75	2.75	2.75	Acceptable
6	S6	3	2.75	2.875	Acceptable
7	S7	3	3	3	Acceptable
8	S8	2.75	2.5	2.625	Acceptable
9	S9	2	2.75	2.375	Less Acceptable
10	S10	3	3	3	Acceptable
11	S11	2.75	2.75	2.75	Acceptable
12	S12	3	3	3	Acceptable
13	S13	2.75	2.75	2.75	Acceptable

14	S14	2.75	2.75	2.75	Acceptable
15	S15	2.75	2.75	2.75	Acceptable
16	S16	3	3	3	Acceptable
17	S17	2.25	2.75	2.5	Less Acceptable
18	S18	3	2.75	2.875	Acceptable
19	S19	3	3	3	Acceptable
20	S20	2.5	2.75	2.625	Acceptable
21	S21	2	2.5	2.25	Acceptable
22	S22	2.75	2.75	2.75	Acceptable
23	S23	2.75	3	2.875	Acceptable
24	S24	3	2.75	2.875	Acceptable
25	S25	3	3	3	Acceptable
26	S26	2	2	2	Less Acceptable
27	S27	3	3	3	Acceptable
28	S28	3	3	3	Acceptable
29	S29	3	2.75	2.875	Acceptable
30	S30	2.75	3	2.875	Acceptable
31	S31	3	3	3	Acceptable
32	S32	3	3	3	Acceptable
33	S33	3	2.75	2.875	Acceptable
34	S34	2.75	3	2.875	Acceptable
35	S35	2.75	2.75	2.75	Acceptable
36	S36	3	2.75	2.875	Acceptable
37	S37	2.5	2.5	2.5	Less Acceptable
38	S38	3	3	3	Acceptable
39	S39	2.75	3	2.875	Acceptable
40	S40	2.75	2.75	2.75	Acceptable
41	S41	3	3	3	Acceptable
42	S42	3	2.75	2.875	Acceptable
43	S43	3	2.75	2.875	Acceptable
44	S44	3	2.75	2.875	Acceptable
45	S45	3	2.75	2.875	Acceptable
46	S46	3	3	3	Acceptable
47	S47	2.5	3	2.75	Acceptable
48	S48	3	2.75	2.875	Acceptable
49	S49	3	3	3	Acceptable
50	S50	2.75	2.75	2.75	Acceptable

Appendix 6

Final Result of Translation Ability

No	Student	Rater 1	Rater 2	Total	Average
1	S1	2.375	2.25	4.625	2.3125
2	S2	2.75	2.875	5.625	2.8125
3	S3	2.875	2.875	5.75	2.875
4	S4	2.875	2.875	5.75	2.875
5	S5	2.625	2.625	5.25	2.625
6	S6	2.75	2.875	5.625	2.8125
7	S7	2.75	2.875	5.625	2.8125
8	S8	2.625	2.75	5.375	2.6875
9	S9	2.5	1.875	4.375	2.1875
10	S10	2.875	2.875	5.75	2.875
11	S11	2.5	2.625	5.125	2.5625
12	S12	2.875	2.875	5.75	2.875
13	S13	2.625	2.75	5.375	2.6875
14	S14	2.5	2.5	5	2.5
15	S15	2.625	2.625	5.25	2.625
16	S16	2.875	2.875	5.75	2.875
17	S17	2.5	2.25	4.75	2.375
18	S18	2.625	2.875	5.5	2.75
19	S19	2.875	2.875	5.75	2.875
20	S20	2.5	2.5	5	2.5
21	S21	2.125	1.875	4	2
22	S22	2.625	2.625	5.25	2.625
23	S23	2.75	2.625	5.375	2.6875
24	S24	2.625	2.875	5.5	2.75
25	S25	2.875	2.875	5.75	2.875
26	S26	1.875	2	3.875	1.9375
27	S27	2.875	2.875	5.75	2.875
28	S28	2.875	2.875	5.75	2.875
29	S29	2.625	2.875	5.5	2.75
30	S30	2.875	2.75	5.625	2.8125
31	S31	2.875	2.75	5.625	2.8125
32	S32	2.875	2.875	5.75	2.875

33	S33	2.625	2.875	5.5	2.75
34	S34	2.75	2.625	5.375	2.6875
35	S35	2.5	2.625	5.125	2.5625
36	S36	2.625	2.875	5.5	2.75
37	S37	2.375	2.375	4.75	2.375
38	S38	3	3	6	3
39	S39	2.75	2.625	5.375	2.6875
40	S40	2.625	2.625	5.25	2.625
41	S41	2.75	2.75	5.5	2.75
42	S42	2.625	2.875	5.5	2.75
43	S43	2.625	2.875	5.5	2.75
44	S44	2.625	2.875	5.5	2.75
45	S45	2.625	2.75	5.375	2.6875
46	S46	2.875	2.875	5.75	2.875
47	S47	3	2.5	5.5	2.75
48	S48	2.625	2.875	5.5	2.75
49	S49	2.875	2.875	5.75	2.875
50	S50	2.625	2.625	5.25	2.625

Appendix 7

Data Validity and Reliability Vocabulary Mastery

Validity Vocabulary Mastery

x1	Pearson Correlation	totalx1
	Sig. (2-tailed)	.532*
	N	.041
x2	Pearson Correlation	15
	Sig. (2-tailed)	.079
	N	.779
x3	Pearson Correlation	15

	Sig. (2-tailed)	.568*
	N	.027
x4	Pearson Correlation	15
	Sig. (2-tailed)	.590*
	N	.021
x5	Pearson Correlation	15
	Sig. (2-tailed)	.536*

	N	.040
x6	Pearson Correlation	15
	Sig. (2-tailed)	.629*
	N	.012
x7	Pearson Correlation	15
	Sig. (2-tailed)	-.200
	N	.474
x8	Pearson Correlation	15
	Sig. (2-tailed)	0.000
	N	1.000
x9	Pearson Correlation	15
	Sig. (2-tailed)	.621*
	N	.013
x10	Pearson Correlation	15
	Sig. (2-tailed)	.677**
	N	.006
x11	Pearson Correlation	15
	Sig. (2-tailed)	.658**
	N	.008
x12	Pearson Correlation	15

	Sig. (2-tailed)	.621*
	N	.013
x13	Pearson Correlation	15
	Sig. (2-tailed)	.556*
	N	.032
x14	Pearson Correlation	15
	Sig. (2-tailed)	.624*
	N	.013
x15	Pearson Correlation	15
	Sig. (2-tailed)	.556*
	N	.032
x16	Pearson Correlation	15
	Sig. (2-tailed)	.593*
	N	.062
x17	Pearson Correlation	15
	Sig. (2-tailed)	.590*
	N	.021
x18	Pearson Correlation	15
	Sig. (2-tailed)	.629*
	N	.012

x19	Pearson Correlation	15
	Sig. (2-tailed)	.589*
	N	.021
x20	Pearson Correlation	15
	Sig. (2-tailed)	.632*

	N	.011
totalx1	Pearson Correlation	15
	Sig. (2-tailed)	1
	N	
		15

Reliability Vocabulary Mastery

Reliability Statistics

Cronbach's Alpha	N of Items
.832	20

Appendix 8

Data Validity and Reliability Reading Comprehension

Validity Reading Comprehension

x21	Pearson Correlation		totalx2
	Sig. (2-tailed)		.673**
	N		.006
x22	Pearson Correlation		15
	Sig. (2-tailed)		.658**

	N		.008
x23	Pearson Correlation		15
	Sig. (2-tailed)		.749**
	N		.001
x24	Pearson Correlation		15

	Sig. (2-tailed)		.606*
	N		.017
x25	Pearson Correlation		15
	Sig. (2-tailed)		.602*
	N		.018
x26	Pearson Correlation		15
	Sig. (2-tailed)		.662**
	N		.007
x27	Pearson Correlation		15
	Sig. (2-tailed)		.558*
	N		.031
x28	Pearson Correlation		15

	Sig. (2-tailed)		.654**
	N		.008
x29	Pearson Correlation		15
	Sig. (2-tailed)		.604*
	N		.017
x30	Pearson Correlation		15
	Sig. (2-tailed)		.604*
	N		.017
totalx2	Pearson Correlation		15
	Sig. (2-tailed)		1
	N		
			15

Reliability Reading Comprehension

Reliability Statistics

Cronbach's Alpha	N of Items
.836	10

Appendix 9

Data Validity and Reliability Translation Ability

Validity Translation Ability

y1	Pearson Correlation	totaly
	Sig. (2-tailed)	.637*
	N	.011
y2	Pearson Correlation	15
	Sig. (2-tailed)	.682**
	N	.005
y3	Pearson Correlation	15

	Sig. (2-tailed)	.651**
	N	.009
y4	Pearson Correlation	15
	Sig. (2-tailed)	.599*
	N	.018
totaly	Pearson Correlation	15
	Sig. (2-tailed)	1
	N	
		15

Reliability Translation Ability

Reliability Statistics

Cronbach's Alpha	N of Items
.519	4

Appendix 10

RTable for .05 and 0.1 Level of Significance

TABLE C. Values of r for the .05 and .01 Levels of Significance

$df(N - 2)$.05	.01	$df(N - 2)$.05	.01
1	.997	1.000	31	.344	.442
2	.950	.990	32	.339	.436
3	.878	.959	33	.334	.430
4	.812	.917	34	.329	.424
5	.755	.875	35	.325	.418
6	.707	.834	36	.320	.413
7	.666	.798	37	.316	.408
8	.632	.765	38	.312	.403
9	.602	.735	39	.308	.398
10	.576	.708	40	.304	.393
11	.553	.684	41	.301	.389
12	.533	.661	42	.297	.384
13	.514	.641	43	.294	.380
14	.497	.623	44	.291	.376
15	.482	.606	45	.288	.372
16	.468	.590	46	.285	.368
17	.456	.575	47	.282	.365
18	.444	.562	48	.279	.361
19	.433	.549	49	.276	.358
20	.423	.537	50	.273	.354
21	.413	.526	60	.250	.325
22	.404	.515	70	.232	.302
23	.396	.505	80	.217	.283
24	.388	.496	90	.205	.267
25	.381	.487	100	.195	.254
26	.374	.479	200	.138	.181
27	.367	.471	300	.113	.148
28	.361	.463	400	.098	.128
29	.355	.456	500	.088	.115
30	.349	.449	1000	.062	.081

Adapted from A. L. Sockloff and J. N. Edney, Some extension of Student's t and Pearson's r central distributions, Technical Report (May 1972), Measurement and Research Center, Temple University, Philadelphia.

Appendix 11

F_{table} for probability 0.05

Titik Persentase Distribusi F untuk Probabilita = 0,05															
df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

Appendix 12

Score of Students Vocabulary Mastery

Student	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	Total
S1	5	5	5	0	5	5	5	5	5	5	5	5	5	5	0	5	5	75
S2	0	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	75
S3	5	5	5	5	5	5	0	5	5	5	5	5	5	0	0	5	5	70
S4	0	5	5	5	5	5	0	5	5	5	5	5	5	5	0	5	5	70
S5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S6	0	5	5	5	5	5	0	5	5	5	5	5	5	5	0	5	5	70
S7	5	5	0	0	5	5	5	5	5	5	5	5	5	5	0	5	5	70
S8	0	5	5	5	5	5	0	5	5	5	5	5	5	0	0	5	5	65
S9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S10	0	5	5	5	5	5	5	5	5	5	5	0	5	5	0	5	5	70
S11	5	5	5	5	5	5	0	0	5	0	5	5	5	5	0	5	5	65
S12	0	5	0	5	5	0	0	0	0	0	5	5	5	5	0	5	5	45
S13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	85
S14	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	5	5	75
S15	5	5	5	5	5	5	5	5	5	5	0	5	5	5	0	5	5	75
S16	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	85
S17	5	5	5	0	5	5	5	0	5	0	5	5	5	5	0	5	0	60
S18	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	85
S19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S20	0	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	75
S21	0	5	5	5	5	0	5	0	0	0	5	5	5	0	0	5	5	50
S22	5	5	5	5	5	5	0	0	0	0	0	5	5	0	0	5	5	50
S23	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	80
S24	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	85
S25	5	0	0	5	0	0	5	0	0	0	5	5	5	5	0	5	5	45
S26	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S27	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	5	5	75
S28	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S29	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	5	5	75
S30	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S32	5	5	0	0	0	0	0	0	5	5	0	5	5	5	0	5	0	40
S33	5	0	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	75
S34	5	5	5	5	5	5	5	5	5	5	5	0	5	5	0	5	5	75
S35	5	5	5	0	5	5	5	5	5	5	0	0	5	5	0	5	5	65

S36	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	85
S37	0	5	5	5	5	5	5	5	5	5	5	5	5	0	0	5	5	70
S38	0	5	5	5	5	5	5	5	5	5	5	5	5	0	0	0	0	60
S39	5	5	5	5	5	5	5	0	0	0	0	5	5	5	0	5	0	55
S40	0	5	5	5	5	5	5	5	5	5	0	5	5	5	0	5	5	70
S41	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	80
S42	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	80
S43	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	85
S44	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S45	5	5	5	5	5	5	5	5	5	5	0	0	5	5	0	5	5	70
S46	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S47	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	80
S48	5	5	0	5	5	5	5	0	0	0	5	5	5	5	0	0	5	55
S49	5	5	5	5	5	5	5	5	5	5	5	0	5	5	0	5	5	75
S50	0	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	75

Appendix 13

Score of Students' Reading Comprehension

Student	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Total
S1	0	10	10	10	10	10	10	10	10	0	80
S2	0	0	10	0	0	10	0	10	10	10	50
S3	0	10	10	10	0	10	0	10	10	0	60
S4	0	10	10	0	0	10	0	0	0	0	30
S5	0	10	10	0	10	10	10	10	10	10	80
S6	0	0	10	10	10	10	0	10	10	10	70
S7	0	10	10	10	10	10	0	10	10	10	80
S8	0	0	10	10	10	10	0	10	10	0	60
S9	0	10	10	0	0	10	10	10	10	10	70
S10	0	10	0	10	0	10	10	10	10	10	70
S11	0	10	10	0	0	10	0	0	10	10	50
S12	10	10	10	0	10	10	10	10	10	10	90
S13	10	10	10	10	10	10	0	10	10	10	90

S42	10	10	10	10	10	10	10	10	10	10	100
S43	10	10	10	10	10	10	10	10	10	10	100
S44	0	10	10	10	10	10	0	10	10	10	80
S45	10	10	10	10	10	10	10	10	10	10	100
S46	10	10	0	0	10	10	10	10	10	10	80
S47	0	10	10	0	10	10	0	10	10	10	70
S48	0	10	10	0	0	10	0	10	0	0	40
S49	10	10	10	0	10	0	10	10	10	0	70
S50	0	0	10	0	10	10	0	10	10	10	60

Appendix 14

Students Worksheet

✓ 2. Which of the following is a proper noun? *

5 / 5

- book
- tree
- New York ✓
- running

Add individual feedback

✗ 3. Which word in the sentence "She sings beautifully" is a verb? *

0 / 5

- beautifully ✗
- she
- sings
- the

Correct answer

- sings

Add individual feedback

✓ 4. What is the past tense of the verb "run"? *

5 / 5

- runs
- running
- runned
- ran ✓

Add individual feedback

✘ 5. What is the verb in the sentence: "The chef is cooking dinner"? * 0 / 5

dinner

is ✘

chef

cooking

Correct answer

cooking

Add individual feedback

✔ 6. Which word in the sentence "She has a beautiful garden" is an adjective? * 5 / 5

has

garden

a

beautiful ✔

Add individual feedback

✘ 7. Identify the adjective in the sentence: "The tall mountain is covered in snow." * 0 / 5

covered

snow ✘

mountain

tall

Correct answer

tall

Add individual feedback

✘ 8. In the sentence "The old building needs renovation," what is the adjective? * 0 / 5

needs

renovation ✘

old

building

Correct answer

old

Add individual feedback

✓ 9. Which word in the sentence "She sings beautifully" is an adverb? * 5 / 5

- sings
- she
- beautifully ✓
- the

Add individual feedback

✓ 10. What is the adverb in the sentence: "He ran quickly to catch the bus"? * 5 / 5

- ran
- to
- quickly ✓
- bus

Add individual feedback

✓ 11. In the sentence "Tono told Gojo his secret," what is the pronoun? * 5 / 5

- Tono
- secret
- told
- his ✓

Add individual feedback

✗ 12. What is the pronoun in the sentence "She is going to the store"? * 0 / 5

- going ✗
- the
- is
- she

Correct answer

- she

Add individual feedback

✓ 13. Identify the pronoun in the sentence: "Julia will bring her laptop." * 5 / 5

- bring
- her
- will
- Julia

Add individual feedback

✓ 14. Choose the synonym for "quick." * 5 / 5

- sluggish
- rapid
- slow
- boring

Add individual feedback

✓ 15. Which word is a synonym for "brave"? * 5 / 5

- timid
- fearful
- courageous
- lazy

Add individual feedback

✓ 16. What is a synonym for "intelligent"? * 5 / 5

- dumb
- clever
- foolish
- boring

Add individual feedback

✓ 17. What is the antonym of "victory"? *

5 / 5

defeat ✓

success

win

triumph

Add individual feedback

✓ 18. Which word is an antonym for "brave"? *

5 / 5

timid ✓

fearful

courageous

lazy

Add individual feedback

✓ 19. What is the antonym of "old"? *

5 / 5

elderly

young ✓

ancient

aged

Add individual feedback

✓ 20. Choose the antonym for "joyful." *

5 / 5

happy

cheerful

sad ✓

delighted

Add individual feedback

Reading Comprehension Test

70 of 100 points

Direction : In this section contains 10 multiple choice questions. Each question has four choices (a), (b), (c) and (d) out of which ONLY ONE option is correct.

✗ Read the description below to answer questions 1-3

* 0 / 10

In recent years, the advent of smartphones has transformed the way we communicate and access information. These pocket-sized devices have become an integral part of our daily lives. People use them not only to make calls and send messages but also for a wide range of activities, from checking the weather and reading the news to playing games and social networking.

1. What is the main idea of the passage?

- The popularity of smartphones.
- The history of smartphones.
- The benefits of smartphones. ✗
- The disadvantages of smartphones.

Correct answer

- The popularity of smartphones.

Add individual feedback

✓ 2. In the passage, what does "advent" mean? *

10 / 10

- A mobile phone.
- The latest model.
- The arrival or coming into existence. ✓
- A small device.

Add individual feedback

✓ 3. What are some of the activities mentioned in the passage that people use smartphones for?

* 10 / 10

- Making calls and sending messages.
- Checking the weather and reading the news.
- Playing games and social networking.
- All of the above. ✓

Add individual feedback

✗ Read the description below to answer questions 4-6

* 0 / 10

Artificial intelligence (AI) is a rapidly advancing field that has the potential to revolutionize various aspects of our lives. AI systems are designed to mimic human intelligence and perform tasks that typically require human intelligence, such as problem-solving, language understanding, and decision-making. As AI technology continues to develop, it's important to understand its implications for society, including its impact on the job market and privacy.

4. What is the main idea of the passage?

- The development of AI technology.
- The history of artificial intelligence. ✗
- The potential impact of AI on society.
- The limitations of AI systems.

Correct answer

- The potential impact of AI on society.

Add individual feedback

✓ 5. What is the meaning of "implications" in the context of the passage? *

10 / 10

- Positive outcomes.
- Negative outcomes.
- Consequences or effects. ✓
- Predictions about the future.

Add individual feedback

✓ 6. According to the passage, what are some of the tasks that AI systems are designed to perform? *

10 / 10

- Human problem-solving and decision-making. ✓
- Replicating human emotions.
- Predicting the weather.
- None of the above.

Add individual feedback

- ✓ 7. "The novel tells the story of a young girl who embarks on a magical adventure to a hidden world. Along the way, she encounters strange creatures and overcomes numerous challenges. The story explores themes of bravery and the power of imagination." * 10 / 10

What is the main theme or message of the novel?

- The girl's magical adventure
- The strange creatures she encounters
- The power of imagination and bravery ✓
- The challenges she faces

Add individual feedback

-
- ✓ 8. "In his speech, the president addressed the importance of unity and working together for the greater good. He emphasized the need for cooperation and understanding among different communities and highlighted the strength of diversity." * 10 / 10

What is the central idea of the president's speech?

- The need for competition
- The importance of diversity
- The significance of unity and cooperation ✓

- ✓ 9. "John had been practicing the piano for hours every day for the past few months. He had been studying music theory and working with a piano teacher. When the day of the competition arrived, he felt nervous but confident in his abilities. John's dedication paid off, and he won the first prize." * 10 / 10

Based on the information in the passage, what can you infer about John's performance in the piano competition?

- He did not practice much.
- He was not confident.
- He received a high score. ✓
- He did not win any prize.

Add individual feedback

- ✗ 10. "Emily looked out the window and saw dark clouds in the sky. She heard distant thunder and felt a cool breeze. She quickly grabbed her umbrella and headed outside. Just as she stepped out, the rain started pouring down." * 0 / 10

What can you infer from the passage?

- It is a sunny day.
- Emily forgot her umbrella.
- Emily enjoys rainy weather. ✗

Translation Test

Indonesian To English

1. Pulau Bali terletak di Indonesia, dikenal karena keindahan pantainya, budayanya yang * / 0 kaya dan pesona alam yang menakjubkan.

The island of Bali is located in Indonesia, known for its beautiful beaches, rich culture and stunning natural charm.

Add individual feedback

2. Gunung Bromo terletak di Jawa Timur, Indonesia. Merupakan salah satu gunung berapi paling terkenal di dunia. * / 0

Mount Bromo is located in East Java, Indonesia. It is one of the most famous volcanoes in the world.

Add individual feedback

Translation Test

English To Indonesian

1. Big Ben is the name of the large bell in the famous clock tower in London, England. * _____ / 0
The tower is located near the River Thames.

Big Ben adalah nama sebuah bel raksasa di dalam jam tower yang terkenal di London, Emglamd. Tower ini terletak di dekat sungai Thames.

Add individual feedback

2. Mount Everest, located in the Himalayas, is the world's tallest peak, known for its * _____ / 0
challenging and perilous climbing condition

Gunung Everest, yang terletak di wilayah Himalaya, adalah puncak tertinggi dunia, terkenal karena kondisi panjatannya yang menantang dan juga berbahaya.

Add individual feedback