

# CHAPTER I

## INTRODUCTION

### A. BACKGROUND

Language exchange in this globalisation era plays an essential role as a tool to exchange knowledge about culture, education and many more. To gather all the information from the source language it needs to transfer to the target language or this process called translation.

Translation is an activity to transferring a written text from the source language (SL) to target language (TL). But, translation, in fact, is an uneasy job for college students who learn it in their translation class in Indonesia. Based on Ramdani and Tanjung (2014) research which analysing translation ability on college students, the students' problems on translating a text are adjusting the grammar, meaning and lexicon. When dealing with meaning and lexicon, it means dealing with vocabulary, if the students' problem in translating a text on adjusting meaning and lexicon means that they do not know which words they have to use because their stock of words is limited.

Nababan (2012:44) in Irmandari (2015) to produce a good translation it has to fulfil some criteria such as accuracy, readability and acceptability. To achieve some of those criteria, vocabulary mastery plays an essential role. Vocabulary plays an essential role because it can decide whether the translation product is readable or not, whether it is producing the exact

translation for the reader or not. Words after words are connected to each other to determine what the sentences would be like after it translated to target language. A research was done by Windy (2008) that found students' difficulties in translating English text because they do not understand the specific word, word choice and structure which lead their translation into poorly translated.

The observation has been done to 15 students in sixth-semester who has taken translation class at State Islamic University of Sunan Gunung Djati Bandung. They stated that vocabulary is the main problem when they have to translate a text and article. Mainly it caused by their lack of English vocabulary, they still have to consult the meaning of the words from dictionary to know the definition. Even if they already found the meaning, sometimes they find it hard to match the word meaning with the context of the text. This happened when they have to translate the words from the particular field, such as education, science, political and so on. If they are not able to translate the words from source language (SL) to target language (TL), they left it blank. Left the part of sentences blank could make the translation product quality decrease.

Moreover, they also stated sometimes they find it difficult when they have to translate the different word-form. Another problem is finding the word choice that closes up to the target language. To sum up the observation, the average difficulty faced by students is vocabulary.

Owji (2013) and Ramadhani (2014), state that the problem is still around the vocabulary that the students have. Lexical problem is one of the problems in translation. It occurs because one language may not be substituted with a word with a word in another language that is referring to the same objects. Not to mention the synonym, the idioms, compounding words and so on also occur.

Vocabulary seems to be the basic yet crucial of all aspects to understand language. Nation (1994) English as a foreign language learning vocabulary items plays an important role in language four skills. Tarigan (1985) defines that vocabulary mastery is essential in one language the richer the vocabulary possessed by a person, the higher skill of a person in the language has.

Vocabulary mastery divided into two first is productive and receptive vocabulary (Nation 2001). Receptive vocabulary is words that students recognise and understand while listening and reading and it is associated with receptive skills. Productive vocabulary is words that student uses correctly and understand when students are speaking and writing, it is associated with the productive skills. In translation, students mainly use their productive vocabulary since the translation is in written form.

Based on the discussion above, this research attempts to find how significantly contributed students' vocabulary mastery to students' translation

ability. The population in this research is the sixth semester of English Education Department of State Islamic University in Indonesia.

## **B. THE RESEARCH QUESTIONS**

The researcher formulates the statements of this research as follows:

1. What is students' vocabulary mastery?
2. What is students' translation ability?
3. Is there any correlation between students' vocabulary mastery and their translation ability?

## **C. THE RESEARCH PURPOSES**

The research purposes of this research are intended as follows:

1. To find out the students' vocabulary mastery.
2. To find out the students' translation ability.
3. To find out the significant correlation between students' vocabulary mastery and translation ability.

## **D. SIGNIFICANCE OF STUDY**

This research gives several significances.

- a. Practically, the result of this research should be beneficial for the teacher, and the result of the research is used as a consideration to optimise and evolve their way of teaching to teach students about gaining their vocabulary and their translation ability. As for students, the findings of this research should motivate them to practice more vocabulary to be able to master the translation ability as well.

- b. Theoretically, the result of this research can be beneficial for other researcher or other readers as the source of their reference about the correlation between students' vocabulary mastery and their translation ability.

## **E. RATIONALE**

In learning English, vocabulary mastery is one of the essential elements that student must master. It is necessary as part of language because it is needed by people when they are trying to speak, they need several words to produce ideas (Wallace, 1982) as cited in Furqon (2013). Vocabulary mastery is required to express our thoughts and to be able to understand other people's saying (Alqhatani, 2015).

It is essential for students who learn a foreign language because it can help the student to communicate with people, writing English words, and translate the meaning of the word (Wardani, 2015). Without being able to master the vocabulary, the barrier will come in developing learners' language skill. For instance, while students try to translate their mother tongue into a second language, English, they will find it hard if they couldn't make it into the target language because of lack of vocabulary. Mastering the vocabulary means to understand or comprehends the words mean. If the vocabulary mastery improves, therefore the understanding of words mean will be deeper. Vocabulary knowledge enables language use, language use enables the

increase of vocabulary knowledge and knowledge of the world enables the increase of vocabulary knowledge and language use' (Nation & Waring, 1997).

Vocabulary mastery is divided into two types; the term 'receptive' vocabulary is used to refer to the ability to understand a word when it is heard or seen and to retrieve its meaning. The term 'productive' vocabulary, on the other hand, is the knowledge one needs to produce a word while writing or speaking and then retrieving and producing its spoken and written form (Nation, 2011) as cited in Hajiveya (2015). Productive vocabulary is what the researcher is focusing on because the translation is including writing activity which produces more productive vocabulary rather than receptive vocabulary. Productive vocabulary allows students to use the word they have on their mind that they need to use to construct the words from the source language to target language.

Moreover, according to Hajiveya (2015) learning vocabulary is an essential part of mastering a foreign language as great points to the high correlation between vocabulary and various measures of language proficiency which is reading, listening, speaking and writing (Nation & Beglar, 2007; Schmitt, 2010). Besides those four skills, translation is considering as the fifth skill because of its complexity. Translation considers as the fifth language skill alongside the other four basic skills listening, speaking, reading and writing (Ross, 2000). It is also supported by Newmark (1988) in Rahemi (2013) said

that translation from the first language to the second language and second language to the first language in the advanced of foreign language teaching is recognized as the fifth skill since it has the particular aim of demonstrating the learner's knowledge of the foreign language. Regarding the correlation between vocabulary and other language skill, it can be considered that vocabulary mastery and translation ability has significant evidence point to a high correlation.

Therefore, in this case, this research attempts to investigate the correlation between students' vocabulary mastery and their ability in translating English. The research uses two kinds of variables. The first is the correlation between students' productive vocabulary as the "X" variable which is the independent variable, and the second is students' translation ability as the "Y" variable which is the dependent variable. The variables studied can be seen in the figure below:

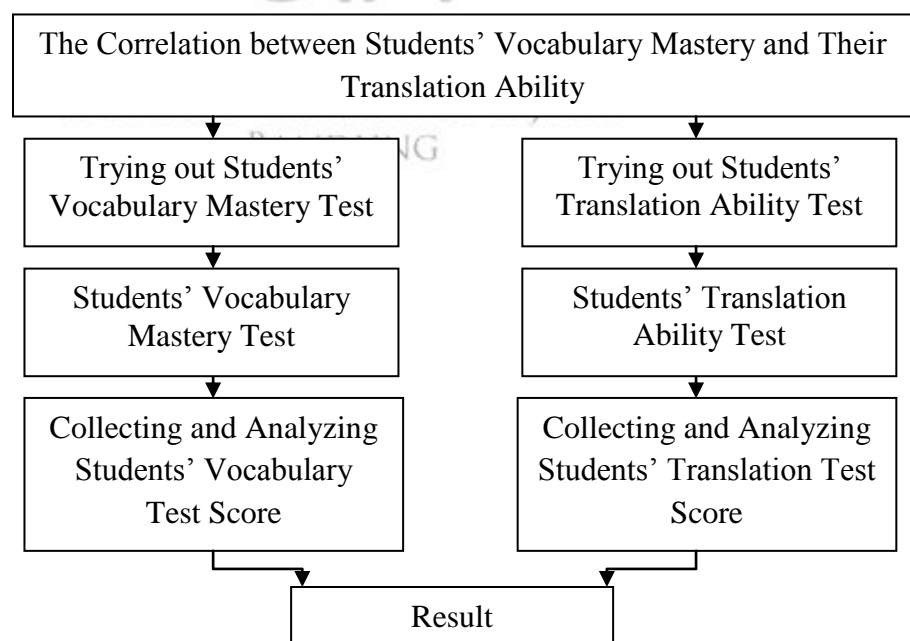


Figure 1.1 Research Scheme

## F. HYPOTHESIS

The hypothesis is a statement in quantitative research in which the researcher makes a prediction or conjecture about the outcome of the relationship among characteristics (Creswell, 2012). The hypothesis in this study is an alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_o$ ).

The formulated hypothesis is described as follows:

1.  **$H_a$** : There is a significant correlation between students' vocabulary mastery (X) and their translation ability (Y).
2.  **$H_o$** : There is no significant correlation between students' vocabulary mastery (X) and their translation ability (Y).

## G. Related Previous Research

The highlight of research done by Alqahtani (2015) "The Importance of Vocabulary in Language Learning and How to be Taught" is the importance of vocabulary learning as the essential part in learning a foreign language. It is said to be the central to communicative competence and the acquisition of a foreign language, and a lack of vocabulary knowledge is an obstacle to the learning process.

In his research he mentioned that vocabulary is achieved through self-learning or taught by the teacher, he said some method about teaching vocabulary. Moreover, vocabulary has divided into two types, receptive



vocabulary and productive vocabulary. In short, receptive vocabulary refers to vocabulary they recognise while they read or hear. These are the aspects that students need to master when they read or listen. By having a lot of stock of words they recognise, they will more understand the context in the text as in the research done by Furqon (2013) about Correlation between Students' Vocabulary Mastery and Their Reading Comprehension. In his research, it shows that the more students mastered the vocabulary, the more comprehension they get when they read a text. It is proven that vocabulary mastery and their reading comprehension has a strong relationship.

While productive vocabulary mastery refers to the word students' use when they write or speak to produce the word they want to express. It is proven in research conducted by Fitria Ramadhani, Fatimah Tanjung and Ernati (2014) about "An analysis Of the Third Year Students' Ability in Translating the Advertisement on the Newspaper from English into Indonesian", in short, the students could not produce word to express their word when it comes to translating the text when they have limited stock of words. The research discussed the students' translation ability in translating the advertisement text. The researchers assessed three aspects of students' translation, adjustment of meaning, grammar and lexicon.

In the first aspect, the researchers found that that there were six students (24%) who had high ability, 16 students (64%) who had the moderate ability and three students (12%) who had low ability. It means that most of

them understand the meaning of the text. The difficulties faced by the students based on the researcher stated that students tend to hesitate and uncertain of the meaning they have translated. Meanwhile, in grammar, the result showed that there were six students (24%) who had high ability, 16 students (64%) who had the moderate ability and three students (12%) who had low ability. In this part, the students found it hard when adjusting the grammar because they hesitated of using two tenses in one text. In adjusting lexicon aspect, the data analysis showed that there were two students (8%) who had high ability, 20 students (80%) who had moderate and three students (12%) who had low ability. From the lexicon aspect, the difficulty is to find the word choice that appropriates for the target language. They found it hard to choose the words which produce an equivalent translation. From the research, it could understand that most of the students still have a problem in translation although they are a college student and essential thing to be noted is the stock of word choice should be increased as the researches stated.

To determine the quality of translation is not only from the vocabulary mastery that someone has, but also equivalence of the translation they made. Equivalence in translation is absolute necessity to produce a readable translation. Translational equivalence is the similarity between words from SL to TL. It is explained in Xiang Yinhua's Research "Equivalence in Translation: Features and Necessity". Translation is a kind of communication

that has the primary purpose to establish the equivalence between SL and TL to prevent the message of original text from failure (Yinhua, 2011). Equivalence in translation is the central task of defining the nature and condition of translation itself. In other words, translation always involves equivalence to bridge the similar meaning of SL and TL, without it, the translated text cannot be regarded as a successful translation of the SL text.

In necessity of equivalence as implied in the definition of translation Xiang explained that any definition of translation by experts it is related with the concept of equivalence of translation, it cannot be separated. Similar with Panou (2013), "Equivalence in Translation Theories: A Critical Evaluation" it should be stressed that equivalence functions as a reminder of the central problems a translator encounters during the translation process. While the necessity of equivalence in essence of translation is that translation considers as an art, science, skill, and a language activity, but mainly according to Xiang, it is a kind of communication, translation aims to communicate.

Since translation aims to communicate it should be noted that the translation should be communicative to make the reader in target language understand the translation without realising it as a target language. Bírová researched Communicative Translation in Foreign Language Education Bírová. Translation as an activity has always been there, throughout the centuries it has gone along with the need to communicate with

people of different languages. Translation provides access to ideas and experiences that would otherwise be incomprehensible for the people. Communicative translation is not understood as any use of students' L1 in foreign language education.

After looking researches about translation and vocabulary mastery, it comes to the researcher's interest to research correlation study between students vocabulary mastery and their translation ability to find out whether vocabulary mastery also correlates with translation ability or not.

