

**CORRELATION BETWEEN THE STUDENTS' VOCABULARY MASTERY
AND THEIR ABILITY IN TRANSLATING ENGLISH TEXT INTO
INDONESIAN**

(At the Twelfth Grade Of SMA Negeri 1 Tanete Riaja Kabupaten Barru)



A THESIS

*Submitted at the Faculty of Teacher Training and Education Makassar
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Education in English Department*

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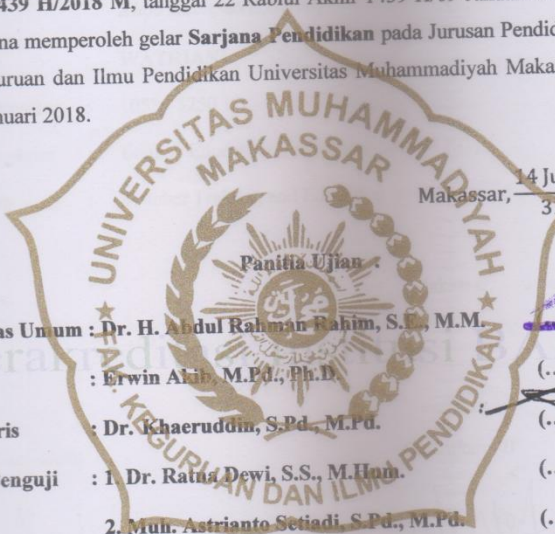





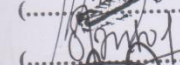
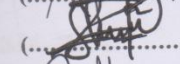
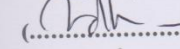

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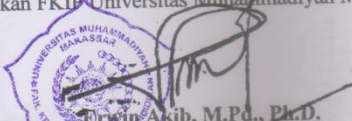
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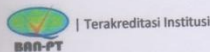
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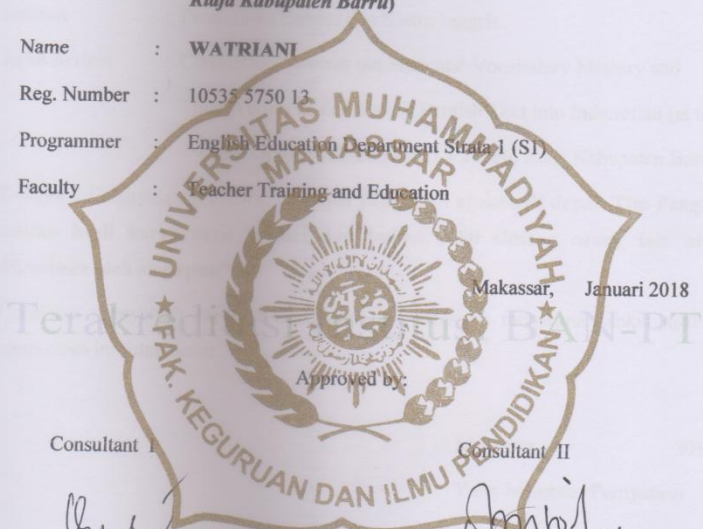
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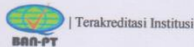
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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang Membuat Pernyataan

Watriani

MOTTO

“Keep Struggle till you reach your limit”...😊

*This thesis I dedicated to my beloved parents
to my beloved siblings
to my beloved big families
who always care, love, pray and always do the best for me😊*

ABSTRACT

Watriani. 2017. *Correlation between the Students' Vocabulary Mastery and Their Ability in Translating English Text into Indonesian (at the Twelfth Grade of SMA Negeri 1 Tanete Riaja)*. Supervised by Nur Qalbi as the first consultant and M. Astrianto Setiadi as the second consultant. A Thesis of English Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The objective of the research was to investigate the correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian by the twelfth grade of SMA Negeri 1 Tanete Riaja. This research used quantitative research and the design employed correlation research. The population of this research was the twelfth grade students of SMA Negeri1 Tanete Riaja is class IPA 1 academic year 2017/2018. The sample of this research consisted of 37 students. There were two variables in this research namely independent variable (the students' vocabulary mastery) and dependent variable (the students' translation ability). The instrument of this research was tests, they were multiple choices for the vocabulary test and translation text for translation test. To find out the correlation from both variables, the researcher used Pearson Product Moment formula.

The finding showed that the mean score of students' vocabulary mastery was 65,64 it was classified as good category and the mean score of students' translation ability was 73,13 it was classified as good category. The correlation value of vocabulary mastery and translation ability (r_{xy}) was 0,987 with the r_{table} value of Pearson Product Moment was 0,325. It showed that the correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian was high because the $r_{xy} > r_{table}$. It showed that there was a positive correlation both of them. It means that the better students' vocabulary mastery, the better their translation ability will be.

Key words: *correlation, vocabulary mastery, translation ability*

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Makassar,

2018

Watriani

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CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication that used to express the feelings or ideas of someone in directly or indirectly way through words. Language also helped us to connect with the people in the other place. One of the languages that we often used is English. English as international language is used by many countries in the world to communicate with the others. Some countries also used English as the first language, as the second language, and as foreign language.

English as a language has some skills that should be learn by the people who want to learn a language. Those skills are listening, speaking, reading and writing. They are the basic language skill that we have to learned, especially in learning a language. Beside of four skills above, English also has sub-skill as like vocabulary, grammar, and pronunciation. These sub-skills also have to be mastered by the people who want to learn English. One of crucial sub-skills is vocabulary.

Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. Vocabulary is defined as all the words in a particular language (Wehmeier, et al., 2005:1707). Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385).

As what the experts said above, vocabulary becomes an important component in learning a language. Vocabulary means that all of the word that used in a language, so we have to be mastered it to learn a language. By mastering the vocabulary of a language, we will be easier to express our opinions, ideas or our feeling both in written and spoken.

In mastering vocabulary, it means we convey the meaning of the language, in this case is English. Knowing the meaning, we need to translate it. So, the result of translation can be conveyed both oral (sound) and written. If the learner don't mastered the vocabulary of a language, possible think that they can't make a good translation.

Munday (2008: 5) described that the process of translation between two different written languages involves the changing of an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).

Translation aims to make us easier to understand the meaning and intent of the language we learn. But in translate one language to another language is not an easy job; we have to master the procedure, method and technique of translating. We also need to know the form, meaning, style, proverbs, idioms, grammar mastery, vocabulary mastery, and the other which is a factor of a language.

In teaching learning English as foreign language, students' vocabulary mastery also cannot separate from translation activity. Translation is needed to understand what the teacher explains in the classroom and it used to express the ideas of the students. It will be difficult to the students to learn a language without knowing the meaning. Especially in learning English which is this is a foreign language in Indonesia. Therefore, translation is very useful to grasp in mastering English. But the student will not can to translate the meaning of a language without knowing a lot of the vocabularies of that language.

Therefore, the researcher concluded that vocabularies in translating are really needed and it's connected each other. Commonly, some people who want to translate a language will used an instant way, like used translator machine or online translation. They do that because they are lack of vocabularies, so translation activity is be a difficult thing to them to do that. Therefore, the researcher is interested to find any correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian. It was conducted to find out whether or not there is a significant correlation between the students' vocabulary mastery and their translation ability.

B. Problems Statement

Based on the previous background above, the researcher formulated the problems of this research:

1. Is there any correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian by the twelfth grade of SMA Negeri 1 Tanete Riaja Kabupaten Barru?
2. How is the correlation between the students' vocabulary mastery and their translation ability of the twelfth grade of SMA Negeri 1 Tanete Riaja Kabupaten Barru?

C. Objectives of the Research

Regarding to the problems statement above, the objective of this research:

1. To investigate the correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian by the twelfth grade of SMA Negeri 1 Tanete Riaja Kabupaten Barru.
2. To know how the correlation between the students' vocabulary mastery and their translation ability of the twelfth grade of SMA Negeri 1 Tanete Riaja Kabupaten Barru.

D. Significant of the Research

The result of this research is expected to be meaningful input for:

1. English teacher
 - a. The result of this research will be useful as a reflection in order to increase and develop their method in teaching vocabulary relating to its importance in their translation ability.
2. Students
 - a. They can know how important vocabulary in learning language is.

- b. They can be more confidence in translating activity.
3. Other researchers
- a. The researcher expects that someday this study will be a valuable reference for the other researchers.

E. Scope of the Study

To avoid the research becomes wider, the scope of this study was generally to find the correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian, in this case focus on report text, narrative text, and descriptive text. This research area took place to the twelfth grade students of SMA Negeri 1 Tanete Riaja Kabupaten Barru.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature has purpose to give a brief what is related to and discussed in this study. This chapter discussed about some previous researches about correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian. This chapter also discussed about some material about vocabulary and translation, especially in teaching learning process.

A. Previous Related Research Finding

There was some researchers have been conducted the research about correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian. The researcher chose some literature as previous studies that are close to the topic.

Muslikh (2014) in his thesis which entitles "The Relationship between Students' Vocabulary Mastery and Their Writing Descriptive Text Ability" is aimed to get empirical evidence of the students' vocabulary mastery in relation to their writing descriptive text ability. The findings of this study reveal that there is a significant relationship between students' vocabulary mastery and their writing descriptive text ability of the seventh grade students in MTs Soebono Mantofani Jombang, Tangerang Selatan academic year 2013/2014. The result of this study is shown by the coefficient correlation (r_{xy}) is 0.66. It indicates that there is a high relationship between the students' vocabulary mastery and their writing

descriptive text ability since it is included in the scale of r interpretation score between 0.600-0.800. With degree of significance 5%, the score of r table (r_t) obtained is 0.396, therefore, $r_{xy} > r_t$ ($0.66 > 0.396$); meanwhile, with degree of significance 1%, the score of r_t gained is 0.505, therefore, $r_{xy} > r_t$ ($0.66 > 0.505$); consequently, the conclusion reached is H_a is accepted.

Fajar Furqan (2013) in his journal about “Correlation between Students’ Vocabulary Mastery And Their Reading Comprehension” showed the results were compared to find out the correlation between those variables. The findings showed that there was a strong correlation between students’ vocabulary mastery and their reading comprehension. The current study concluded that vocabulary mastery was contributive in helping the students to comprehend the texts.

Didik Murwantono (2005) in his journal “Applying Translation Theory and Practice in Teaching” said that to get better understanding in learning translation, it had better to combine theory and practice. In practice, a translator can have his or her own technique of doing the translation of a text.

Imam Subari (2013) in his journal about “The Correlation between Students’ Vocabulary Mastery and Their Ability in Translating English Sentences into Bahasa Indonesia: A Study at the Third Semester Students of English Department of STKIP PGRI Bandar Lampung In 2013/2014” showed that the correlation between students’ vocabulary mastery and their ability in translating English sentences into Bahasa Indonesian was high. So it can be concluded that there is positive and significant correlation between the students’

vocabulary mastery and their ability in translating English sentences into Bahasa Indonesia of the third semester students of English Department of STKIP-PGRI Bandar Lampung. This research finding implies that the better of the students' vocabulary mastery, the better the students' translating ability will be. So it showed that to increase the students' translating ability, we can increase their vocabulary mastery.

Muawanah (2012) entitled "A Correlational Study between the Students' Interest in Listening English Song and Vocabulary Mastery of the Student of XI IPA 2 at MAN Trenggalek in Academic 2011/2012" showed that she analyzed the data used Spearman-Rank Correlation. The correlation obtained from the formula of Spearman was 0,89. The data analysis showed that "rcount" was higher than "rtable" of Spearman Correlation, either in 5% significance (rtable: 0.362) and 1% significance (rtable: 0.467). The implication showed that there was correlation between students' interest in listening English song and their vocabulary mastery in the XI IPA 2 of MAN Trenggalek in academic 2011/2012.

Ika Windy Febrianingrum (2008) in her thesis about "Correlation between Vocabulary Mastery and ability In Translating English Text into Indonesian" that this research was based on the study done by the previous researcher that the students had difficulties in translating English text because they did not understand the meaning of certain word and structure, and also the most error done by students in translating Indonesian text was in word choice. This study tried to find if there is significant correlation between vocabulary

mastery and ability in translating English text into Indonesian. The result of the study, based on the computation by using Pearson product moment correlation, showed that the coefficient between vocabulary mastery and ability in translating was 0.346. Consulting the r table in the df of 48, it can be seen that r_t with the significance level 5% was 0.284. That is to say that the coefficient correlation from the statistical computation (r_o) 0.346 is higher than the coefficient value from the table (0.284). It means that the result of this study is significant.

Dealing with some previous studies above, it showed that vocabulary and translation are related with all of the skills and components of language. These cannot be separated each other. Vocabulary and translation have relationship with each other. These are important sub-skill in learning language, because we used it to learn and to transfer the meaning of the language. Therefore, the researcher had idea to study about “Correlation between The Students’ Vocabulary Mastery and Their Ability in Translating English text into Indonesian by the Twelfth Grade of SMA Negeri 1 Tanete Riaja Kabupaten Barru”.

B. Vocabulary

1. Definition of Vocabulary

According to Soedjito (2009: 24), Vocabulary are: 1). All of word in a language. 2). Number of vocabulary mastered by a speaker and writer. 3). The words that used in a certain places. 4). The word that is written as dictionary and short explanation.

As Cambridge Advanced Learner's Dictionary, there are two definitions of vocabulary like as: (a) all the words known and used by a particular person (b) all the words which exist in a particular language or subject.

Hiebert and Kamil (2005 : 3) said, "Vocabulary is the knowledge of meanings of words". Learning vocabulary aims to find and understand the meaning of certain words in language used. It refers to the words that we know to communicate effectively. In general, vocabulary can be described as oral vocabulary and written or print vocabulary. Oral vocabulary refers to words that we used in speaking or listening. Written or print vocabulary refers to words that we used in reading or writing.

Barnhart (2008: 697) said that 1). Stock of words used by person, class of people, profession, etc. 2). A collection or list of words, usually in alphabetical order and defined. Morales (2004-2005) stated that vocabulary is a listing of the words used in some enterprise. Furthermore, Ur in Hidayati (2007: 7) stated that vocabularies are the words that are taught in the foreign language.

From some definitions of vocabulary above, the researcher concluded that vocabulary is the important component in learning a language, therefore vocabulary is very important because we will cannot to communicate with that language if we do not know or we are lack in vocabularies of a language. Vocabulary is used to express our opinion and our ideas with the

word or on other word, we can communicate with the others by using language if we know the vocabularies of that language.

2. The Importance of Vocabulary Mastery

Steve Stake in Imam Subari (2013) said "Vocabulary knowledge is knowledge of a word not only be implied definition, but also implied how that word fits into world" We know that vocabulary plays an important role in a language, so to make a good language we must improve vocabulary mastery.

Collins Cobuild Dictionary stated that mastery is learning or understanding something completely and having no difficulty in using it. Mastery is also defined as the complete control of knowledge (Cambridge Advance Dictionary).

There are two kinds of vocabulary mastery. They are passive and active. Passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce. Whereas, the active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use.

Quoted from Michael McCarthy in Vocabulary in use upper intermediate (2000), there are some indicators of Vocabulary Mastery; countable nouns, uncountable nouns, Collective nouns, abstract nouns, suffixes, roots, synonyms, context clues, and punctuations. In this case, a countable noun can be used with a or an with singular form, and ending in

s/es for plural constructions. Meanwhile, an uncountable noun is not normally used with a or an, but it is used with articles some and any.

As Schmitt (2010: 4) noted that learning vocabulary is an essential part of mastering a second language. The importance of vocabulary is highlighted by the oft-repeated observation that learners carry around dictionaries and not grammar books.

Vocabulary mastery is very important in learning English. By having a high vocabulary it will help the students learn the four basic skills of English. By mastering vocabulary it can help students to learn and understanding a language. If the students' want to make communication in a foreign language runs well, they should know a lot of words by studying vocabulary; they can write, read, listen or speak in the foreign language easily. To achieve this goal, the students must master adequate number of English vocabulary and structure as well.

3. Types of Vocabulary

Marzano (2010) make a distinction of vocabulary between 2 types, there are Receptive Vocabulary and Productive Vocabulary.

a. Receptive vocabulary

Receptive vocabulary is the body of words that a person recognizes and understands well enough to comprehend them when read or heard.

b. Productive vocabulary

Productive Vocabulary includes terms and phrases that an individual uses.

Productive Vocabulary is the words that must be known when someone speaks or writes or when someone expresses his/her thought to other.

Moreover, Kamil and Hiebert (2010) also mention other kinds of vocabulary beside productive and receptive vocabulary, i.e. oral and print vocabularies. In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading orally, whereas the print vocabulary is considered as the words of which their meanings may be known in writing or reading silently.

According to Hutton (2008:1-2) divided vocabulary into three types of vocabulary:

a. Basic Vocabulary

These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples: book, girl, sad, run, dog, and orange.

b. Multiple meaning vocabulary

Multiple meaning vocabulary words use in variety of domains. These words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. These kind of vocabulary or words are the most important words for direct instruction because they are good indicators of a

student's progress through school. Examples: masterpiece, fortunate, industrious, measure, and benevolent.

c. Context – specific vocabulary

This vocabulary or words are use in specific domain. such as word that use for school, hobbies, occupations, geographic regions, technology, weather, etc. This kind is use only for specific need.

Examples: Turn on, delete, etc

4. Aspect of Vocabulary

According to Nation (2001: 27), there are three aspects of vocabulary such as form, meaning, and usage. Further, for detailed explanation as follows:

a. Form

Every language is different with other, they can be different in the word of that language, pronunciation or written. In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly, the learners have to know what a word sound like its pronunciation (spoken form). Secondly, the learners must know how spell of word (written form). As Nation (2001: 44) points out that one aspect of gaining familiarity with the written form of word is spelling. Sometimes, the learner also must be careful in this activity because it (spell of word) is not same with their pronounced. Thirdly,

the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix).

b. Meaning

Nation says that meaning encompasses the way that form and meaning work together in other words, the concept and what items it refers to, and the association that come to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one meaning. Sometimes, word has meanings in relation to other words. As far as meaning goes, students need to know about meaning in the context and they need to know about sense relation. So they can know where they put a word agree with meaning of the word itself.

c. Usage

The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occur with a language use, and any constraints used (in term of frequency, level, so forth). In addition, Harmer (2002: 19) said that words do not just have different meanings. However, they also can be stretched and twisted to fit different contexts and different uses. In this way, word meaning is frequently stretched through of metaphor and idiom. It is

also governed by collocation. Students need to recognize metaphorical language use and they need to know how words collocate.

Based on the explanation above, the researcher concluded that in learning a language, we have to comprehend the aspect of the word or the vocabulary of a language. We have to learn about the vocabularies of a language deeply. Because by knowing the aspect of vocabularies, the student is not just know the word of a language, but they also can know the use of that word.

5. Principle of Teaching and Learning Vocabulary

Language as a communication tool should to be learned by everyone to help them in communicate with the others. We communicate with our mother tongue as our first language, like Indonesian. As our first language, we will be easier to speak because we have used that language when we were still a child until we grow up. It is different we want to communicate with English which is this is a foreign language and we are seldom to use it in spoke.

As we know, teaching English as foreign language is difficult. We have to learn news vocabularies like we learn our mother tongue at the first. If we do not know the vocabularies of a language, we will cannot to learn a language certainly. Because the vocabularies is the important component of a language and it also used to form that language. So, the teacher should to use the certain technique and approach in teaching which can make the

students want to learn. The teacher also should to use an interesting method to make the students enjoy in learn a language. Teaching English as foreign language is like we teach a child to speak. We have to be patient and teach it gradually. We cannot to force the students in learning a language, so the teacher should to find methods which can make the students be easier in learn.

According to Michael Graves (2006), there are four essential components of vocabulary instruction listed below:

- a. Providing rich and varied language experiences.
- b. Teaching individual words explicitly.
- c. Teaching word-learning strategies.
- d. Fostering word consciousness.

In addition to these, Norbert Schmitt (2008) in his journal concluded that the following points also need to be incorporated into vocabulary instruction:

- a. Learners need large vocabularies to successfully use a second language, and so high vocabulary targets need to be set and pursued.
- b. Vocabulary learning is a complex and gradual process, and different approaches may be appropriate at different points along the incremental learning process.

- c. At the beginning, establishing the meaning–form link is essential, and intentional learning is best for this. Using the L1 is one sensible way to quickly establish this initial link.
 - d. Once this initial meaning–form link is established, it is crucial to consolidate it with repeated exposures.
 - e. It is also important to begin enhancing knowledge of different aspects of word knowledge. Some of these may be usefully learned explicitly (e.g. knowledge of derivative forms), but the more ‘contextualized’ word knowledge aspects (e.g. collocation) are probably best learned by being exposed to the lexical item numerous times in many different contexts.
 - f. Make sure that learners maintain the maximum amount of engagement possible with lexical items.
6. Language Testing Items in Vocabulary

Testing is important both for the teacher and the students. Testing is used to measure the comprehension of the students after learn a study. It used to know how deep their comprehension about a lesson. Testing also used to determine the success rate of teaching carried out by the teacher. By doing testing teacher will know what has been understood and has been not understood by the student about a lesson.

As Thornbury (2002: 129) argued: “Testing provides a feedback, both of learners and teachers. Moreover, testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary

learning, they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test”.

Testing vocabulary can help the students to be more understood about the vocabularies of a language. It will give a good feedback after they learn the vocabularies. It also helps them to train their vocabulary mastery, even in written or spoken test. So they will always remember it and difficult to forget that vocabularies.

There are types of vocabulary test as follows:

a. Multiple choice task (Velan et al., 2008)

Multiple choice question tests (MCQ tests) can be useful for formative assessment and to stimulate students' active and self-managed learning. They improve students' learning performance and their perceptions of the quality of their learning experience.

b. Completion test

The completion items can be used for the testing of vocabulary. Test which present such items in a context are generally preferable to those which rely on single words or on definitions.

c. Gap-fill task (British Council)

Gap-fills can be used to test a variety of areas such as vocabulary, grammar and are very effective at testing listening for specific words. The candidate fills the gap to complete the sentence. A

hint may sometimes be included such as a root verb that needs to be changed, or the first letter of the word etc.

d. Definitions

In this way, test may work for a range of lexical items. The following is an example of such as test:

1. A ... is the second month of the year.
2. A ... is a frozen water.

e. Picture

The use of pictures can limit the students to lexical items that we have in mind. Some pictures are provided and the students are required to write down the names of the objects. This method of testing vocabulary is obviously restricted to concrete noun which can be drawn.

C. Translation

1. Definition of Translation

Translation is the process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts (Fardhani, 2010).

Sarosdy et al (2006: 64) added: “Translation is said to belong to the so-called fifth skill, it is one of the complex skill. Its aim is to mediate between two languages, to comprehend the message or information in one language and to communicate the same content in the target language”.

In this explanation, translation is the fifth language skill after reading, writing, listening, and speaking. It is one skill that very complicated process because this activity needs the knowledge in two languages both of source and of target. Translation is considered an act of communication. It aims to convey meaning to others without convert, modify, and change the meaning from source language.

Choliludin (2007: 3), translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text.

In translating a text from the source language into the target language, there are three stages to be considered, such as the perception of the utterance in foreign language, processing of the result (e.g. identification of unfamiliar words), and the result itself. Failure to clear these stages successfully may be due to the students' poor or insufficient knowledge of the foreign vocabulary or possible lack of information on rare words and/or stylistic labels in the dictionaries consulted.

In translating activity, it possible that someone facing some problems to translate from source language (SL) into a target language (TL). Failure to clear this activity may be due to the students' poor or insufficient knowledge of vocabulary or lack of information. However, translating is an interesting activity because we are play with some words and sentences especially in

translating English into Indonesian. This activity will be challenge to mix and match the words that the translator has acquired to the new words in English which has different structure.

Translation is a complicated process. A translator who is concerned with transferring the meaning will find that the target language has a way which desired. According to Nababan (2003: 25), process translation consists of three steps are analyzing, transferring, restructuring. Firstly, a translator has to analyze the message of the source language into simplest forms then transfer it into the target language. Finally by restructuring it in the receptor language which is most appropriate for audience whom they intends to reach.

Based on the explanation above, the researcher concluded that translating is not an easy job. It has a difficult process to make a good translation. We have to know the method and the principles in translating. We also have to mastered lot of vocabularies to help us in translating because we are not just doing translating word but we translate the meaning and transfer a message from one language to another language. Ability in translating also can help the students to improve and to train their skill in speaking, reading, listening, and writing, because all this skill is related with translation.

2. Types of Translation

Based on the purposes of translation, Brislin in Cholliludin (2007: 26-30) categorizes translation into four types, namely:

- a. Pragmatic translation: it refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the SL form and it is not conveyed with other aspects of the original language version. Example: the translation of the information about repairing a machine.
- b. Aesthetic-poetic translation: it refers to translation in which the translator takes into account the affect, emotion, and feeling of an original version, the aesthetic form used by the original author, as well as any information in the message. Example: the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.
- c. Ethnographic translation: its purpose is to explicate the cultural context of the SL and TL versions. Translators have to be sensitive to the way words are used and must know how the word fits into cultures. Example: the use of the word 'yes' versus 'yeah' in America.
- d. Linguistic translation: is concerned with equivalent meanings of the constituent morphemes of the SL and grammatical form. Example: language in a computer program and translation machine.

3. Criteria of good Translation

A good translation is one that carries all the ideas of the original as well as its structural and cultural features. Massoud in Antar S. Abdellah (2002) sets criteria for a good translation as follows:

- a. A good translation is easily understood.
- b. A good translation is fluent and smooth.
- c. A good translation is idiomatic.
- d. A good translation conveys, to some extent, the literary subtleties of the original.
- e. A good translation distinguishes between the metaphorical and the literal.
- f. A good translation reconstructs the cultural/historical context of the original.
- g. A good translation makes explicit what is implicit in abbreviations, and in allusions to sayings, songs, and nursery rhymes.
- h. A good translation will convey, as much as possible, the meaning of the original text (pp. 19-24).

4. Translation Testing

According to Larson in Emzir (2015) there are three main reasons for testing a translation; the translator wants to be sure that his translation is “accurate”, “clear”, and “natural”.

There are some ways to test a translation:

a. Comparison with the source language

One of the main purposes of the comparison is to check for equivalence of information content. The comparison is actually a self-check; that is, it is done by the translator. Of course, it could be done by someone else who knows both languages well and knows translation principles. After checking to be sure that all of the information is there, the translator will make another comparison of source language and receptor language texts, looking for any problems.

b. Back-translation into the source language

A second way to check a translation is by having someone else, who is bilingual in the source and receptor languages, make a back-translation of the translated text into the source language. This back translation will let the translator know what is being communicated to this person.

c. Comprehension tests

The purpose of this test is to see whether or not the translation is understood correctly by speakers of the language who have not seen the translation previously. It is designed to find out what the translation is communicating to the audience for whom it is intended.

d. Naturalness test

The purpose of naturalness tests is to see if the form of the translation is natural and the style appropriate. This testing is done by

reviewers. Reviewers are people who are willing to spend time reading through the translation and making comments and suggestions.

e. Readability tests

The translator and tester may do readability tests. These tests are done by asking someone to read a part of the translation aloud. It should be a complete section; that is, a unit. Readability may also be affected by formatting matters. The size of type, punctuation, spelling, size of margins and space between lines may all affect the readability tests.

f. Consistency checks

As the translation comes near to completion, it is very important that consistency checks of various kinds be made. Some of these have to do with the content of the translation and others have to do with the technical details of presentation.

D. Types of English Text

In English there are several types of text or commonly called the Genre. Classification Genres in English are influenced by several things, including: the purpose to write the text, the function of the text, what the language structure (Generic Structure) of the text, what language features are used in the text.

Types of English text are studied as the main learning subject in English in senior high school. In learning types of English text, we will discuss about the generic structure and language features that used as material for compiling a text.

This generic structure and language features in a text be differentiator for every types of text in English.

There are several types of English text, some of them are:

1. Report text

The purpose of this text is to presents information about something as they are (in general), as a result of systematic observations or analyzes described, may include natural phenomena, the environment of man-made objects, or social phenomena.

The generic structures of this text are:

- a. General classification
- b. Description

The Dominant Language Features of this text are:

- a. Introducing group or general aspect
- b. Using conditional logical connection
- c. Using Simple Present Tense

2. Narrative text

The purpose of this text is to entertain and appeal to the reader by presenting stories or events that have conflicting problems and at the end of the story there is a happy or even miserable ending.

The generic structures of this text are:

- a. Orientation

- b. Complication
- c. Resolution
- d. Reorientation

The Dominant Language Features of this text are:

- a. Using Past Tense
- b. Using action verb
- c. Chronologically arranged

3. Descriptive text

The purpose of this text is to describe a particular person, place or thing in detail.

The generic structures of this text are:

- a. Identification
- b. Description

The Dominant Language Features of this text are:

- a. Using Simple Present Tense
- b. Using action verb
- c. Using adverb
- d. Using special technical terms

E. Conceptual Framework

The conceptual framework of this research is given below:

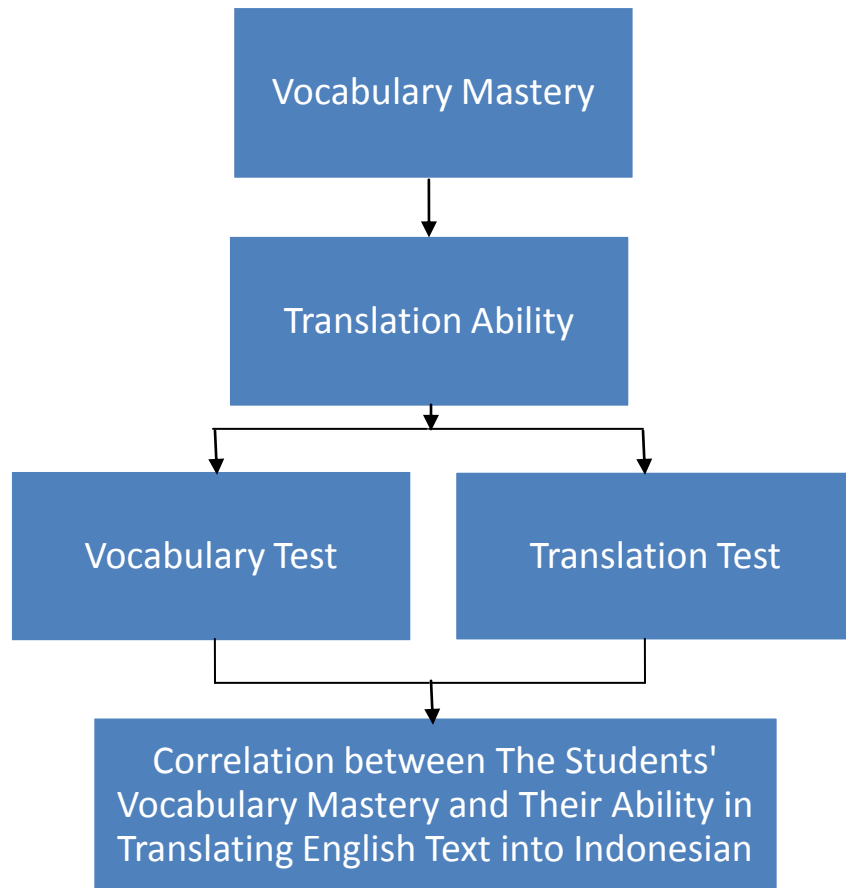


Figure 2.1 Conceptual Framework

As the researcher said before, vocabulary mastery and translation ability are important skills in transferring the source language into the target language. These two skills also are connected for each other. Therefore, the researcher conducted two tests, namely vocabulary test and translation test to find out that is there a correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian.

F. Research Hypothesis

Hypothesis is statement about relationship between two or more variables that are being studied. Based on the research problem and the research objective, the hypothesis of this study formulated in two laps:

1. H₁ (alternative hypothesis)

There is correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian by the twelfth grade of SMA Negeri 1 Tanete Riaja.

2. H₀ (null hypothesis)

There is no correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian by the twelfth grade of SMA Negeri 1 Tanete Riaja.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative research and the design employed correlation research. The correlation research has a goal to finding whether there is a correlation between one variable and another or not and the researcher wants to know whether there is a correlation between two variables or not on this research. Thus, the researcher used correlation design to find out the answer whether or not the students' vocabulary mastery had correlation between their ability in translating English text into Indonesian by the twelfth grade students of SMA Negeri 1 Tanete Riaja.

B. Research Variables

There are two variables in this researcher, they were:

1. Independent variable

The independent variable of this research was the students' vocabulary mastery which is indicates by the vocabulary test.

2. Dependent variable

The dependent variable of this research was the students' translation ability which is indicates by the score of the translation test.

C. Population and Sample

1. Population

The population of this research was The Twelfth Grade Students of SMA Negeri 1 Tanete Riaja Kabupaten Barru. It consists with six classes, three classes are science class (IPA) and three classes are social class (IPS). The total numbers of this population was 221 students, with XII IPA 1 = 37 students, XII IPA 2 = 36 students, XII IPA 3 = 37 students, XII IPS 1 = 37 students, XII IPS 2 = 36 students, and XII IPS 3 = 38 students.

2. Sample

The researcher had chosen the XII IPA 1 Class as the sample of this research. This class consists with 37 students, with 10 students are male students and 27 students are female students. The researcher used purposive sampling as the technique of sampling. The researcher chooses XII IPA 1 because the researcher thought that this class can be a right sample for this study.

D. Research Instrument

In this research, the researcher used a test as instrument. In this case, the researcher gave two kinds of tests namely vocabulary test and translation test to get the data and information. The texts of tests are report, narrative and descriptive text.

1. Vocabulary Test

The vocabulary test used to know the vocabularies knowledge of the students. The researcher used multiple choices test to measure the vocabulary mastery of the students. The reason for using multiple choice tests was they were undoubtedly one of the most commonly used types of item in objective test. The test contains with 30 multiple choices item test. The total score maximum that the students got in vocabulary test were 30 with 100 as maximum mark. This score got by divided the total score with 30 multiplied 100.

Table 3.1: The Indicators of Vocabulary Test

Test	Indicators	Number of Item	Item Number
Report	Nature	2	1, 2
	Celebration	4	3, 4, 5, 6
	Flora and Fauna	2	7, 8
	Metropolitan City	2	9, 10
Narrative	Kingdom	3	11, 12, 13
	Economy	3	14, 15, 16
	Advice and Warning	1	17
	Letter	3	18, 19, 20
Descriptive	Person	5	21, 22, 23, 24, 25
	Place	5	26, 27, 28, 29, 30

2. Translation Test

Translation test conducted by give a text of report text, narrative text and descriptive text to the students. This test used to know the ability of the students in translating.

Table 3.2: The Scoring Guide of Translation Test

Aspects	Descriptions	Score
Style and Cohesion	It flows together flawlessly and forms a natural whole.	5
	It flows together well and forms a coherent whole.	4
	There are occasional awkward or oddly placed elements.	3
	It does not flow together and has frequent awkward or oddly placed elements.	2
Structure of Language	Correct and appropriate	5
	Sometimes not appropriate but it doesn't influence with the meaning	4
	Appropriate enough and influence the meaning	3
	Difficult to understand	2
Comprehension of The Meaning	Very clear and effective	5
	Clear enough and effective	4
	Clear but not effective	3
	Not too clear	2
Choice of Words	Very appropriate	5
	Appropriate	4
	Less appropriate	3
	Not appropriate	2

The total score maximum that the students got in translation test were 20 with 100 as maximum mark. This score got by divided the total score with 20 multiplied 100.

E. Technique of Data Collection

The technique of collecting data in this research was giving tests to the students. The tests gave to the students after the researcher given the explanation about the purpose of the research and procedure of completing the instrument briefly.

1. Giving vocabulary test to the students and the researcher explained the procedure to answering the test. The researcher also gave a time to finishing their test.
2. Giving translation test to the students and the researcher explained the procedure to answering the test. The researcher also gave a time to finishing their test.
3. The result of the students' test continued to the process of tabulating and analyzing with statistical calculating method.

F. Technique of Data Analysis

1. The Classification on the students' score:
 - a. Score 86-100 is classified as excellent.
 - b. Score 76-85 is classified as very good.
 - c. Score 61-75 is classified as good.
 - d. Score 46-60 is classified as fairly good.
 - e. Score 31-45 is classified as fair.
 - f. Score 16-30 is classified as poor.
 - g. Score 0-15 is classified as very poor.

(Sudjan in Rahma, 2005: 43)

2. To find out the mean score of the students' test, the researcher used the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean Score

$\sum X$ = The Raw of All Score

N = The Number of Students

(Gay 2006: 307)

3. To find out the percentage score of the students' test, the researcher used the following formula:

$$P = \frac{\text{frequency}}{N} \times 100$$

4. The result of the data between vocabulary mastery and ability in translating English text into Indonesian analyzed by using Pearson Product Moment for correlation coefficient.

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

Notes:

r_{xy} : Correlation coefficient

N : The total of sample participating in this study

Σx : The total score of vocabulary mastery

Σy : The total score of ability in translating

Σxy : The total of multiple score of students' vocabulary mastery and ability in translating

Σx^2 : The total of square score of students' vocabulary mastery

Σy^2 : The total of square score of students' ability in translating

Table 3.3: The Standard of Correlation

r Value	Interpretation
Between 0.800 – 1.000	Very High
Between 0.600 – 0.799	Substantial
Between 0.400 – 0.599	Moderate
Between 0.200 – 0.399	Low
Between 0.000 – 0.199	Very low

(Sugiyono, 2006: 214).

The analysis was compared of the r table:

If $r_{xy} > r_{table}$, the correlation is positive.

If $r_{xy} < r_{table}$, the correlation is negative.

If $r_{xy} = r_{table}$, the correlation is zero.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of three sections: the findings of the research, hypothesis testing and the discussion of the research.

A. Findings

This section presents the answer of research question. That was there any correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian.

1. The Students' Vocabulary Mastery

After collecting the data, the researcher got the score of the vocabulary test. The following scores were obtained from 37 students which had been decided to take a part as the samples and to represent the population. The next table showed you clearly the score of vocabulary test.

Table 4.1: Vocabulary Test Score

Vocabulary Test Score	
N (The Number of Students)	37
Σ (Total Score)	2429
X (Mean Score)	65,64
Score Maximum	87
Score Minimum	30

Based on the table above, the total score from 37 students who followed vocabulary test was 2429. The mean score or the average score was 65,64. Maximum score was 87 and minimum score was 30. The researcher found the students still difficult to remember and to comprehend the meaning of the words.

Dealing with the table above, the students' score can be calculated in order to know the percentage and categories based on the interval of their score as presented on the table 4.2 below.

Table 4.2: Percentage of the Students' Vocabulary Test Score of the Twelfth Grade Students of SMA Negeri 1 Tanete Riaja.

Interval	Categories	Frequency	Percentage (%)
86-100	Excellent	5	13,5 %
76-85	Very Good	11	29,7 %
61-75	Good	6	16,2 %
46-60	Fairly Good	6	16,2 %
31-45	Fair	8	21,6 %
16-30	Poor	1	2,7 %
0-15	Very Poor	-	0 %
Total		37	100 %

Based on the table 4.2, the mean score (65,64) was in the range 61-75 in which 16,2 % of the students' score existed. There were 6 students in

good category, 5 students in the range 86-100 in which 13,5 % of students' score and they were in excellent category, 11 students in the range 78-85 in which 29,7% of the students' score and they were in very good category, 6 students in the range 46-60 in which 16,2 % of the students' score and they were in fairly good category, 8 students in the range 31-45 in which 21,6 % of the students' score and they were in fair category, and 1 student in the range 16-30 in which 2,7 % of the students' score and in poor category. In this calculation, none of the students was in the lowest range or very poor category.

2. The Students' Translation Ability

As the vocabulary test calculation, this part discusses the result of the calculation of the translation test.

Table 4.3: Translation Test Score

Translation Test Score	
N (The Number of Students)	37
Σ (Total Score)	2706
X (Mean Score)	73,13
Score Maximum	95
Score Minimum	40

Based on the table above, the total score from 37 students who followed translation test was 2706. The mean score or the average score

was 73,13. Maximum score was 95 and minimum score was 40. The students' score can be calculated in order to know the percentage and category based on the interval of their score.

Table 4.4: Percentage of the Students' Translation Test Score of the Twelfth Grade Students of SMA Negeri 1 Tanete Riaja.

Interval	Categories	Frequency	Percentage (%)
86-100	Excellent	8	21,6 %
76-85	Very Good	12	32,4 %
61-75	Good	8	21,6 %
46-60	Fairly Good	7	18,9 %
31-45	Fair	2	5,4 %
16-30	Poor	-	0 %
0-15	Very Poor	-	0 %
Total		37	100 %

Based on the table 4.4, the mean score (73,13) was in the range 61-75 in which 21,6 % of the students' score existed. There were 8 students in good category, 8 students in the range 86-100 in which 21,6 % of students' score and they were in excellent categorization, 12 students in the range 78-85 in which 32,4% of the students' score and they were in very good category, 7 students in the range 46-60 in which 18,9 % of the students' score and they were in fairly good category, 2 students in the range 31-45

in which 5,4 % of the students' score and they were in fair category. In this calculation, none of the students was in poor and very poor category.

3. Correlation Testing

After completely collected the data, the result of the data between vocabulary mastery and ability in translating English text into Indonesian had analyzed by statistical analysis using Pearson Product Moment formula for correlation coefficient. The result of correlation testing showed on the table below:

Table 4.5: Pearson Product Moment Correlation

Vocabulary Test Total Score (ΣX)	Translation Test Total Score (Y)	Correlation (r_{xy})
2429	2706	0,987

On the table 4.5 above, the correlation value between vocabulary mastery and English-Indonesian translation ability (r_{xy}) showed by Pearson Correlation was resulting 0,987. That correlation value indicated how strong the correlation between vocabulary and translation were. The result means very high correlation between those two variables due the appeared coefficient correlation was 0,987 which in the interval 0.800 – 1.000. It referred to the interpretation table of coefficient correlation given by Sugiyono (2006: 214) which had been attached in the previous chapter. The correlation itself belonged to the positive correlation or directional

correlation as the Pearson correlation value was in the positive number and was not in the negative one. This means that as one variable was increased, another did too.

Table 4.6: Correlation interpretation between Vocabulary Mastery and Translation Ability

r_{xy}	r_{table}	Correlation
0,987	0,325	Positive

B. Hypothesis Testing

Given the fact that the coefficient correlation result was very high correlation, the hypothesis testing hasn't been found yet. The rejection or acceptance of the Null Hypothesis (H_0) is based on the level of significance. In psychological or educational research, the 5 percent alpha of significance is occasionally used as standard of acceptance of the Null Hypothesis and it is also used as standard for rejection (5 percent level of significance) to judge the correlation between the two variables above.

The level of significance gained in this investigation was 0.987, whereas the figure on the table of critical values of the r Product Moment with 95% confidence level and the number of subjects 37 was 0.325. It means that there is a correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian because $r_{xy} > r_{table}$ ($0.987 > 0.325$) or in the other words, the Null Hypothesis (H_0) which explain that there was no

correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian was rejected. While the alternative hypothesis or working hypothesis (H_1) which explained that there was a correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian.

C. Discussion

After conducting the research, the researcher found that there was a correlation between the two variables, which are vocabulary mastery and translation ability, because the result of the data analysis showed that the correlation coefficient between the two variables was 0.987, this value is categorized into the very high correlation, while the critical values of the r Product Moment with 95% confidence level and the number of subject 37 is 0.325. It means that there is a positive correlation between the two variables (vocabulary mastery and translation ability).

The computation result showed that the correlation value was 0,987 which automatically considered as a very high correlation. So that, it affected to the hypothesis testing which accepted the alternative hypothesis (H_1). This factor implied that the students' activity and frequency in mastering the vocabulary give a useful contribution to enlarge their English-Indonesian translation ability. It means that if the students improve their mastery of vocabulary, their translation ability will improve as well. It definitely means that the students' vocabulary mastery of the twelfth grade students at SMAN 1 Tanete Riaja correlated

positively to their ability in translating English text into Indonesian. Conversely, when the students had bad mastery in vocabulary so they also bad in translation ability. Therefore, the correlation between the students' vocabulary mastery and their ability in translating English text into Indonesian of twelfth grade students at SMAN 1 Tanete Riaja was the very high level of correlation.

In this case, the teachers have to help their students in improving their vocabulary since vocabulary lesson is not explicitly specified in the curriculum and in the teaching and learning process. It aimed to make the students become the master in vocabulary and it also will help the students to improve their translation ability. It will help the students and make them be easier in translation activity.

Based on the explanation above, the researcher concluded that vocabulary mastery plays an important role in learning English, in order to develop our language skills (especially in translation ability). Like other languages, someone has to be able to understand the words, not only the words from the source language but also the equivalent words in the target language especially in learning English. Vocabulary mastery is very useful to the students in learning language. It will help the students to comprehend the content of a text/passage/book. Moreover, vocabulary mastery will help the students to have a better comprehension of an English text so that they will be able to make a good translation.

Without having a good competence of vocabulary mastery, we could not recognize whether or not the words are stand alone or in the company of other words. In addition, a word in one language sometimes has more than one meaning in other language. If the students have good vocabulary mastery, it would be easier for them to recognize or to determine the most appropriate meaning of a word in a sentence or in a text as a whole.

In conclusion, the students will understand more about the meaning of the words, word uses, and word formations by improving their vocabulary mastery. If the students understand and know about the meaning of the words, word use, and word formation, their translation result will be better. It means that, the better students' mastery of vocabulary, the better their translation ability will be.

BAB V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part present some conclusions based on the data analysis and result in the previous chapter. The second part present some suggestions based on the conclusion given.

A. Conclusions

After conducting the research, the writer comes to some conclusions about the correlation between vocabulary mastery and ability in translating English text into Indonesian as follows:

1. The result of the correlation value between the students' vocabulary mastery and their ability in translation English text into Indonesian (r_{xy}) by Pearson Correlation was 0,987 which in the interval 0.800 – 1.000. Based on the interpretation table given by Sugiyono, the correlation between students' vocabulary mastery and their English-Indonesian translation was in very high correlation.
2. The result of r_{xy} was 0,987 whereas the figure on the table of critical values of the r Product Moment with 95% confidence level and the number of subjects 37 (r_{table}) was 0.325. It means that $r_{xy} > r_{table}$, thus the students' vocabulary mastery and their ability in translation English text into Indonesian of the twelfth grade students of SMA Negeri 1 Tanete Riaja in the academic year of 2017/2018 had a positive correlation. It means that, the

3. better students' vocabulary mastery, the better their translation ability will be.

B. Suggestions

From the conclusions above, some suggestions are offered in order to improve the students' mastery of vocabulary and their translation ability. They are:

1. The students have to master vocabulary, because vocabulary mastery plays an important role in learning English, in order to develop their language skills and to get a good achievement in translation. The students should read as much as possible in order to enrich their knowledge and improve their vocabulary mastery and translation ability.
2. The teachers have to help their students in improving their vocabulary mastery to improve their translation ability. Teacher can use some methods or techniques to develop the students' vocabulary mastery.
3. For the further researchers, the researcher hopes that the next research of similar types can be done with greater population in order to gain a wider generalization.

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APPENDICES

APPENDIX 1**LIST OF PARTICIPANTS
SMA NEGERI 1 TANETE RIAJA**

NO.	NAME	CODE NAME	MALE / FEMALE
1.	ATY	P-1	Male
2.	BSL	P-2	Female
3.	CFA	P-3	Female
4.	FA	P-4	Female
5.	MIR	P-5	Male
6.	MKY	P-6	Male
7.	AP	P-7	Female
8.	RPI	P-8	Female
9.	RA	P-9	Female
10.	SA	P-10	Female
11.	SL	P-11	Female
12.	NZ	P-12	Female
13.	N	P-13	Male
14.	NR	P-14	Female
15.	RW	P-15	Female
16.	R	P-16	Male
17.	A	P-17	Male
18.	DS	P-18	Male
19.	H	P-19	Female
20.	H	P-20	Male
21.	S	P-21	Female
22.	US	P-22	Female
23.	AA	P-23	Female
24.	H	P-24	Female
25.	J	P-25	Male
26.	M	P-26	Female
27.	N	P-27	Female
28.	NK	P-28	Female
29.	ARH	P-29	Male
30.	EW	P-30	Female
31.	NR	P-31	Female
32.	R	P-32	Female
33.	R	P-33	Female
34.	H	P-34	Female
35.	NF	P-35	Female
36.	NMJ	P-36	Female
37.	NM	P-37	Female

APPENDIX 2

VOCABULARY TEST

DIRECTION: Read the following questions carefully then write your answer in the answer sheet by crossing the word a, b, c, d, or e.

1. Honey is the only form of sugar that does not need to be refined.
The underlined word has the similar meaning with
 - a. Contaminated
 - b. Purified
 - c. Reddened
 - d. Pressed
 - e. Expelled

2. Lightning occurs in hot, wet storms. Moist air is driven up to a great height. It forms a type of cloud called cumulonimbus. When the cloud rises high enough, the moisture freezes and ice crystals and are formed.
 - a. Rain
 - b. Storm
 - c. Lightning
 - d. Snowflakes
 - e. Hurricane

For number 3 and 4, read the passage below then choose the appropriate word for the blank space.

Gawai Day or Gawai Dayak, is a festival (3) in Sarawak. It is both a religious and social occasion. Gawai Dayak literally means “Dayak Festival”. Dayak visit their friends and relatives on this day. Those far away (4) greeting cards from their relatives. The mode of celebrations varies from place to place.

3.
 - a. Celebrant
 - b. Celebratory
 - c. Celebration
 - d. Celebrate
 - e. Celebrated

4. a. Send
b. Receive
c. Pick
d. Discard
e. Take
5. Maras Taun is a thanksgiving of Belitung island.
a. Celebration
b. Festival
c. Ceremony
d. Feast
e. Celebrated
6. There is a holiday called Labor Thanksgiving Day (Kinrô kansha no hi) in Japan.
It is a national holiday in Japan and it takes place **annually** on November 23.
The underlined word means
a. Once a month
b. Twice a month
c. Once a year
d. Twice a year
e. Once a week

For number 7 and 8, read the passage below then choose the appropriate word for the blank space.

A kangaroo is an animal (7) only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea. The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adult grow to a (8) of 1.60 meters.

7. a. Find
b. Finder
c. Finding
d. From
e. Found

8.
 - a. Length
 - b. Weight
 - c. Long
 - d. Teavy
 - e. Tall
9. Sydney is a major international tourist famous for its beaches and twin landmarks.
 - a. Pretension
 - b. Origin
 - c. Expectation
 - d. Source
 - e. Destination
10. The Library of Congress and the National Archives house thousands of covering every period in American history.
 - a. Stories
 - b. Histories
 - c. Documents
 - d. Landscapes
 - e. Books
11. Once upon a time, King Rock brought his best **knights** and soldiers to besiege Vernon castle.
The correct meaning of the underlined word is
 - a. Man of very high rank in a country, or the ruler of a small independent country
 - b. People who is in an army and wears its uniform
 - c. British man who has the lowest rank in the highest social class
 - d. Male ruler of a country, who holds this position because of his royal birth
 - e. People given a rank of honor by a king or queen because of his special achievements
12. One summer's day, a young man and a **dwarf** came to the castle to meet the King.

The underlined word above has the closest meaning to the word

- a. Gnome
- b. Angel
- c. Giant
- d. Demon
- e. Saint

13. The man struggled in with the bundle on his head.

The antonym of the underlined word is

- a. Fought
- b. Strove
- c. Endeavored
- d. Surrendered
- e. Arose

14. A building or group of buildings where goods are made, especially in great quantities by machines, is called

- a. Garage
- b. Office
- c. Factory
- d. Warehouse
- e. Market

15. As citizens we have to any laws made by the government.

- a. Conduct
- b. Enforce
- c. Prohibited
- d. Demand
- e. Catch up

16. Lindsay Owen-Jones is a head of L'Oreal, a mass-market cosmetics brand.

The suitable meaning for the underlined word above is

- a. A place or event at which people meet in order to buy and sell things
- b. To make goods available to buyers in a planned way
- c. Illegal trading of goods that are not allowed to be bought and sold

- d. The business or trade in a particular product, including financial products
 - e. A regular event in a town or city when farmers come to sell their fruit, vegetables, etc. Directly to customers
17. Reana: Why are you so sleepy in the class?
 Seara : I'm not sleepy. I have a headache.
 Reana: You should go to the doctor.
- a. Painful
 - b. Gratify
 - c. Tornful
 - d. Lachrymose
 - e. Gladden
18. A small piece of paper sold by the post offices in various values for sticking on a piece of mail to be sent is called
- a. Envelope
 - b. Post-card
 - c. Torn piece
 - d. Mailing-card
 - e. Stamp

For number 19 and 20, read the passage below then choose the appropriate word for the blank space.

Dear Nick,

How nice it was to hear from you. I've finished all my works this night and managed to find a quiet (19) to write to you. I'd like to tell you a funny story of my friend told me some days ago. I know you'll (20). (adopted from Linked to the World)

- 19. a. Money
- b. Moment
- c. Heart
- d. Expense
- e. People
- 20. a. Sad

- b. Happy
- c. Confused
- d. Laugh
- e. Cry

The text below is for the question no. 21-23.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

21. Which of the following statement is not true about Peter?

- a. He plays football and tennis.
- b. He has long and straight hair.
- c. He has bright eyes.
- d. He doesn't play badminton.
- e. He has friendly smile.

22. According to the passage, we know that Peter is...

- a. The writer's elder brother.
- b. The writer's youngest brother.
- c. A friendly boy.
- d. A naughty boy.
- e. The writer's teacher.

23. From the text, we may conclude that....

- a. Peter is a welcoming person.
- b. People is older that the writer.
- c. Peter is not diligent at all.
- d. Many people do not like Peter.
- e. Many people hate the writer's.

Read the following text for answer the question no. 24-28.

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 super settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

24. The content primarily concentrates on... ..

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "Stream Kings"
- d. The water of the Chao Praya
- e. The lofty waterway in Bangkok

25. The sort of content above is an/a... ..

- a. Report
- b. Relate
- c. Story
- d. Story
- e. Graphic

26. For what number of individuals the getting offices are together to?

- a. 6000 individuals
- b. 4000 individuals
- c. 2000 individuals
- d. 5000 individuals

- e. 1000 individuals
27. The informative reason for this content is... ..
- a. To portray Chao Praya
 - b. To retell occasions for amusement
 - c. To present no less than two perspectives about an issue
 - d. To tell the advantage of Shangri-La Bangkok
 - e. To advise perusers, audience members, or viewers about occasion
28. The text above is included form of.....
- a. Hortatory exposition
 - b. Narrative
 - c. Description
 - d. Report
 - e. Explanation
29. The Australia-Indonesia Youth Exchange Program (AIYEP), which began in 1981, is **beneficial** for both young people of Indonesia and Australia, and the two countries themselves.
- The underlined word has the similar meaning with
- a. Worthwhile
 - b. Important
 - c. Valuable
 - d. Successful
 - e. Significant
30. Americans tend to more personal space than we do, which means they don't like standing too close to the people they are speaking to.
- a. Abominate
 - b. Underestimate
 - c. Detest
 - d. Require
 - e. Belittle

APPENDIX 3

TRANSLATION TEST

DIRECTION: Read the following passages. Then write the Indonesian translation of the passage on the answer sheet.

A. REPORT

CAMEL

The camel is a large, strong desert animal. Camels can travel great distances across hot, dry deserts with little food or water. They walk easily on soft sand and carry people and heavy loads to places that have no roads. Camels also serve the people of the desert in many other ways.

The camel carries its own built-in food supply on its back in the form of a hump. The hump is a large lump of fat providing energy if food is hard to find.

There are two chief kinds of camels: first, the Arabian camel also called dromedary, which has one hump, and second is Bactrian camel which has two humps.

B. NARRATIVE

THE WOLF AND THE STORK

A long, long time ago, the wolf and the stork were friends. One day, the wolf asked to the stork to come to his house to eat.

When the stork arrived at the wolf's house, the wolf put two bowls of soup on the table. The wolf ate his bowl of soup quickly. When he finished, he asked the stork, "Did you like my soup?"

The stork was angry because he couldn't eat the soup. His beak was too long! When the stork went home, he was still hungry. The wolf laughed and laughed.

Then the stork has an idea. He asked the wolf to come to dinner. He filled two pitchers with good soup. Then he began to eat. When the stork finished eating, he asked the wolf if he wanted more to eat.

The wolf was angry. His mouth was so big that he couldn't get it into the pitcher. The wolf went home hungry, and the stork laughed and laughed.

The wolf and the stork have never been friends ever since.

C. DESCRIPTIVE

Gili Trawangan

Gili is derived from Sasak language (Lombok Island native tribal language) which means small island. Actually there are several Gili / dykes around the island of Lombok, yet there are three dykes that are known by tourists, namely Gili Trawangan, Gili Air and Gili Meno.

Among the three dykes, the Gili Trawangan is the largest, well-known and the most complete amenities. Gili Trawangan is located in the northwest of the island of Lombok. Administratively, Gili Trawangan includes in the territory of the village of Gili Indah, West Lombok, West Nusa Tenggara province.

Gili Trawangan has several beaches with very beautiful views. Most beaches have blue tosca and clear sea water. The sand there is also soft with white color. On the west side of the island, you can get the beach atmosphere which is quiet and calm enough. But there, the sand is slightly coarser than the sand of the beach which is in the southeast of the island. Even though, this island looks pretty green with many pine trees, acacia, and coconut trees that beautify the shoreline.

APPENDIX 4

ANSWER KEYS

A. VOCABULARY TEST

1. B.	11. E.	21. D.
2. D.	12. A.	22. B.
3. E.	13. D.	23. A.
4. B.	14. C.	24. B.
5. B.	15. B.	25. D.
6. C.	16. D.	26. B.
7. E.	17. A.	27. E.
8. A.	18. E.	28. C.
9. E.	19. B.	29. C.
10. C.	20. D.	30. C.

B. TRANSLATION TEST

1. REPORT

UNTA

Unta adalah binatang padang pasir yang besar dan kuat. Unta dapat menempuh jarak yang jauh, melewati gurun pasir yang panas dan kering dengan sedikit makanan atau air. Mereka berjalan dengan mudah di pasir yang lembut dan mengangkut orang serta perbekalan yang berat di daerah yang tidak memiliki jalan. Unta juga membantu orang-orang di padang pasir dalam berbagai hal lainnya.

Unta membawa persediaan makanannya sendiri di punggungnya dalam bentuk sebuah punuk. Punuk tersebut adalah gumpalan lemak yang besar yang berfungsi untuk menyediakan energy saat sumber makanan sulit untuk ditemukan.

Ada dua jenis utama dari unta: pertama, Unta Arab yang juga disebut 'dromedary' yang memiliki satu punuk, jenis kedua adalah Unta Bactrian yang memiliki dua punuk.

2. NARRATIVE

SERIGALA DAN BURUNG BANGAU

Pada jaman dahulu kala, serigala dan burung bangau berteman baik. Suatu hari serigala mengundang burung bangau untuk makan di rumahnya.

Ketika burung bangau sampai di rumah serigala, serigala menaruh dua mangkuk sup di atas meja. Serigala memakan supnya dengan cepat. Ketika dia selesai makan, dia bertanya pada burung bangau, “Apa kau suka supku?”

Burung bangau sangat marah karena dia tidak bisa memakan sup itu. Paruhnya terlalu panjang. Saat burung bangau pulang ke rumah, dia masih merasa lapar. Serigala tertawa terbahak-bahak.

Lalu burung bangau mendapat sebuah ide. Dia mengundang serigala makan malam di rumahnya. Dia mengisi penuh dua buah kendi/periuk dengan sup yang lezat. Lalu burung bangau pun mulai memakannya. Setelah dia selesai makan, burung bangau bertanya pada serigala apakah serigala ingin menambah supnya.

Serigala marah. Mulut serigala sangat besar sehingga mulutnya tidak dapat masuk ke kendi. Serigala pulang kerumahnya kelaparan. Burung bangau tertawa terbahak-bahak.

Sejak saat itu serigala dan burung bangau tidak pernah berteman lagi.

3. DESCRIPTIVE

Gili Trawangan

Gili berasal dari Bahasa Sasak (bahasa suku asli Pulau Lombok) yang bermakna pulau kecil. Sebenarnya ada beberapa gili di sekitar Pulau Lombok, namun yang dikenal oleh wisatawan ada tiga yakni Gili Trawangan, Gili Air dan Gili Meno.

Diantara ketiga gili tersebut, Gili Trawangan merupakan gili yang terbesar, terkenal dan terlengkap fasilitasnya. Gili Trawangan terletak di sebelah barat laut Pulau Lombok. Secara administratif, Gili Trawangan masuk ke dalam wilayah Desa Gili Indah, Lombok Barat, Provinsi Nusa Tenggara Barat.

Gili Trawangan memiliki beberapa pantai dengan pemandangan yang sangat indah. Sebagian besar pantainya memiliki air laut yang berwarna biru toska jernih. Hamparan pasir pantainya pun juga berwarna putih lembut. Di sisi sebelah barat pulau ini, Anda bisa mendapatkan pantai dengan suasananya yang cukup sunyi dan tenang. Namun memang di sini ini, hamparan pasir pantainya sedikit kasar dibandingkan pasir pantai yang ada di sebelah tenggara pulau. Meski begitu, pulau ini terlihat cukup hijau dengan banyaknya pohon cemara, akasia hingga pohon kelapa yang menghiasi bibir pantai.

APPENDIX 5**THE RESULTS OF VOCABULARY TEST AND TRANSLATION TEST**

No.	CODE NAME	SCORE	
		VOCABULARY TEST	TRANSLATION TEST
1.	P-1	83	83
2.	P-2	77	80
3.	P-3	43	55
4.	P-4	50	62
5.	P-5	83	87
6.	P-6	30	40
7.	P-7	87	95
8.	P-8	87	95
9.	P-9	40	53
10.	P-10	77	80
11.	P-11	73	80
12.	P-12	43	55
13.	P-13	33	43
14.	P-14	80	83
15.	P-15	50	62
16.	P-16	87	95
17.	P-17	40	53
18.	P-18	40	53
19.	P-19	60	70
20.	P-20	80	83
21.	P-21	60	70
22.	P-22	80	83
23.	P-23	80	83
24.	P-24	80	90
25.	P-25	37	47
26.	P-26	87	93
27.	P-27	73	77
28.	P-28	67	72
29.	P-29	37	53
30.	P-30	87	90
31.	P-31	80	83
32.	P-32	67	72
33.	P-33	74	78
34.	P-34	74	78
35.	P-35	60	70

36.	P-36	83	90
37.	P-37	60	70
Σ (Total Score)		2429	2706
\bar{X} (Mean Score)		65,64	73,13
Score Maximum		87	95
Score Minimum		30	40

To find out the mean score of the students' test, the researcher used the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where: \bar{X} = Mean Score

ΣX = The Raw of All Score

N = The Number of Students

➤ Vocabulary Test

$$\bar{X} = \frac{\Sigma X}{N} = \frac{2429}{37} = 65,64$$

➤ Translation Test

$$\bar{X} = \frac{\Sigma X}{N} = \frac{2706}{37} = 73,13$$

APPENDIX 6

THE SCORES OF VOCABULARY TEST AND TRANSLATION TEST

Score	Categories	Vocabulary Test		Translation Test	
		Freq.	(%)	Freq.	(%)
86-100	Excellent	5	13,5 %	8	21,6 %
76-85	Very Good	11	29,8 %	12	32,4 %
61-75	Good	6	16,2 %	8	21,6 %
46-60	Fairly Good	6	16,2 %	7	18,9 %
31-45	Fair	8	21,6 %	2	5,4 %
16-30	Poor	1	2,7 %	-	0 %
0-15	Very Poor	-	0 %	-	0 %

To find out the percentage score of the students' test, the researcher used the following formula:

$$P = \frac{\text{frequency}}{N} \times 100$$

➤ Vocabulary test

$$P = \frac{5}{37} \times 100 = 13,5 \% \text{ (Excellent)}$$

$$P = \frac{11}{37} \times 100 = 29,8 \% \text{ (Very Good)}$$

$$P = \frac{6}{37} \times 100 = 16,2 \% \text{ (Good)}$$

$$P = \frac{6}{37} \times 100 = 16,2 \% \text{ (Fairly Good)}$$

$$P = \frac{8}{37} \times 100 = 21,6 \% \text{ (Fair)}$$

$$P = \frac{1}{37} \times 100 = 2,7 \% \text{ (Poor)}$$

$$P = \frac{0}{37} \times 100 = 0 \% \text{ (Very Poor)}$$

➤ Translation test

$$P = \frac{8}{37} \times 100 = 21,6 \% \text{ (Excellent)}$$

$$P = \frac{12}{37} \times 100 = 32,4 \% \text{ (Very Good)}$$

$$P = \frac{8}{37} \times 100 = 21,6 \% \text{ (Good)}$$

$$P = \frac{7}{37} \times 100 = 19,0 \% \text{ (Fairly Good)}$$

$$P = \frac{2}{37} \times 100 = 5,4 \% \text{ (Fair)}$$

$$P = \frac{0}{37} \times 100 = 0 \% \text{ (Poor)}$$

$$P = \frac{0}{37} \times 100 = 0 \% \text{ (Very Poor)}$$

APPENDIX 7

THE RAW AND MEAN SCORE OF STUDENTS' VOCABULARY MASTERY AND TRANSLATION ABILITY

NO.	X	Y	X ²	Y ²	XY
1.	83	83	6889	6889	6889
2.	77	80	5929	6400	6160
3.	43	55	1849	3025	2365
4.	50	62	2500	3844	3100
5.	83	87	6889	7569	7221
6.	30	40	900	1600	1200
7.	87	95	7569	9025	8265
8.	87	95	7569	9025	8265
9.	40	53	1600	2809	2120
10.	77	80	5929	6400	6160
11.	73	80	5329	6400	5840
12.	43	55	1849	3025	2365
13.	33	43	1089	1849	1419
14.	80	83	6400	6889	6640
15.	50	62	2500	3844	3100
16.	87	95	7569	9025	8265
17.	40	53	1600	2809	2120
18.	40	53	1600	2809	2120
19.	60	70	3600	4900	4200
20.	80	83	6400	6889	6640
21.	60	70	3600	4900	4200
22.	80	83	6400	6889	6640
23.	80	83	6400	6889	6640
24.	80	90	6400	8100	7200
25.	37	47	1369	2209	1739
26.	87	93	7569	8649	8091
27.	73	77	5329	5929	5621
28.	67	72	4489	5184	4824

29.	37	53	1369	2809	1961
30.	87	90	7569	8100	7830
31.	80	83	6400	6889	6640
32.	67	72	4489	5184	4824
33.	74	78	5476	6084	5772
34.	74	78	5476	6084	5772
35.	60	70	3600	4900	4200
36.	83	90	6889	8100	7470
37.	60	70	3600	4900	4200
Σ	2429	2706	171983	206824	188078

- Mean score of the vocabulary test:

$$X = \frac{\Sigma X}{N} = \frac{2429}{37} = 65,64$$

- Mean score of the translation test:

$$X = \frac{\Sigma Y}{N} = \frac{2706}{37} = 73,13$$

APPENDIX 8

THE ANALYSIS OF CORRELATION PEARSON

$$N = 37$$

$$\sum X = 2429$$

$$\sum Y = 2706$$

$$\sum XY = 188078$$

$$\sum X^2 = 171983$$

$$\sum Y^2 = 206824$$

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

$$r_{xy} = \frac{37 \times 188078 - (2429)(2706)}{\sqrt{[37 \times 171983 - (2429)^2][37 \times 206824 - (2706)^2]}}$$

$$r_{xy} = \frac{6958886 - 6572874}{\sqrt{[6363371 - 5900041][7652488 - 7322436]}}$$

$$r_{xy} = \frac{386012}{\sqrt{463330 \times 330052}}$$

$$r_{xy} = \frac{386012}{\sqrt{152922993160}}$$

$$r_{xy} = \frac{386012}{391053.69} = 0,987$$

APPENDIX 9

r TABLE VALUE OF PEARSON PRODUCT MOMENT

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	10%		5%	10%		5%	10%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105

21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

APPENDIX 10

DOCUMENTATIONS





CURRICULUM VITAE



WATRIANI is the first child from the marriage couple Ahmad and Isakka. She was born in Jalanru, on December 11th, 1995. She has two brothers and a sister. She started her study in elementary school in 2001 at SDI Jalanru, Barru regency and graduated in 2007. She continued her study in junior high school at SMP Negeri 1 Tanete Riaja, Barru regency and graduated in 2010. Then, she continued in senior high school at SMA Negeri 1 Tanete Riaja, Barru regency and graduated in 2013. In the same year, she was accepted as a student of English Education Department, Faculty of Teacher Training and Education at Muhammadiyah University of Makassar.