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THE CORRELATION OF STUDENTS' MASTERY ON VOCABULARY AND TRANSLATION OF SMP SWASTA HKBP SIPOHOLON IN ACADEMIC YEAR 2020/2021

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Abstract

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This Thesis about the Correlation Of Students' Mastery On Vocabulary And Translation Of Eighth Grade of SMP Swasta HKBP Sipoholon In Academic Year 2020/2021. The objective of the study was to find out what the problem do the students have in vocabulary and translation mastery. The Problem of this thesis to know the students mastery vocabulary and translation. The writer made the hypotesis there were many students did not know the vocabulary in the text so they failed to translate. This writer uses some theories namely : Brien (2011), Arikunto(1986), David(1969), Hopkins D(1993), Sudjana(1984). To answer the problem, the writer used descriptive quantitative research methode. The Population of this research is made 2020/2021. The eighth Grade Students of SMP Swasta HKBP Sipoholon, there are two classes comprises of VIII-A, VIII-B. The total number of eighth Grade students were 40 students. The data which collected are analyzed by using statistic method. The writer found mean, standard deviation and also reability of the students. The evarage of students score is 69,5 and standard deviation is the most suitable index of variability and costumarily emlployed in statistical report two test. Test of Validity is 0,83 and test reliability is 0,47. Based on the level reability the students were the medium level in which the test is reasonable used as measurement of a good test.

Keywords : Vocabulary, Translation, Correlation

Introduction

One of the basic needs of human being is communicating with each other in their community. As a result, they need a means of communication called language. Nowadays, English plays an important role in the world. English also becomes very important for people to exchange meaning and represent their feeling and idea. Learning a foreign language is different from learning one's mother tongue.

Based on this problem, translation is considered a very important thing. In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—into another language and thus making them available to wider readers. Among the problematic factors involved in translation are form, meaning, style, proverbs, idioms, grammar mastery, vocabulary mastery, etc. Something influential of translation is the vocabulary mastery. Vocabulary plays an important role in learning English.

Many people build their English vocabulary through a blend of methods-by taking English classes, reading books, watching movies in English, and studying English with English language software. Playing word and vocabulary games is a valuable part of learning english. There are thousands of vocabulary words in our vocabulary lists. The fun of english vocabulary

games can help students in buildıng their English language vocabulary skills.

Based on this, there is a significant correlation between students' vocabulary mastery and their translation ability. The writer will be found this case for students on SMP Swasta HKBP Sipoholon. In where, to help they got how to solve some difficulties in having mastery of vocabulary and it's help them to know how to translation of English. The problems of this study is be formulated as the following is there any correlation between the students mastery in vocabulary a translation?

The objectives of this study are:

1. To find out what the problems do the students have in vocabulary and translation mastery
2. To find out the correlation between students mastery in vocabulary and translation.

Having chosen and identified the problem, the writer tries to limit her thesis by focusing her research on finding the correlation between students mastery in vocabulary and translation in English text. This research can be useful to:

1. English teachers. It is expected that this research will be useful for them to improve their knowledge about vocabulary and translation mastery.
2. Students. It expected to enrich their knowledge.
3. Researchers. It is expected this research will be useful to provide their further information about students' vocabulary and translation mastery while they are going to do the next research.
4. Readers. It is expected that this research will motivate the readers to enlighten their knowledge about students' vocabulary and translation mastery

Literature Review

Vocabulary

Definition of vocabulary is commonly defined as "all the words known and used by a particular person". Knowing a word, however, is not as simple as simply being able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge. During its infancy, a child instinctively builds a vocabulary Infants imitate words that they hear and then associate those words with objects and actions, This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on his/her ability to self-express without relying on gestures or babbling. Once the reading and writing vocabularies start to develop, through questions and education, the child starts to discover the anomalies and irregularities of language.

In first grade, a child who can read learns about twice as many words as one who cannot Generally, this gap does not narrow later. This results in a wide range of vocabulary by age five or six, when an English-speaking child will have learned about 1500 words. After leaving school, vocabulary growth reaches a plan. People usually then expand their vocabularies by e.g. reading, playing word games, and b participating in vocabulary-related programs Exposure to traditional print media teaches correct spelling and vocabulary, while exposure to text messaging lean more relaxed word acceptability constraints.

Translation

Translation:

1. Words that have been changed from one language into a different language : words that have been translated
2. The act or process of translating something into a different language.
3. The act or process of changing something from one form to another Merriam- Webster's Learner's Dictionary.

There are some definitions of translation. Nida states that translation consist of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. Newmark in Rudi Hartono states that translation is rendering the meaning of a text into another language in the way that the author intended the text. From the definition above the translation has the same term "equivalence". The meaning, context, though, or message of both source of reproducing in the receptor language, the closest natural are equivalent to the message of source language,

The first is meaning and secondly is style. The message of source language must equivalent. The reader of translation who knows the target language only will be confused if the

target language is influenced by the source language. Meanwhile the result of translation must be transferring the meaning of the source language clearly. In order to make the clear meaning of source language, it is expected that the meaning of target language can be understood by the readers. So, the result of translation must be readable. In target language, readability is needed, because it makes the readers easier to catch the content of the translation text, conversely when the translation text is not readable. It will make the readers difficult to understand the content of the text well. Based on many definitions above, the writer assumes that the translation is a process of transferring thoughts and message from the source language to the target language, in the form of written or spoken.

The correlation of mastery vocabulary and translation

It is would like to present here starts from some underlying theories that are relevant to the research objectives. As said before, vocabulary mastery and translation are two skills that are very important in transferring the source language into the target language. This study find out the correlation between students' vocabulary mastery and their translation ability.

The role of language in the developing world is materialized through "translating," and since critical language study is concerned with the processes of producing and interpreting texts and with the way these cognitive processes are socially shaped, it can be considered as an alternative approach to translation studies.

One of the important things to produce a good translation is know the Vocabulary Mastery.

Vocabulary plays an important role in learning English. Like other languages, in learning English, learners have to be able to understand words. Mastering vocabulary is very useful in order to comprehend the content of a text. Ease or difficulty in the learning ability of vocabulary is connected with the notion of frequency, since the most frequent words probably be absorbed and learnt simply because they occur regularly. To evaluate one's vocabulary mastery and one's ability in translation, a kind of language test is needed. There are some ways to test the vocabulary mastery, such as the multiple-choice test, cloze test, and/or word formation.

Whereas to test the translation ability, we can use comparison with the source text, back translation into the source language, comprehension tests, naturalness test, readability test, and consistency checks The result of the test will be analysis to find out whether there is any correlation between students' vocabulary mastery and their translation ability or not. The analysis will be discussed to determine whether the students with high mark in vocabulary test also get a high mark in translation test, and vice versa.

Research Methodology

This research is quantitative research method, which described the correlation between vocabulary and translation mastery in the eighth grade students of SMP Swasta HKBP Sipoholon. The data which collected was analyzed by used statistic Method.

The method of investigated was held through a quantitative research. Horn by (1995:1035) states that quantitative was connected to the amount or number of something rather than with how good its. The study was used the correlational research.

According to Lodico, correlational research was a quantitative method designed to showed the relationships between two or more variables (Lodico, 2006:14). Correlational research was similar to descriptived survey in that it was non experimental, consisted of only one group of individuals and two or more variables that were not manipulated or controlled by the researcher. In this term of quantitative data, i used statistical analysis to calculate the numeral data that were gathered. The correlation coefficient was then interpreted to found out the relationship between students' vocabulary mastery and their translation ability.

The Subject Of The Research

Population

Population was about whole number of students that would be researched. Population was all of elements that be learnt and researched. The population of this study in grade eight of SMP Swasta HKBP Sipoholon, there were two classes such as : VIII A and VIII B

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Table 3.2.1 Total Population of grade eight of SMP Swasta HKBP Sipoholon

No	Class	Total
1	VIII A	20
2	VIII B	20
Total		40

Sample

The sample here was determined the limitation of the population that the witer was be researched. Sample is many students that would taken from the population (Sudjana 1989:6) The writer took sample based on theory Arikunto (2006;134), if the subject of population less than 100 it is better to take all the population as sample. Based on Theory above the writer was taken all the population as sample , the total sample was 40 Students.

The Validity of the test.

Validity is the most important criteria in measuring an instrument. Validity is the touchstone of all types of educational research (Cohen, 2000:106). A test said to be valid when it could measure what it was intended to be measured. A test was called to be empirical valid if the result of the test was suitabled with the past experience. In order to know the validity of the test, the writer compared them with the result of the test by used the coefficient of correlation product moment formula. In this thesis, the writer did validation for vocabulary mastery.

$$Rxy = \frac{Nxy - (\sum x)(\sum x)}{(\{N.\sum x2 - (\sum x)2\}) . (N.\sum y\,2 - (\sum y)2)}$$

The reliability of the test

Reliability refers to the consistency of scores, that is, an instrument's ability to produce ―approximately‖ the same score for an individual over repeat testing or across different raters (Lodico, 2006:87). According to Cohen, Reliability is essentially a synonym for consistency and realibility over time, over instruments and over groups of respondents (Cohen, 2000:117).

The level of reliability of a treat is as follows (Kartawijaya 1987: 139):
-0.20 very low
0.20-0.39 low
0.40-0.69 fair
0.70-0.89 high
0.90-1.00 very high

Data Analysis and Interpretation
Data Analysis

In this thesis, there were two kinds of data will be analyzed, they are the score of vocabulary mastery and translation. The score were described by looking mean and standard deviation. Mean is the sum of the separate score divided by their number. The standard deviation is the most suitable index of variability and costumarily employed in statistical report of the two test, the writer was used the theory of Sudjana, 1989, and to find the level ability of students for both vocabulary mastery and translation score, the writer was used FX 3600p. They can be seen in the following table. *The Validity Of The Test*

In this thesis, the writer only did validity for translation mastery. To find out the validity of the test, the writer was compared them with the result of Mid Test by using the coefficient correlation product moment formula:

$$Rxy = \frac{Nxy - (\Sigma x)(\Sigma x)}{(N.\Sigma x2 - (\Sigma x)2\ ) - (N.\Sigma y2 - (\Sigma y)2\ )}$$

The students who are test, they were 40 students. The result of test can be seen as follows:

Table 3. The result of the translation I test (X)

No	Student's name	Score
1.	Aldo S. Situmeang	70
2.	Astri R. Simanungkalit	70
3.	Ave. G. Situmeang	80
4.	Chelsiya T. Berasa	70
5.	Chintya B. Simanungkalit	70
6.	Dasvin Situmeang	60
7.	Denis M. Simanungkalit	80
8.	Elsa Nainggolan	90
9.	Fedrico Situmeang	100
10.	Gery L. Situmeang	70
11.	Giraldo Waruwu	80
12.	Gresia Saragih	90

13.	Heldyora situmeang	60
14.	Hifson Situmeang	60
15.	Hotmaida Simanungkalit	60
16.	Jadi A.G.G. Simamora	60
17.	Joan R. Aritonang	60
18.	Joe M. Situmeang	60
19.	Josua S. Simanungkalit	60
20.	Junedi P.Simanungkalit	60
21.	Juni F. Siregar	60
22.	Karen R. Simanungkalit	60
23.	Kristineyer Simalango	100
24.	Nicho P. Hutauruk	100
25.	Putriani Sipahutar	100
26.	Radja Simanungkalit	70
27.	Rakina Simanungkalit	90
28.	Reeta R. Situmeang	60
29.	Reynaldi Lumbantobing	50
30.	Rifaldo P. Simanungkalit	50
31.	Risky R. Simanungkalit	60
32.	Rut Nauli S.	60
33.	Sarah D. Simanungkalit	60
34.	Selmi L. Situmeang	60
35.	Sry Penty Situmeang	60
36.	Sulastri Situmeang	60
37.	Swanri S. Manalu	60
38.	Tio E. Siregar	60
39.	Try Marsya A. Loi	70
40.	Wulan Siregar	80
Jumlah	**2780**	

Table 4. The result of translation II test (Y)

No	Student's name	Score
1.	Aldo S. Situmeang	80
2.	Astri R. Simanungkalit	100
3.	Ave. G. Situmeang	100
4.	Chelsiya T. Berasa	90
5.	Chintya B. Simanungkalit	100
6.	Dasvin Situmeang	90
7.	Denis M. Simanungkalit	100
8.	Elsa Nainggolan	90
9.	Fedrico Situmeang	100
10.	Gery L. Situmeang	100
11.	Giraldo Waruwu	100
12.	Gresia Saragih	80
13.	Heldyora situmeang	100
14.	Hifson Situmeang	100
15.	Hotmaida Simanungkalit	100
16.	Jadi A.G.G. Simamora	100
17.	Joan R. Aritonang	100
18.	Joe M. Situmeang	100
19.	Josua S. Simanungkalit	100
20.	Junedi P.Simanungkalit	100
21.	Juni F. Siregar	100
22.	Karen R. Simanungkalit	100
23.	Kristineyer Simalango	100
24.	Nicho P. Hutauruk	100
25.	Putriani Sipahutar	100
26.	Radja Simanungkalit	100
27.	Rakina Simanungkalit	90
28.	Reeta R. Situmeang	90
29.	Reynaldi Lumbantobing	100
30.	Rifaldo P. Simanungkalit	100
31.	Risky R. Simanungkalit	100
32.	Rut Nauli S.	100
33.	Sarah D. Simanungkalit	100
34.	Selmi L. Situmeang	80
35.	Sry Penty Situmeang	80
36.	Sulastri Situmeang	90
37.	Swanri S. Manalu	90
38.	Tio E. Siregar	90
39.	Try Marsya A. Loi	80
40.	Wulan Siregar	100

By using calculator FX 3600p the writers finds out:

N = 40
ΣX = 2780
ΣY = 3280
ΣX2 = 190200
ΣY2 = 357800
ΣXY = 255500

The Validity of translation mastery test:
Rxy= Nxy – (Σx)(Σy)
(N.Σx2 – (Σx)2) – (N.Σy2 – (Σy)2)
Rxy = 40. 255500 – (2780)(3280)
40. 190200 – (2780)2 - (40. 357800 – (3280)2

The interpretation of coefficient correlation (Arikunto, 1986, 71)

0.800 < rxy < 1.00	Very high
0.600 < rxy < 0.800	High
0.400 < rxy < 0.600	Enough
0.400 < rxy < 0.400	Low
0.000 < rxy < 0.200	Very Low

The validity of the test was 0.83 by seen the result of the validity test and the criteria above, the writer was may conclude that the validity of the test was very high. Since the coefficient of this test was positive, it means

there were good between the examination translation test I and translation test II. The test was valid.

The realibity Test
To know the realibity of the test, the writer was used KR – 21 Formula:
Rxy = N S2 – x(-x)
S2 – (n-1)

From the table of reability of translation mastery in the following, the writers finds out:
N = 40
S2 = (8,943398403)2
= 79964375
X = 66,125
Rxy = (40)(79964375) – 66,125 (40-66,125)
79964375 (40-1)
= 0,47
To find out the level of ability vocabulary mastery and translation

Level ability	The orientation X	The orientation Y
The highest	X= 69,5 (18 students)	Y = 82 (35 students)
The medium	X= 69,5 – 9,67 = 59,83 (10 students)	Y = 82 – 9,42 = 72, 58 (5 students)
The lower	X= 59,83 – 9,67 = 50, 16 (12 students)	Y = -

Data Interpretation
Findings
1. The students of eighth Grade of SMP Swasta HKBP Sipoholon were in the highest level in vocabulary mastery and translation mastery in translation test I, in which the highest percentage is 45% (18 students).
2. The students of eighth Grade of SMP Swasta HKBP Sipoholon also were in the highest level in vocabulary mastery and translation mastery in translation test II, in which the highest percentage is 95% (35 students).
3. There was a significant correlation between vocabulary mastery and translation mastery.

Interpretation
The main problem of this thesis was to knew the relationship between students mastery of vocabulary and translation at the eighth Grade of SMP Swasta HKBP Sipoholon. In translation, it was quite possible to translate in English to Indonesian, than in Indonesian to English.

With this translation, will be know how to mastery's students vocabulary.
Finally, the writers admit that this study is not free limitation. They were be caused by:
1. The writers lack of knowledge and experience
2. The lack of writers book reference
3. The population is only taken in one school and in a short time
4. The test might guess the answer in answering the test or work together with the other students.

Conclusion and Suggestion
Conclusion
Based on the analysis of the data obtain, the writers get conclusion as follows:
1. The students of class VIII-A, VIII-B, translation test I for vocabulary words form Indonesian to English are in the medium level, that is 12 students (60%) got the lower score.
2. The students of class VIII-A, VIII-B, translation test II for vocabulary words form English to Indonesian are in the high level, that is 35 students (90%) got the high score.
3. There is a positive and significant correlation between students of vocabulary mastery and translation mastery.

Suggestion
Based on the discussion of chapter IV, the writer in this thesis tries to state some suggestion as follows:
1. Teachers of english, its can help the students to produce the new words and they give revision otherwise of the new words have taught will be forgotten, and also make students understand of new words will be able for one another words, and make it be true sentences.
2. Teacher will be should ask the students have active knowledge of the lexical term, and put them into context, also get the students to practice them.
3. The students practice the words in spoken from first, otherwise the students
will try to pronounce the words as they are written.

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4. The students will remember new vocabulary better if it is presented a memorable way to start with it.
5. This thesis still has many weakness, the writer suggest to the next researches to make a research with the same subject and title.

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