

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND
STUDENTS' ABILITY IN TRANSLATION AT THE FIFTH SEMESTER STUDENTS
OF ENGLISH DEPARTMENT OF IAIN LANGSA**

SKRIPSI

Written By :

RENDI ANDIKA

1042014026

Degree (S1)

Study Program : English Department

Tarbiyah and Teacher

Training Faculty



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STATEMENT OF APPROVAL

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in Teacher Education**

By

**RENDI ANDIKA
1042014026**

THE STUDENT OF ENGLISH DEPARTMENT

Approved by:

Main Supervisor,



**Dr. Zulfitri, M.A.
NIP. 19720712 199905 5 001**

Co Supervisor,



Mauloeddin Afna, M.Pd.

STATEMENT OF CERTIFICATION

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RENDI ANDIKA
1042014026

Has been defended in *Sidang Munaqasyah* by the board of Examiners and has been accepted as a Partial Fulfilment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department of Tarbiyah and Teachers Training Faculty on :

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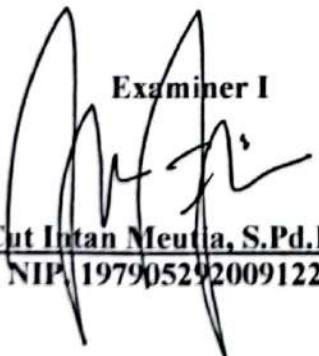
Chairman


Dr. Zulfitri, MA
NIP. 197207121999051001

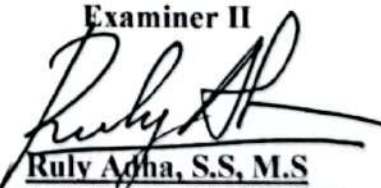
Secretary


Mauloeddin Afna, M.Pd

Examiner I


Cut Intan Meutia, S.Pd.I, MA
NIP. 197905292009122005

Examiner II


Ruly Adha, S.S, M.S
NIP. 198408302009011006

Certified by:

**The Dean of Tarbiyah And teachers Training Faculty
State Institute For Islamic Studies Langsa**


Dr. Zainal Abidin, MA
NIP. 197506032008011009

SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan dibawah ini:

Nama : Rendi Andika

No. Pokok : 1042014026

Tempat/Tgl. Lahir : Aceh Utara, 11 November 1994

Jurusan/Prodi : Tarbiyah/PBI

Semester/unit : XII/1

Alamat : Blang Tualang, kec. Birem-Bayeun, Kab. Aceh Timur

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND STUDENTS’ ABILITY IN TRANSLATION AT THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN LANGSA”** adalah benar hasil karya sendiri dan orisinil sifatnya. Apabila di kemudian hari ternyata terbukti hasil plagiasi karya orang lain atau dibuatkan oleh orang lain, maka saya siap menerima sanksi akademik sesuai dengan ketentuan yang berlaku. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, 23 Juli 2020

Yang menyatakan,



Rendi Andika

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Praise is upon Prophet Muhammad SAW who has brought the *ummah* from the brightness of the era and being the best *ummah*.

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RENDI ANDIKA
1042014026

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Abstract

Andika, Rendi. 2020. *The Correlation Between Students' Vocabulary Mastery And Students' Ability In Translation At The Fifth Semester Students Of English Department Of IAIN Langsa*. Thesis English Department, Tarbiyah and Teachers Training Faculty, States Institute for Islamic Studies Langsa.

Supervisor (1). Dr. Zulfitri, M.A. **(2).** Mauloeddin Afna, M.Pd.

This research is about the correlation between the students' vocabulary mastery and their ability in translation among the fifth semester students of English Department of IAIN Langsa. The purpose of this research is the researcher wanted to discuss in this final project was the importance of vocabulary mastery among the fifth semester students of English Department of IAIN Langsa in order to develop their skills, especially in translation ability. The ultimate project had many objectives, that were to search out out the amount of vocabulary mastery of the fifth semester students of department of English of IAIN Langsa, to find out their translation ability, and to search out out whether or not there's a correlation between the students' mastery of vocabulary and their translation ability. The population of this final project was the fifth semester students of department of English of IAIN Langsa and it had been concerning sixty nine students. The research worker took thirty students because the samples by applying sampling technique. once conducting the research, the researcher found that the typical score of the students' vocabulary mastery was 63.2, that was in honest level. Likewise, their translation score was fair touching on their average score, that were 70.77. Moreover, the results of data analysis victimisation SPSS shows that the parametric statistic between the 2 variables (vocabulary mastery and translation ability) is 0.749, whereas the vital worth for thirty samples and 95% confidence is 0.361. Since the correlation coefficient obtained (0.749) is on top of the table value (0.361), it implies that there's a major correlational statistics between the two variables and also the correlation is taken into account to be substantial.

Key words : *Vocabulary Mastery, Translation Ability.*

CHAPTER I

INTRODUCTION

A. Background of Study

The language integrated with various aspects. The English component consists of grammar, vocabulary, and pronunciation. One of the goals of learning English that is absolutely necessary is in terms of vocabulary mastery. An early age, the child has started to be taught to know the vocabulary. In childhood, children are taught how to call parents with the name mama and papa. This illustrates the importance of vocabulary in everyday life.

Mastering vocabulary is one aspect of language skills that are very important to be mastered by students. Learning the other language is different with learning a mother language. A student will encounter many troubles in learning other language or Target Language for its vocabulary and an unusual way to organize words into sentences. Mastery vocabulary not only helps students in improving reading comprehension skills but also helps improve language skills, such as speaking and writing.

By issue, translation is considered very important. Connecting two kinds of languages by diverting the source language to target language. Thus, information in the source language becomes suitable and comprehensible to the students. However, to be able to do the

translation the learner must acquire vocabularies and word class systems, facilitating the process of SL translation to TL.

Translations are typically used to transmission a written or spoken source of a subtitle to a written or oral target text. What is important in this translation is comparability rather than equality. Translation is an attempt to make the correspondence both of the target language text and the source language text. For equivalence to be achieved, the translator usually shifts the structure and semantic shift. In general, the principle of translation is to imitate various types of texts including literary, religious, philosophical, and scientific, texts to other languages and languages so as to make them obtainable to a broader audience. Culture is one of the problems that constraints faced by most people. Inadequate literature in advocates of translation work will give the wrong concept of the actual language.

The influential aspects are the mastery of vocabulary. Vocabulary is a set of words owned by a person or is part of a particular language. Vocabularies have the vital role in learning English Language as a foreign language. As another language, in learning English, learners must be able to understand the words. But, the fact that shown in the the school, the students poverty to express anything in English Language but they can not understand to express and said the words. They have a lack of vocabularies.

The more vocabularies the person has, the easier it is for someone to communicate with others. The one thing that supports the

vocabulary mastery of students is able to translate it. Vocabulary is a language component that contains information about meaning and usage in the language. The addition of a person's vocabulary is generally considered an important part of either the learning process of a language or the development of one's ability in a controlled language. According to Tarigan, “there are two ways that can be done to have vocabulary effectively through experience and reading.”¹

Language skills require adequate vocabulary mastery, so the idea to be conveyed can be well channeled. Adequate vocabulary mastery can determine the quality of one's language. Vocabulary learning should be done effectively. Contextual vocabulary learning is a learning that fits the purpose of communication and learning that is meaningful in everyday life and is carried out actively, creatively, effectively, and fun. Thus, the teachers and students should work together well.

The investigation of the correlation between students' vocabulary mastery and students' ability in translation at the fifth semester of IAIN Langsa is conducted to determine whether there is a significant relationship between student vocabulary mastery and translation ability. Vocabulary mastery is very important for the students in learning English language. The vocabularies were used in every our daily activities related to writing, reading, speaking, and even listening in English Language. It shown that vocabularies have important role in the

¹H. G. Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1985), 122.

translation process. This is what might make the connection between student vocabulary mastery and their translation abilities.

In this case, the researcher is interested in investigating the correlation between students' vocabulary mastery and students' ability in translation. Therefore, the researcher did a research entitled: **“THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND STUDENTS’ ABILITY IN TRANSLATION AT THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN LANGSA”**.

B. Research Question

The research question of this project is there any correlation between students' vocabulary mastery and students' ability in translation at the fifth semester students of English department of IAIN Langsa?

C. Purpose of Study

The purpose of the study was to find out the correlation between students' vocabulary mastery and students' ability in translation at the fifth semester students of English department of IAIN Langsa.

D. Significance of Study

This research is expected to provide some benefits and contributions both in the form of theory and practice. Theoretically, this research was hope can motivate the students to practice English more

than before and encourage them to learn English by improving their abilities vocabulary mastery and for the teachers will be useful as a reflection of order improve in teaching English. Practically, this research was hope the students will be able to improve their translation skills by fixing their vocabulary mastery and the teachers can grow their methods in teaching vocabularies to the students related to the importance of their skill to translate in English Language.

E. Hypothesis

Hypothesis is statement about relationship between two or more variables that are being studied. Based on the research problem and the research objective, there are two hypotheses in this study as follows:

1. H_a (alternative hypothesis)

There is correlation between students' vocabulary mastery and students' ability in translation at the fifth semester students of English department of IAIN Langsa.

2. H_0 (null hypothesis)

There is no correlation between students' vocabulary mastery and students' ability in translation at the fifth semester students of English department of IAIN Langsa.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. The Understanding of Vocabulary

Vocabulary improvement is an essential factor of language improvement. If language systems make up the skeleton of language, then it's far vocabulary that offers the essential organs and the flesh.² Have a difference learning opportunities will help improve the overall language skills of students with improve the vocabulary ability. The teacher should facilitate vocabulary learning with teach students helpful words and by teaching ways to assist students perceive their own meaning.

the scale of English vocabulary has some extraordinary advantages. though it's going to be true that any thought may be expressed in any language, a language will build the method easier or harder by providing or not providing the correct words. giant size of English vocabulary conjointly has the disadvantage, as a result of we have a tendency to are reminded on every occasion we've to use a wordbook to check it a word that we don't know, or because we are deceived by attractive pictures the front cowl of a book that thinks that the language in it'll be simple in our understanding.

²J. Harmer, *The Practice of English Language Teaching* (London: Longman, 1991), 153.

According to Harmer's Book entitled "*The Practice of English Language Teaching*",³ the students need to understand in linguistic about:

a) *Meaning*

The first issue to understand about vocabulary things is that they often have over one that means. typically words have meanings in relevancy different words. As so much as meaning goes, students have to be compelled to comprehend meaning in context and that they need to know about sense relation.

b) *Word Use*

The meaning of a word can be changed, extended, or constrained by its use, which students need to know. The meaning of words is often extended using metaphors and idioms. It is also regulated by collocation. Students need to be aware of how metaphorical usage and words are combined.

c) *Word Formation*

Words can amend their form and their grammatical value. Students got to know the facts regarding word kindation and the way to twist words to suit totally different grammatical contexts. Word formation means that to understand how words are written and spoken and how they will change their for.

³J. Harmer, *The Practice of English Language Teaching* (London: Longman, 1991), 156-158.

d) *Word Grammar*

Just as phrases extrude in step with their grammatical meaning, the usage of sure phrases can cause the in step with their grammatical meaning, the usage of sure phrases can cause the usage of sure grammatical patterns.

2. Vocabulary Mastery

Vocabulary is a vital a part of acquisition and teaching as a result of while not having vocabulary knowledge, we have a tendency to cannot categorical our ideas and use the proper words in listening, reading, speaking and writing. Vocabulary mastery is simpler than mastering different elements (grammar and phonology).

Hornby explains that vocabulary is: (1) the full variety of words in an exceedingly language; (2) all the words famous to an individual or employed in a specific book, subject, etc; (3) a listing of words with their meanings, particularly one that accompanies a textbook in a foreign language.⁴

Teaching vocabulary is clearly quite simply presenting new words. There are many issues with vocabulary teaching. For example, students see loads words within the course. a number of them are used immediately, whereas others are used not. we tend to should keep in mind that students' ability to use or perceive words takes a protracted time and process. However, we are able to learn

⁴A. S. Hornby, *Oxford Advanced Learners Dictionary of Current English* (Oxford: Oxford University Press, 1995), 1331.

some lexical things most helpful in sure things and that we attempt to master it first.

There are 2 styles of vocabulary mastery. they're passive and active. Passive vocabulary refers to words that students will acknowledge once they are meet them however that they may not be ready to produce. whereas Active vocabulary refers to the vocabulary that students have instructed or learned that they able to use.

3. Vocabulary Teaching

When a language structure forms the skeleton of a language, it is a vocabulary that provides important organs and flesh..⁵ Vocabulary is needed to give students something to learn while studying structure.

Vocabulary mastery is as essential as acquisition grammar. Part of the hassle in coaching vocabulary lies withinside the reality that it's far transient there's an settlement approximately what grammatical systems need to learn and in what level, vocabulary coaching isn't always explicitly special withinside the curriculum.

Vocabulary coaching is as essential because the coaching of structure. According to Harmer there are a few sports that are designed to educate and exercise phrases and their diverse uses, which includes: (1) Presentation. Not all vocabulary may be learnt via interplay and discovery strategies. There are many events while a

⁵J. Harmer, *The Practice of English Language Teaching* (London: Longman, 1991), 153.

few shape of presentation and/or rationalization is the nice manner to convey new phrases into the class. For example, realia (the instructor holds up the item or factors to it, says the phrase after which receives college students to copy it); pictures (it could be used to give an explanation for the that means of vocabulary items); mime, movement and gesture; contrast; enumeration; rationalization; and translation. (2) Discovery. A variety of discovery strategies may be located from easy matching responsibilities to extra complicated understandings of connotation and context. (3) Practice. The sports on this phase are designed to inspire college students to apply phrases in an concerning manner, which includes movements and gestures; convey, take, and get; and developments of character.⁶

B. Translation

1. Translation in Contextual

Translation could be very vital for everyone, together with college students, due to us want to translate a few textual content to recognize textual content content. Some books are written in English, therefore, with out correct competence in English, together with translation skills; college students may have issue know-how English textual content to complement their knowledge.

⁶J. Harmer, *The Practice of English Language Teaching* (London: Longman, 1991), 161-170

Based on Newmark, “*translation is concerned with moral and with factual truth*”.⁷

This way that translation is an interest that targets to bring the which means or meanings of linguistic discourse is given from one language to different language. Translation is taken into consideration as an act of conversation. To translate maximum effective, the translator need to examine the message; to do it, he need to have numerous equipment in hand; this type of device can come to be a famous conversation techniques that save you conversation from interference.

Translation is moving the which means of the supply language into the receptor language. This is performed via way of means of going from the shape of the primary language to the shape of a 2d language via way of means of manner of semantic structure. It is which means that's being transferred and need to be held constant.⁸

Translation is the action of reviewing text from the source language to target language deprived of adapting or changing the sense to product the readers easily understood the contents of the text.

⁷P. Newmark, *About Translation* (Philadelphia: Multilingual Matters, Ltd., 1991), 1

⁸M. L. Larson, *Meaning-based Translation: A Guide to Cross-language Equivalence* (New York: University Press of America, Inc., 1984), 3

2. Ability in Translating

The potential in translating a language into every other language is indicated via way of means of the first-class of translation end result. A correct translator, indeed, produces an amazing translation that meets a few requirements, along with componential analysis, modulation, descriptive equivalent, useful equivalent, cultural equivalent, synonym, and paraphrase.

In translating textual content from the supply language into the goal language, there are 3 ranges that need to be considered, along with the belief of speech in a overseas language, end result processing, and the effects themselves. Failing to finish those ranges efficiently can be because of college students' terrible or inadequate understanding of overseas vocabulary or perhaps much less statistics approximately uncommon phrases and / or fashion labels in consulted dictionaries.

Inevitably, translators and translators of college students face inner issues the interpretation process. Translation issues can seem at every level the interpretation process. Students who discover issues withinside the supply textual content also can simply forget about it or try and remedy it. They need to determine to remedy it due to the fact they need the goal reader to apprehend or receive the goal textual content in a sure way, and this handiest viable in the event that they have a selected translation idea at the back of it mind. If

this idea does now no longer exist, then there might be no cause for reach.⁹

3. Fundamental Principles in Translation

Translation is a precious manner to growth information among the 2 individuals, groups, corporations and countries and cultural media transmission and switch of statistics and technology. There are a few concepts in translation in line with Newmark, such as:

Translation ought to now no longer study like a translation. As a caution in opposition to unintended interference, this crossing is legitimate and useful. However, whilst an authoritative textual content is linguistically innovative, the interpretation can be like that, and if translators or critics retain to suppose that translation can not appears to be one.

Translation must be as correct as possible, as cost-effective as possible, in denotation and in connotation, referentially and pragmatically. The accuracy pertains to the supply language textual content, each with the which means of the author, or with goal truths included via way of means of the textual content, or this goal reality tailored readers' highbrow and emotional information translator and / or patron in mind. That is the precept of suitable translation; in which it starts offevolved to fall, it's miles a translation error.

⁹P. Newmark, *About Translation* (Philadelphia: Multilingual Matters, Ltd., 1991),

A translation is in no way finished. It is constantly barely however considerably depending on the interpretant (in C. S. Peirce's sense) or distinctive interpretants, or the equal one at every other factor of time and mood. Understand the textual content and contents the subject manner lowering language to turn out to be a reference factor in reality, because of this that now no longer most effective simplifying however additionally being decentralizing, treating it as item without audience, inhuman.¹⁰

4. Vocabulary Consistency

The vocabulary check is designed to location witness fluency in conventional languages the language withinside the place to be tested. If the vocabulary information is universal because the simple additives of 2d language proficiency, it's miles herbal to count on that one of the essential goals of language trying out is to evaluate whether or not or now no longer inexperienced persons understand the which means of the phrases they want to speak in 2d order language.

The first selection that have to be made is whether or not to check the students' lively or passive vocabulary, the phrases they need to be the use of of their speech and writing or the ones they'll want simply to comprehend, specifically of their reading.

¹⁰P. Newmark, *About Translation* (Philadelphia: Multilingual Matters, Ltd., 1991),

There are some types of test to check our vocabulary mastery. According to Thornbury¹¹ types of vocabulary test are:

- 1) *The vocabulary check is designed to location witness fluency in conventional languages the language withinside the place to be tested. If the vocabulary information is universal because the simple additives of 2d language proficiency, it's miles herbal to count on that one of the essential goals of language trying out is to evaluate whether or not or now no longer inexperienced persons understand the which means of the phrases they want to speak in 2d order language. The first selection that have to be made is whether or not to check the students' lively or passive vocabulary, the phrases they need to be the use of of their speech and writing or the ones they'll want simply to comprehend, specifically of their reading based on Hughes multiple choices is used for testing recognition ability.*
- 2) *Cloze test.* It is a form of gap-fill assessments that calls for college students to bear in mind the phrase from reminiscence to finish a sentence or text. As such, they take a look at the cappotential to supply phrases as opposed to simply apprehend them. In a cloze take a look at, the gaps are frequently spaced (e.g. each seventh, eight, or 9th phrase). In this way, expertise of a extensive variety of phrase types—

¹¹S. Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited, 2002), 132-135

such as grammar phrases in addition to content material phrases is tested.

- 3) *Word Formation*. Students are requested to extrude phrases from one shape to different to healthy the context. This form of assignment checks students` understanding approximately derivation (composer and out of place rather than the wrong compositor or replaced). It additionally checks their capacity to interpret the encircling context, for you to make the right preference amongst numerous viable derivations. According to Hughes, to check the manufacturing abilities that we will use photograph checks (this vocabulary trying out approach is surely restrained to concrete nouns that may be surely drawn), definitions, and fill gaps. However, efficient vocabulary take a look at is so tough that it's miles nearly by no means tried in skillability take a look at.

5. Translation Accuration

A translator must worry that his work will be good and quality translation. Translation, which did not effectively produce source language messages / content, not named good.

There are several ways to test your translation. Translation tests need to be done systematically and carefully. According to Larson

, there are several ways to test a translation.

Comparison with the source language. One of the main purposes of comparison is to check the equivalence of information content. Of course, this can also be done by others who have a good understanding of both languages and are familiar with the principles of translation. After making sure that all the information is there, the translator makes another comparison between the text in the source language and the language of the recipient and looks for the problem.

Translation to the source language. The second way to check the translation is to translate the translated text back into the source language to another person who is bilingual in the source and recipient languages. This person receives the translation and rewrites the meaning obtained from the translation into the source language. He needs to do this without reading the source text used by the translator. This reverse translation tells the translator what is being conveyed to the person.

Comprehension testing is the key to good translation. The purpose of this test is to see how a language speaker who has never seen a previous translation can understand the translation correctly. It aims to know what the translation is saying to the intended audience. This type of test asks others to re-speak the content of the translation and answer questions about it. Comprehension tests are conducted for people who are fluent in speech-accepting languages. These people must be ordinary people from various classes` society. It has to do with more highly educated and with new literacy if the translation is intended for all. The

purpose of the naturalness test is to see what shape the translation is natural and the style is appropriate. This test was conducted by reviewers. Reviewers are people who are willing to spend time reading translations and make comments and suggestions. However, most reviewers just read the translations to find ways to improve your naturalness and style. Reviewers need to be familiar with the principles of translation in order to understand what idiomatic translation means. All reviewers need to find ways to improve clarity, naturalness, discourse flow, and emotional impact on their readers. The process used by the editor is the first process to read the entire translation at once. He needs to write a note in the margin or another sheet to pass to the translator. After checking for clarity and naturalness, the examiner can also check for accuracy if you are familiar with the source language. Compare with the source text you are looking for a translation for omissions, additions, or changes in meaning. Again, reviewers need to take careful notes for translators. Translators and testers can perform readability tests. These tests are performed by asking someone to read part of the translation aloud".¹² Every time someone reads a translation, translators, testers and reviewers need to listen and be aware of the difficulty of reading. The text is well written and can be read. In other words, it has a comfortable style and a good rhythm, and moves at a moderate speed. It must be remembered that what can be read for one audience

¹²M. L. Larson, *Meaning-based Translation*, 489-502

may not be read for another. Formatting issues can also affect readability. This size, punctuation, spelling, margin size, and possible line spacing all affect the readability test. Since the translation is almost complete, we need to perform various types of integrity checks. Some of these have to do with the content of the translation, others have to do with the technical details of the presentation. *“All of those who are testing the translation should be alert for reading problems related to formatting as well as content”*.¹³ The source text identifies certain important terms and you can find the equivalent vocabulary. If the document being translated is long or has been created over a long period of time, the translator may be using an inconsistent vocabulary for some important terms. The final review should also review the format of the text and the format style of supporting materials such as footnotes, glossaries, indexes, and tables of contents. Overall, I would like to present here some underlying theories related to my research goals, based on this theoretical framework. They are vocabulary acquisition and translation skills. As mentioned earlier, vocabulary acquisition and translation are two very important skills for migrating a source language to a target language. This study explores the relationship between vocabulary acquisition and students' translation abilities.

¹³M. L. Larson, *Meaning-based Translation*, 489-502

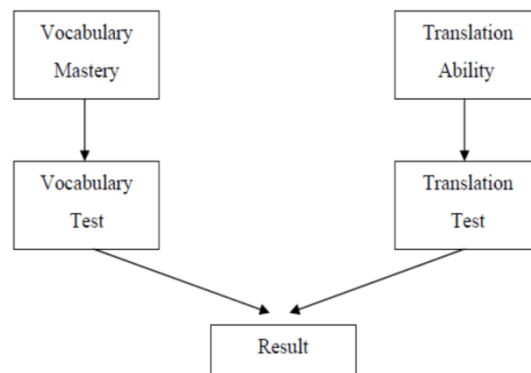


Figure 2.1 The Correlation of Students' Vocabulary Mastery and Their Translation Ability.

The role of language in developing countries is embodied through "translation", and important linguistic research is linked to the process of writing and interpreting texts, utilizing this social form of cognitive process, thus translating. You can think of it as an alternative approach. the study. One of the most important things in creating a good translation is to know the proper equivalent of the word phrase idiom from the source language to the target language. It is the acquisition of vocabulary that affects translation. Vocabulary plays an important role in learning English. As with any language, learning English requires students to be able to understand the word. Mastering the vocabulary is very helpful in understanding the content of the text. The ability to deeply learn vocabulary is related to the frequency of comprehension, as it can be picked up and learned simply because the most common words occur on a regular basis. To evaluate your own vocabulary and translation skills, you need a kind of language test. There are several ways to test your vocabulary acquisition. B. Multiple-choice tests, gap text

and / or word formation. To test your translational ability, you can use text comparison, source translation, comprehension test, naturalness test, readability test, and consistency test. Analyze the results of the test to see if there is a correlation between a student's vocabulary acquisition and translation ability.

A. Previous Study

In graduating paper, the researcher took two previous studies which have relevant from the other graduating paper as comparison. Firstly, the research was done by Muawanah (2012) entitled “A Correlative 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. The sample consisted of 32 students. She also analyzed the data use 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 2011/2012.¹⁴

¹⁴S. Muawanah, *A Correlative 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*, (2012). repo.iain-tulungagung.ac.id/1905/ (Accessed on August 02, 2019).

Additional study is shown by Osman Cin in his final project entitled “The Correlation between Vocabulary Mastery and Reading Comprehension”.¹⁵ Two things were discussed in this study: vocabulary and reading comprehension. The purpose of this study was to show the relationship between vocabulary acquisition and reading comprehension. Increasing vocabulary is one of the most important things to achieve a student's comprehension goal. Research results have shown that vocabulary acquisition affects student performance in reading comprehension. Due to the positive influence, we upheld the basic assumption that students who score high on the vocabulary test will also score on comprehension. This means that the more students have more words, the better his comprehension will be.

After seeing some research on vocabulary, I undertook my research on the correlation between student vocabulary proficiency and their translation proficiency, which was significant between student vocabulary proficiency and their translation proficiency. Check if there is a correlation. There is an opinion that if you don't understand the vocabulary, you can't make a good translation.

¹⁵O. Cin. *The Correlation between Vocabulary Mastery and Reading Comprehension*. (Semarang: Universitas Negeri Semarang, 2007). <https://lib.unnes.ac.id/811/1/7340.pdf> (Accessed on August 02, 2019).

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a quantitative approach and the design employed was correlational research design. According to Vicki L. Plano Clark and John W. Creswell stated, “Quantitative research is a type of research in which the researcher studies a problem that calls for an explanation about variables; decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyzes these numbers using statistics and graphs; and conducts the inquiry in an unbiased, objective manner.”¹⁶ It means that the researcher wanted to learn about several specific concepts (often called variables or factors), gathered data in the form of numbers, and analyzed those numbers using mathematical procedures such as statistics.

According to Vicki L. Plano Clark and John W. Creswell stated, “Correlational research designs are nonexperimental procedures in quantitative research in which investigators measure the degree of association (or relationship) between two or more variables using the statistical procedures of correlational analysis.”¹⁷ This degree of association, expressed as a number, indicates the extent to which the two variables are or are not related, or the extent that one can predict

¹⁶Vicki L. Plano Clark and John W. Creswell, *Understanding Research A Consumer's Guide* (Upper Saddle River: Pearson Education, Inc., 2010), 54

¹⁷Vicki L. Plano Clark and John W. Creswell, *Understanding Research A Consumer's Guide*, 204

another. In accordance, the researcher really wanted to know whether the correlations between those two variables were really existed or not. Thus, the most appropriate research design used in order to answer whether or not students' vocabulary mastery had correlation to their translation ability of the fifth semester students of English department of IAIN Langsa.

B. Research Setting

The research was conducted at IAIN Langsa that is located on jalan Meurandeh, Meurandeh, Langsa Lama, Kota Langsa, Aceh 24354.

Before doing the research, the researcher prepared test that will be used to measure students' vocabulary mastery and students' ability in translation. After getting an agreement to the lecturer whom teach at the fifth semester students of English department of IAIN Langsa.

The researcher chooses IAIN Langsa because this is one of developing university in Langsa district that can reach easily.

C. Population and Sample

1. Population

The general group of interest in a quantitative study is referred to as the population. Population and sample were very essential in this research, because without all of them, this research could not be conducted. According to Vicki L. Plano Clark and John W. Creswell defined "A population is a group of individuals or organizations who

have the same characteristic.”¹⁸ So that, population was the larger group of individual that has one more characteristics in common that are of interest to the researcher.

In this research, the population was all students coming from the fifth semester students of English department of IAIN Langsa. The total numbers of this population was 69 students.

2. Sample

Sample was a small portion of population. That is, from all possible people or organizations in the population, they select a sample for study from the population. According to Vicki L. Plano Clark and John W. Creswell stated “A sample is a subgroup of a population that participates in a study and provides data for the study.” It means that sample was a representative part of population that taken to represent the research. The data was taken from students among the population, which was considered as sample. The number of the sample for this research would automatically be less than the population.

There are roughly sampling methods in quantitative study. For example, random sampling (the way to selecting participants at random from all the members of the larger group) according to Vicki L. Plano Clark and John W. Creswell.¹⁹ In this study, the researcher took random sampling method to select the samples in the research. The total amount of the fifth semester students of English department of IAIN Langsa is

¹⁸Vicki L. Plano Clark and John W. Creswell, *Understanding Research A Consumer's Guide*, 234

¹⁹Vicki L. Plano Clark and John W. Creswell, *Understanding Research A Consumer's Guide*, 235

69 students. According to Vicki L. Plano Clark and John W. Creswell explained that a minimum participant for a correlational study that relates variables is 30 participants. So, the researcher took 30 students from 69 students at the fifth semester students of English department of IAIN Langsa.

D. The Procedure of Data Collection

The researcher must use an instrument to get better data. The instrument of the research is a tool or facility that is used by a researcher for collecting data to get a better result. To get the accurate data, in this study the researcher chooses the instrument for collecting the data, is a test. Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. Test is use to obtain the quantitative data.²⁰

The author used two instruments for the purpose of the study, which was to investigate the relationship between vocabulary and translation ability in the fifth semester of the IAIN Lansia English Department. The instruments were a vocabulary test and a translation test.

In the vocabulary test, researchers use multiple-choice to make it easier for students to answer the test. The vocabulary test includes contextual recognition synonyms and antonyms, definitions, and words.

²⁰Riduwan, *Belajar Mudah Penelitian Untuk Guru dan Karyawan* (Bandung: Alfabeta, 2011), 76

The translation test asks students to translate English texts into Indonesian.

The measures of collection the data of this study elaborate numerous steps:

1. Constructing the vocabulary test and translation test.
2. Try the device to see if it needs improvement.
3. Collect and analyze vocabulary and translation tests to measure their validity and reliability.
4. Researchers have conducted vocabulary and translation test studies.
5. Get the results of the vocabulary test and translation test and calculate the data.

The measures of collecting information of this study can also be seen in the next diagram:

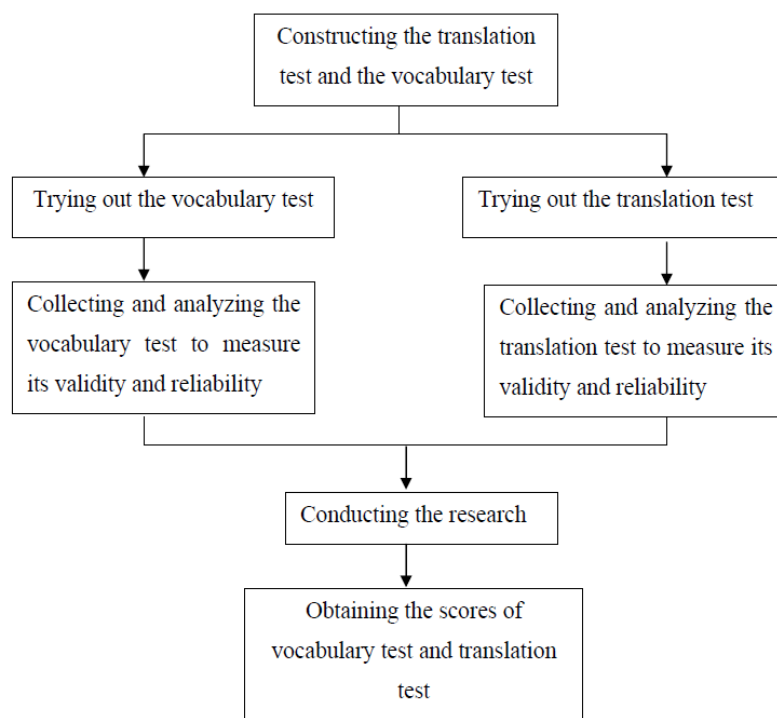


Figure 3.1 The Procedure of Collecting the Data in this Study

E. The Procedure of Data Analysis

The data analysis is the last part that is going to provide the final outcome in the investigation. The purpose of data analysis is to find the correlation between mastery of students' vocabulary and their translation skills. Data obtained from vocabulary tests and translation tests.

In this study, data were obtained from vocabulary tests and translation tests put in a numeric form for easy calculation using statistics method.

Here, the researchers wanted to analyze the relationship between student vocabulary, proficiency, and translation skills. Researchers believed that the better a student's vocabulary was, the better his translation skills would be. Instead of calculating the formula yourself for data analysis, a software package is usually provided to do this. In this study, researchers will use SPSS because it is probably the most widely used software package for statistical data analysis in education and research and is available at most universities.

According to Muijs,²¹ in SPSS if we have two variables (X and Y), the correlation is computed using the formula for Pearson's correlation coefficient.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

²¹Muijs, D. *Doing Quantitative Research in Education With SPSS* (London: Sage Publications, 2004), 143

So what actually happens is that the difference between the individual responses and the mean is calculated for each variable. If both are positive, this will give a positive rating. Therefore, if the respondent is above the average of both variables, the result is positive. The same is true if both scores are negative. If the respondent is below the average of both variables, the result is also positive. If the respondent's variable X scores positive and the variable Y scores negative, the result is negative.

Coefficient Interval	Correlation Level
0.00-0.199	very weak
0.20-0.399	weak
0.40-0.599	fair
0.60-0.799	strong
0.80-1.000	very strong

Pearson's r coefficient varies from -1 to +1 where +1 is a perfect positive relationship (high score for variable X = high score for variable Y) and -1 is a perfect negative relationship (high score for X = low score for Y) and 0 = irrelevant. Therefore, in this study, a correlation coefficient close to 1 means that if the vocabulary test works, the translation test is likely to work as well. A coefficient close to -1 indicates a high vocabulary test score, which indicates a poor translation test score. If the factor is close to 0, good vocabulary test performance indicates unpredictable translation test performance. At all (the two are unrelated). This all means that Pearson's r provides information about some aspects of the relationship: (a) Relationship direction: A positive sign indicates a positive direction (a high value of X is Y). Higher value), negative sign 1 negative direction (higher score of X means lower score of Y); (b) strength of relationship: closer to 1 (+ or-) The

relationship gets stronger. Correlation coefficient is a measure of the strength of an association and its direction. Significance is calculated individually using a statistical test that gives a p-value. SPSS output provides both coefficients and p-values.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

The study was conducted to find out if there was a correlation between students' vocabulary acquisition and translation ability. Researchers conducted two tests to measure student's vocabulary and translation skills in the fifth semester of IAIN Langsa in English department. These are vocabulary and translation tests.

1. Students' Mastery of Vocabulary

This vocabulary test had 30 multiple choice questions. Each question has five choices. The score for each item was 1. Student grades are obtained by dividing the total score by 30x100. To help measure student vocabulary proficiency, raw scores were converted to standard scores using a percentage correction formula. There were seven levels of student grade classification based on the Depdikbud quoted by Waris to assess student grades and vocabulary levels.

Table 4.1
The Table of the Grade Classification

Score	Grade
96 to 100	Excellent
86 to 95	Very Good
76 to 85	Good
66 to 75	Fairly Good
56 to 65	Very Fair
36 to 55	Poor
0 to 35	Very Poor

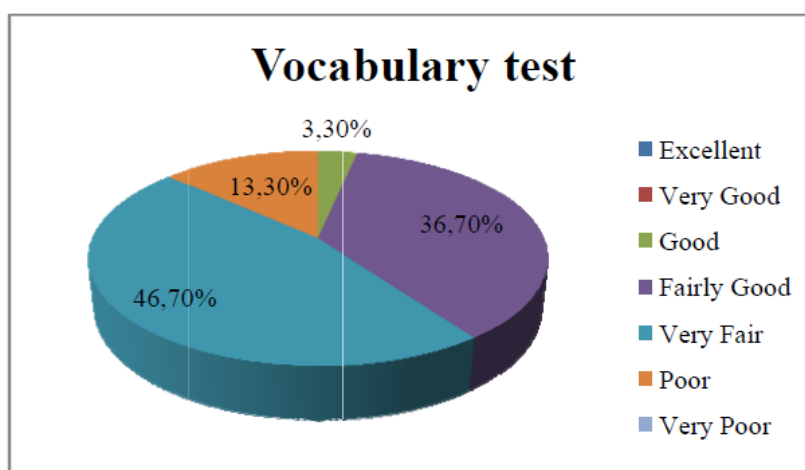
(Depdikbud as cited by Waris, 2010:11)

There were numerous scores, from high to low score based on the test. After calculation the 30 items of test, 1 student got 77, 7 students obtained 70, 4 students obtained 67, 7 students obtained 63, 5 students obtained 60, 2 students obtained 57, 2 students obtained 53, and 2 students obtained 50. The complete data could be seen in Appendix 7.

The diagram underneath displays the ratio of the effect of the test:

Diagram 1

Percentage of Students' Mastery of Vocabulary



From the graph above, you can see that one student performed well. Eleven students performed quite well. 14 students received very good reviews. Four students got bad points. And no one received a good, very good, and very bad mark. Complete data can be found in Appendix 8.

After calculating the data in SPSS, we found that the average student vocabulary score (average) was 63.2. It can be said that the vocabulary of the 5th semester of the IAIN Lansa English Department was sufficient.

2. Students' Translation Ability

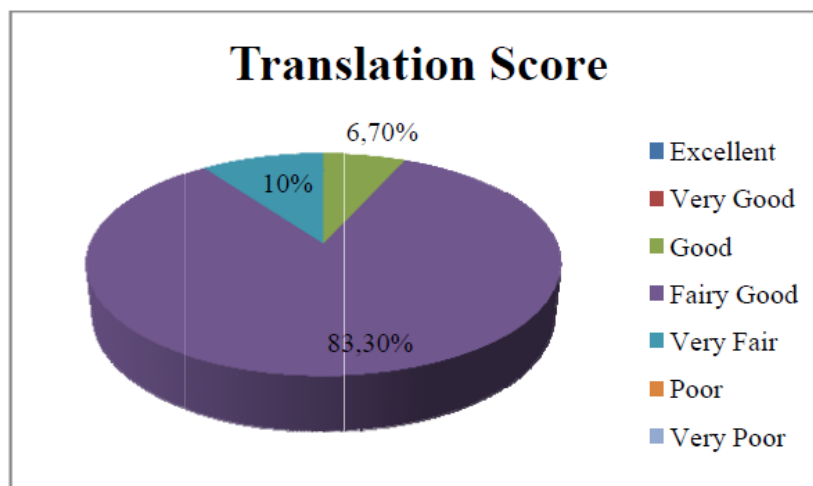
In this translation test, there were 3 texts, they are report, narrative, analytical exposition. The test was divided into 4 components to simplify the identification of the students' translation ability. They are fluency, structure of language, comprehension of the meaning, and choice of word. Maximum score for each component was 5. The complete detail of the translation assessment criteria could be seen in Appendix 11. The maximum score for each text is 20, with a maximum total of 60. Student grades are calculated by dividing the text score by 60 and multiplying by 100.

In terms of language ability, two students (students 23 and 30) scored 5 points, 26 students scored 4 points, 2 students scored 3 points, and everyone scored 2 I didn't get any points. In the structure of the language components, there was one student with a score of 5, 14 with a score of 4, 15 with a score of 3, and no student with a score of 2. In understanding the components of meaning, 8 students received 4 points, 22 students received 3 points, and no student received 5 points and 2 points. In the word selection component, 10 students received 4 points, 20 students received 3 points, and no student received 5 and 2 points. There were various scores, from high to low. After calculating 3 test points, 1 student has 83 points, 1 student has 78 points, 1 student has 75 points, 5 students have 73 points, 8 students have 72 points, 4 One student scored 70 points, four students scored 68 points, three students scored 67 points, two students scored 65 points, and one student scored 63 points. Complete data can be found in Appendix 9.

The diagram underneath displays the percentage of the outcome of the test:

Diagram 2

Percentage of Students' Translation Ability



From the graph above, it could see that the two students performed well. Twenty-five students performed quite well. Three students got very good scores. And no one was rated excellent, very good, bad, and very bad. Complete data can be found in Appendix 10. After calculating the data using SPSS, the researcher found that the average (average) score of the student's translation score was 70.77. It can be said that the translation ability of the 5th semester of the IAIN Langsa in English Department was sufficien.

B. Results

The purpose of this study was to find out what the correlation between students' mastery of vocabulary and their translation ability of the fifth semester students of English department of IAIN Langsa is.

For statistical analysis, we changed the working hypothesis to null hypothesis to find out the correlation between vocabulary acquisition and translation ability of students in the 5th semester of IAIN Langsa in English department.

After obtaining the student's vocabulary proficiency score and the score on the translation test, the data was statistically calculated and SPSS was used to find the correlation between the variables:

X = the students' mastery of vocabulary (vocabulary test)

Y = the students' translation ability (translation test)

One of the statistical analyzes used to correlate these two variables was Pearson's product equation. Then I used SPSS to calculate the data.

Table 4.2
Correlation Coefficient Result
Descriptive Statistics

	Mean	Std. Deviation	N
Vocabulary	63.20	6.583	30
Translation	70.77	3.980	30

Correlations

		Vocabulary	translation
vocabulary	Pearson Correlation	1	.749
	Sig. (2-tailed) N		.000
		30	30
translation	Pearson Correlation	.749	1
	Sig. (2-tailed) N	.000	
		30	30

The correlation coefficient between the two variables was 0.749. In order to know whether this correlation coefficient (0.749) was significant, it was necessary to examine its significance. Rejecting or accepting the null hypothesis (H0) is based on the significance level. Psychology or educational research uses a 5% significance level as a criterion for accepting the null hypothesis and as a rejection criterion (5% significance level) for assessing the correlation between the above two variables. May be done.

The significance level obtained in this study was 0.749, while the table value for the 95% confidence level and the critical value of the r-product moment for 30 subjects were 0.361. This means that the correlation coefficient between student proficiency, vocabulary and translation ability was significant due to $r_{xy} > r_{table}$ ($0.749 > 0.361$), that is, the null hypothesis (H0).

This explains that there is no significant correlation between students. Given vocabulary proficiency, the ability to translate was rejected. On the other hand, alternative or working hypotheses (H1) were accepted that explain the significant association between student vocabulary acquisition and translation ability. Next, in order to know the degree of influence of student vocabulary acquisition on translation ability, researchers measured the determinant index as follows:

$$\begin{aligned}
 \text{Determinant Index} &= (r_{xy})^2 \times 100\% \\
 &= (0.749)^2 \times 100\% \\
 &= 56.10\%
 \end{aligned}$$

As a result, the impact of student vocabulary acquisition on translation ability was 56.10%. It was clear that the student's vocabulary acquisition contributed to the student's translation ability.

C. Discussion

After conducting the research, the researchers analyzed the data and found that the correlation coefficient between the two variables was 0.749, while the critical value of the r product moment was 95%. We found a significant correlation between the variables Confidence and 30 subjects is 0.361. This means that there is a positive correlation between the two variables (vocabulary and translation ability). To know the relationship level of the correlation coefficient, you can use Best's interpretation of the correlation coefficient to determine:²²

Table 4.3

Correlation Coefficient Interpretation

Coefficient	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to .100	High to very high

(Best, 1981:255)

From the desk above, The Researcher ought to finish that the extent of courting of the correlation among the 2 variables became significant due to the fact the correlation coefficient of the 2 variables became 0.749 at the

²²Best, J. W, *Research in Education: Fourth Edition* (New Jersey: Prentice-Hall International, Inc., 1981), 255.

same time as the decided standards confirmed that the correlation coefficient among 0.60 to 0.80 taken into consideration significant. In this case, the variable Y (college students' translation potential) became notably related to the variable X (college students' mastery of vocabulary). In different phrases, the scholars' mastery of vocabulary of the 5th semester college students of English branch of IAIN Langsa correlated definitely to their translation potential.

From the correlation coefficient determined (0.749), it way that there may be a tremendous correlation among vocabulary mastery and translation potential due to the fact the price isn't in Null Hypothesis (H₀) area. These elements suggest that the scholars' pastime and frequency in gaining knowledge of the vocabulary supply a beneficial contribution to increase their translation potential. It way that if the scholars enhance their mastery of vocabulary, their translation potential will enhance as well.

Moreover, from the end result obtained, we are able to say that the lecturers should assist their college students in enhancing their vocabulary, considering that vocabulary lesson isn't explicitly distinct withinside the curriculum and withinside the coaching and studying process, to cause them to grasp the vocabulary and additionally enhance their translation potential.

There became a tremendous correlation among the scholars' mastery of vocabulary and their translation potential. It might be interpreted that the better college students' mastery of vocabulary is, the better their potential in translation will be. Therefore, the Null speculation is rejected

and the speculation might be accepted. There is a tremendous fine courting among the scholars' mastery of vocabulary and their translation cappotential of the 5th semester college students of English branch of IAIN Langsa.

Based at the facts obtained, we are able to finish that vocabulary mastery performs a crucial position in studying English, for you to expand our language skills (mainly in translation cappotential). Like different languages, in studying English, a person has which will recognize the phrases, now no longer simplest the phrases from the supply language however additionally the equal phrases withinside the goal language. Vocabulary mastery may be very beneficial to assist the scholars or the novices to recognise the content material of a textual content/passage/book. Moreover, vocabulary mastery will assist the scholars to have a higher comprehension of an English textual content in order that they'll be capable of make an amazing translation.

In a textual content, we cannot translate the textual content phrase for phrase due to the fact phrases every so often now no longer arise on their own; from time to time phrases arise withinside the agency of different phrases. Therefore, we normally determined a few phrases, idioms, collocation, or constant expressions. Without having an amazing competence of vocabulary mastery, we couldn't understand whether or not or now no longer the phrases are stand on my own or withinside the agency of different phrases. In addition, a phrase in a single language every so often has multiple that means in different language. If the scholars have appropriate vocabulary mastery, it'd be less difficult for them to identified or

to decided the maximum suitable that means of a phrase in a sentence or in a text as a whole.

Moreover, ease or problem in enhancing one's vocabulary mastery is hooked up with the belief of frequency, for the reason that greater common phrases will likely be absorbed and learnt genuinely due to the fact they arise regularly. It might be simpler for the scholars to apprehend the phrases that they regularly pay attention or read. As the end result, while the scholars need to do a translation assignment, the end result in their translation might be true sufficient due to the fact they have got an awesome comprehension of the phrase (the which means, phrase use and phrase formation) or the vocabulary withinside the passage.

In conclusion, the scholars could recognize greater approximately the which means of the phrases, phrase uses, and phrase formations with the aid of using enhancing their vocabulary mastery. If the scholars recognize and recognise approximately the which means of the phrases, phrase use, and phrase formation, their translation end result could be higher. It approach that, the higher students' mastery of vocabulary, the higher their translation cappotential could be.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions of this research were as follows:

1. The vocabulary achievement of the fifth semester students of English department of IAIN Langsa is fair. It may be visible from the computation wherein the suggest rating of the students' vocabulary success is 63.2 while it's far consulted to the desk of class stage rankings via way of means of John W. Best the rating is classified in fair.
2. The translation skill of the fifth semester students of English department of IAIN Langsa is fair. It may be visible from the computation wherein the imply rating of the students' translation capacity is 70.seventy seven while it's far consulted to the desk of class degree ratings via way of means of John W. Best the rating is labeled in fair.
3. There is a extensive advantageous correlation among the vocabulary mastery and translation capacity of the 5th semester college students of English Department of IAIN Langsa.

Recalling the r_{xy} discovered price of the correlation among vocabulary mastery and translation cappotential carried out to the pattern is 0.749, and consulting to the crucial values of the r Product

Moment with 95% self belief stage and the variety of topics 30 become 0.361. It approach that the end result acquired from the computation is extra than its crucial price. Therefore, the author concludes that there may be a large effective correlation among the vocabulary mastery (X) and translation cappotential (Y) of the 5th semester college students of English department of IAIN Langsa.

B. Suggestion

The researcher gave some suggestions as follows:

1. The students should to mastered vocabulary, due to the fact vocabulary contributes to the mastery of translation cappotential as visible from the conclusion. The lecturer can use one or greater of the subsequent approaches to increase the scholars' vocabulary mastery. Then to get a very good fulfillment in translation, the scholars ought to to grasp vocabulary very well. Because vocabulary lesson isn't explicitly designated withinside the curriculum, the teachers have a responsibility to assist their college students in enhancing their vocabulary. And the scholars ought to readed as lots as viable to be able to enhance their understanding and enhance their vocabulary mastery and translation cappotential.

2. The English lecturer ought to get knowledgeable of the locating to be able to take vital steps to deal with the situation.
3. The different researches of comparable kinds ought to be achieved with more populace with a purpose to benefit a much broader generalization.

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Appendix 1

STUDENTS' NAME OF THE INVESTIGATION CLASS

No.	Name	Code
1	Andine Aldama Byanca Dwithama	S-1
2	An Nissa Indira	S-2
3	Ashari	S-3
4	Dela Septianda	S-4
5	Dhea Sri Aprizar	S-5
6	Diah Ayu Pratiwi	S-6
7	Elsa Maryanti Zebua	S-7
8	Hadya Ridha	S-8
9	Ibnu Hajar	S-9
10	Indah Sartika	S-10
11	Marisa Amda	S-11
12	Mashitah Rahmadhani	S-12
13	Maulida Rizkina	S-13
14	M. Afrialdi	S-14
15	M. Rifal Maulana	S-15
16	Murina Zahara	S-16
17	Nadia Syahfira Purba	S-17
18	Putri Nursalsabila	S-18
19	Rico Ardiansyah	S-19
20	Riqqah Balqis	S-20
21	Safira Ramadhani	S-21
22	Sinta Dwi Devita	S-22
23	Siska Nanda Dewi	S-23
24	Sri Ramadhona	S-24
25	Sri Wahyu Ningsih	S-25
26	Suzucy Yanela	S-26
27	Syarifah Maulinda Fasya	S-27
28	Syukrina	S-28
29	Wahyu Syahri	S-29
30	Yovi Monika	S-30

Appendix 2

OUTLINE OF THE TEST

Standar Kompetensi:

Membaca

Memahami makna teks fungsional pendek dan esei berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

Mengungkapkan makna dalam teks esei berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: report, narrative, dan analytical exposition.

Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.

Kinds of test: Vocabulary test and Translation test.

Types of text use: Report, Narrative, Analytical Exposition.

KISI-KISI SOAL

Vocabulary Test

		Types of test	Number of item	Item Number
Report	Nature	Multiple choice	2	1, 2
	Celebration	Multiple choice	4	3, 4, 5, 6
	Flora and Fauna	Multiple choice	2	7, 8
	Metropolitan City	Multiple choice	2	9, 10
Narrative	Kingdom	Multiple choice	3	11, 12, 13
	Economy	Multiple choice	3	14, 15, 16
	Advice and Warning	Multiple choice	1	17
	Letter	Multiple choice	3	18, 19, 20
Analytical Exposition	Healthy life	Multiple choice	3	21, 22, 23
	Welfare	Multiple choice	2	24, 25
	Agriculture	Multiple choice	3	26, 27, 28
	Cooperation	Multiple choice	2	29, 30

Evaluation directive for vocabulary test:

Maximum mark = 100

Total score maximum each student = 30

Students' mark are got by divide the total score with 3 multiply 100

Example:

Angga gets score = 21

So his mark is $21/3 \times 100 = 70$

Translation Test

Type of text	Types of test	Instrument
Report	Essay	<p style="text-align: center;">CAMEL</p> <p>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.</p> <p>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.</p> <p>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.</p>
Narrative	Essay	<p style="text-align: center;">THE WOLF AND THE STORK</p> <p>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.</p> <p>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?"</p> <p>But 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. He wolf laughed and laughed.</p> <p>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.</p> <p>But 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.</p> <p>The wolf and the stork have never been friends.</p>
Analytical Exposition	Essay	<p style="text-align: center;">CAMPING IS FUN!!</p> <p>Camping, this is another fun activity in school holidays. Why do I say that?</p> <p>Firstly, camping activities can make you</p>

	<p>learn to survive in nature, which is like cook. You can't buy fried chicken or Padang Rice at nature. You must cook for your own self. You can't cook rice with rice cooker. You must cook rice with a pan, which in Sundanese called "ngaliwet".</p> <p>Secondly, you can learn to love and keep your environment. In nature, don't throw away the rubbish anywhere! You have to collect your own rubbish and put it in to a big plastic bag.</p> <p>Thirdly, it's cheaper than spend your holidays in Dufan or Sea World. You just have to choose a beautiful place around you. There are many beautiful places around our environment. Don't go camping alone. Bring your family or friends and make your camping pretty fun.</p> <p>Therefore, camping is a good activity in school holidays.</p>
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Evaluation directive for translation test:

Maximum mark = 100

The maximum score of each text = 20

Total score maximum each student = 60

Students' mark are got by divide the total score with 60 multiply 100

Example:

Angga gets score = 45

So his mark is $45/60 \times 100 = 75$

Appendix 3

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. heavy
 - 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
21. One said that healthy life is more than a large amount of money and possession. He continued that money and possessions are nothing for the.....
- a. Sick
b. Sickness
c. Sickly
d. Sicken
e. Sicked
22. Resting means restoring the work of our system.
Children sleep for about 9 hours while older 7 hours a day.
- a. Sight
b. Working
c. Body
d. Bloody
e. Nervous
23. Since young people should have a habit of eating good food. The food consumed is not the expensive but the one.
- a. Luxurious
b. Nutritious
c. Delicious
d. Serious
e. Tendentious

24. People work for welfare because it gives them comfort and happiness. It can mainly be seen from their wealth.

The antonym of the underlined word is

- a. opulence
- b. prosperity
- c. richness
- d. safety
- e. poverty

25. A person works. If he is interviewed why he works, his answer will be probably for living, wages, or income.

The underlined word has the closest meaning with the word

- a. Discount
- b. Salaries
- c. Provisions
- d. Wealth
- e. Food

26. When the weed grows high, Joni cuts it using a

- a. Shovel
- b. Hoe
- c. Shears
- d. Sickle
- e. Plow

27. There is no one best way to deal with pests in agriculture. Therefore, integrated pest management is a safe and more effective option in agriculture.

The definition of the underlined word is

- a. an animal which is kept in the home as a companion and treated kindly
- b. an animal which produces eggs and uses the heat of the sun to keep its blood warm

- c. an insect or small animal which is harmful or which damages crops
 - d. any animal of which the female feeds the babies on milk from her own body
 - e. a very small insect that lives on the bodies or in the hair of people and animals
28. A system can supply the basic needs of plants with unlimited nutrition and water. It is a method of growing green-house plants without soil.
- a. Hydrofoil
 - b. Hydrolysis
 - c. Hydroxide
 - d. Hydropower
 - e. hydroponic
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 4**THE ANSWER KEYS OF VOCABULARY TEST**

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

Appendix 5

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 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. ANALYTICAL EXPOSITION

CAMPING IS FUN!!

Camping, this is another fun activity in school holidays. Why do I say that?

Firstly, camping activities can make you learn to survive in nature, which is like cook. You can't buy fried chicken or Padang Rice at nature. You must cook for your own self. You can't cook rice with rice cooker. You must cook rice with a pan, which in Sundanese called "ngaliwet".

Secondly, you can learn to love and keep your environment. In nature, don't throw away the rubbish anywhere! You have to collect your own rubbish and put it in to a big plastic bag.

Thirdly, it's cheaper than spend your holidays in Dufan or Sea World. You just have to choose a beautiful place around you. There are many beautiful places around our environment. Don't go camping alone. Bring your family or friends and make your camping pretty fun.

Therefore, camping is a good activity in school holidays.

Appendix 6

THE ANSWER KEYS OF TRANSLATION TEST

A.

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.

B.

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 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.

C.

BERKEMAH ITU MENYENANGKAN

Berkemah, ini merupakan salah satu kegiatan yang menyenangkan saat liburan sekolah. Mengapa begitu?

Pertama, kegiatan berkemah dapat membuatmu untuk bertahan hidup di alam raya, contohnya memasak. Kamu tidak bisa membeli ayam goreng atau masakan padang di alam raya. Kamu harus memasak untuk dirimu sendiri. Kamu tidak bisa memasak nasi dengan menggunakan rice cooker. Kamu harus menanak nasi dengan menggunakan panci, orang-orang Sunda menyebutnya “ngaliwet”.

Kedua, kamu dapat belajar untuk mencintai dan menjaga lingkungan sekitarmu. Di alam raya, jangan membuang sampah sembarangan! Kamu harus mengumpulkan sampahmu dan menaruhnya di sebuah kantong plastik besar.

Ketiga, kegiatan ini lebih murah dibandingkan menghabiskan liburan di Dufan atau Sea World. Kamu hanya tinggal memilih tempat yang indah di sekitarmu. Ada banyak tempat yang indah di sekitar lingkungan kita. Jangan pergi berkemah sendirian! Ajaklah keluargamu atau teman-temanmu agar acara berkemahmu menyenangkan.

Oleh karena itu, berkemah merupakan sebuah kegiatan yang bagus untuk mengisi liburan sekolah.

Appendix 7

The Result of the Vocabulary Test

No.	Name	Score
1	Andine Aldama Byanca Dwithama	57
2	An Nissa Indira	57
3	Ashari	63
4	Dela Septianda	70
5	Dhea Sri Aprizar	67
6	Diah Ayu Pratiwi	67
7	Elsa Maryanti Zebua	67
8	Hadya Ridha	63
9	Ibnu Hajar	67
10	Indah Sartika	53
11	Marisa Amda	70
12	Mashitah Rahmadhani	63
13	Maulida Rizkina	60
14	M. Afrialdi	60
15	M. Rifal Maulana	50
16	Murina Zahara	70
17	Nadia Syahfira Purba	50
18	Putri Nursalsabila	63
19	Rico Ardiansyah	70
20	Riqqah Balqis	60
21	Safira Ramadhani	63
22	Sinta Dwi Devita	70
23	Siska Nanda Dewi	70
24	Sri Ramadhona	60
25	Sri Wahyu Ningsih	60
26	Suzucy Yanelda	63
27	Syarifah Maulinda Fasya	53
28	Syukrina	63
29	Wahyu Syahri	70
30	Yovi Monika	77

Appendix 8

The Scores of Vocabulary Test

Score	Explanation	No. of students	Students' number
96 to 100	excellent	-	-
86 to 95	very good	-	-
76 to 85	good	1	30
66 to 75	fairly good	11	4, 5, 6, 7, 9, 11, 16, 19, 22, 23, 29
56 to 65	very fair	14	1, 2, 3, 8, 12, 13, 14, 18, 20, 21, 24, 25, 26, 28
36 to 55	poor	4	10, 15, 17, 27
0 to 35	very poor	-	-

Appendix 9

The Result of the Translation Test

No.	Name	Score
1	Andine Aldama Byanca Dwithama	68
2	An Nissa Indira	63
3	Ashari	67
4	Dela Septianda	72
5	Dhea Sri Aprizar	72
6	Diah Ayu Pratiwi	72
7	Elsa Maryanti Zebua	73
8	Hadya Ridha	70
9	Ibnu Hajar	72
10	Indah Sartika	67
11	Marisa Amda	73
12	Mashitah Rahmadhani	70
13	Maulida Rizkina	70
14	M. Afrialdi	73
15	M. Rifal Maulana	65
16	Murina Zahara	72
17	Nadia Syahfira Purba	65
18	Putri Nursalsabila	70
19	Rico Ardiansyah	75
20	Riqqah Balqis	73
21	Safira Ramadhani	68
22	Sinta Dwi Devita	73
23	Siska Nanda Dewi	83
24	Sri Ramadhona	68
25	Sri Wahyu Ningsih	72
26	Suzucy Yanelda	72
27	Syarifah Maulinda Fasya	68
28	Syukrina	67
29	Wahyu Syahri	72
30	Yovi Monika	78

Appendix 10

The Scores of Translation Test

Score	Explanation	No. of students	Students' number
96 - 100	excellent	-	-
86 - 95	very good	-	-
76 - 85	good	2	23, 30
66 - 75	fairly good	25	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21,
56 - 65	very fair	3	2, 15, 17
36 - 55	poor	-	-
0 - 35	very poor	-	-

Appendix 11

Translation Assessment Criteria

ASPEC	SCORE	EXPLANATION
FLUENCY	5	Very fluent and clear plot of story
	4	Fluent enough and clear plot of story
	3	Less fluent and not clear plot of story
	2	Not fluent, unstructured and difficult to understand
STRUCTURE OF LANGUAGE	5	Correct and appropriate
	4	Sometimes not appropriate but it doesn't influence with the
	3	Appropriate enough and influence the meaning
	2	Difficult to understand
COMPREHENSION OF THE MEANING	5	Very clear and effective
	4	Clear enough and effective
	3	Clear but not effective
	2	Not too clear
CHOICE OF WORDS	5	Very appropriate
	4	Appropriate
	3	Less appropriate
	2	Not appropriate

Appendix 12

Correlations

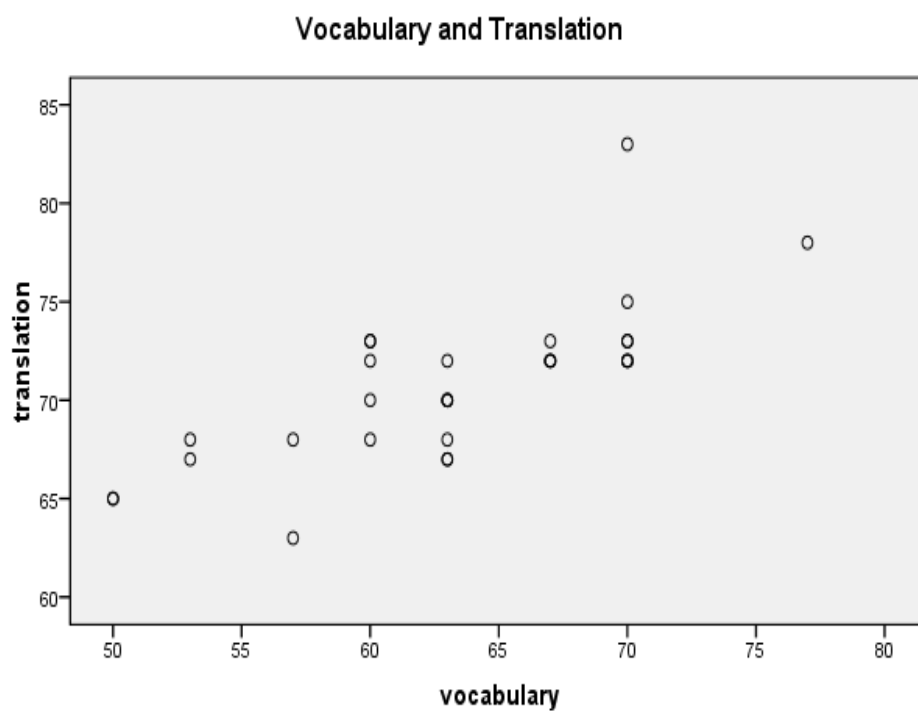
Descriptive Statistics

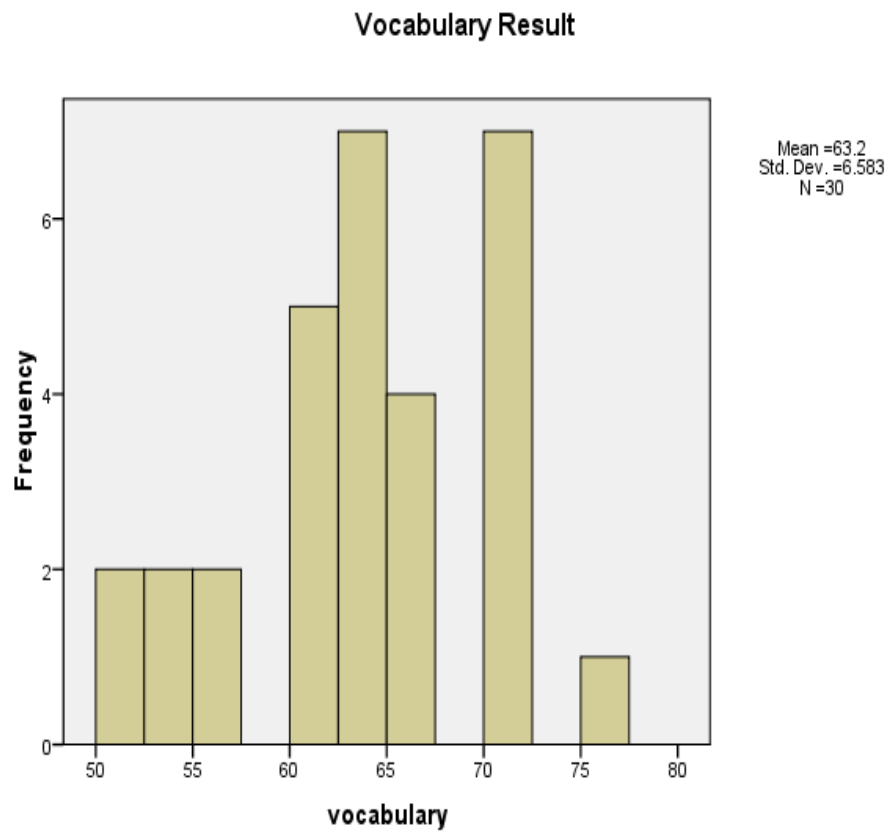
	Mean	Std. Deviation	N
vocabulary	63.20	6.583	30
translation	70.77	3.980	30

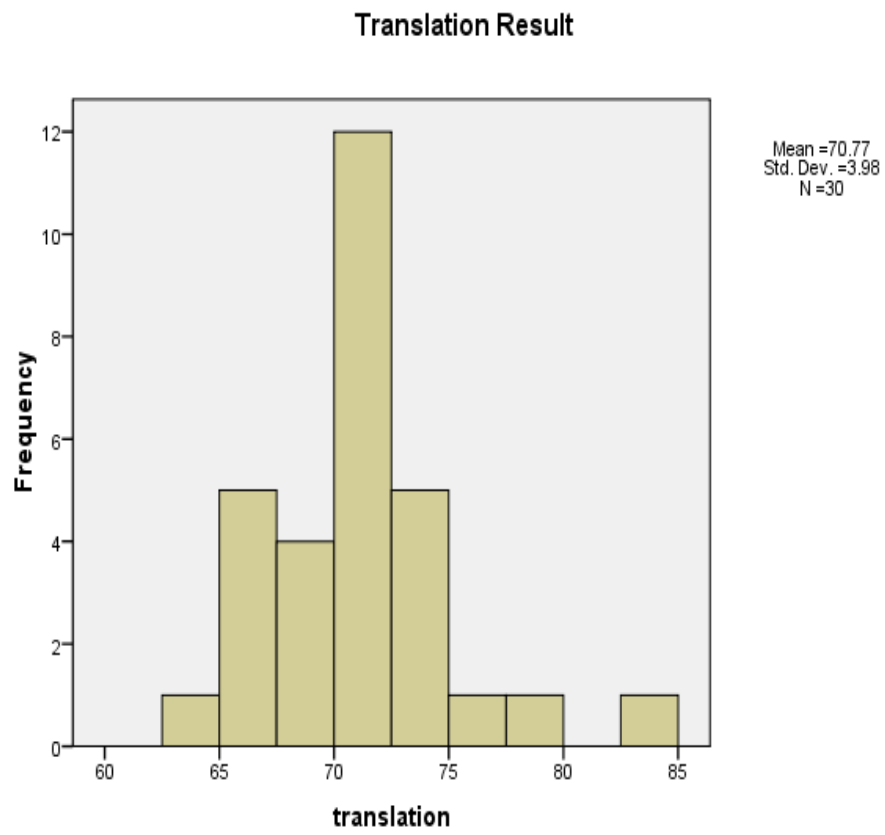
Correlations

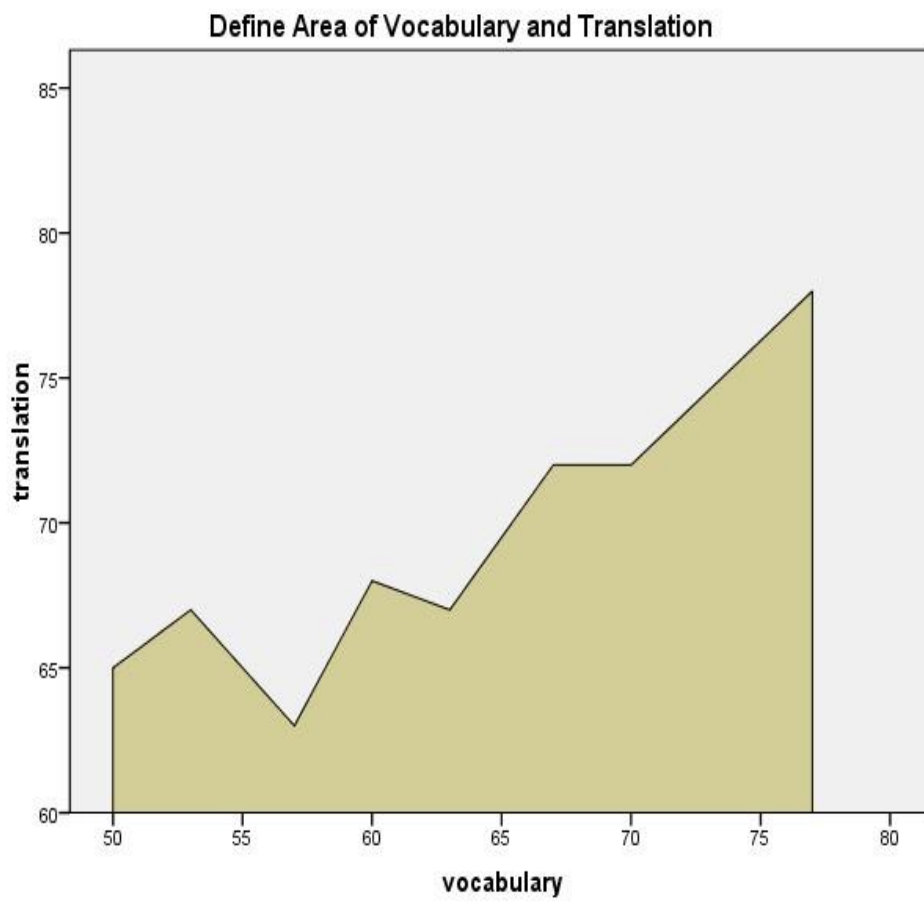
		vocabulary	translation
vocabulary	Pearson Correlation	1	.749
	Sig. (2-tailed)		.000
	N	30	30
translation	Pearson Correlation	.749	1
	Sig. (2-tailed)	.000	
	N	30	30

Scatterplot









CURICULUM VITAE

A. Personal Identity

Name : **Rendi Andika**
Student's Number : 1042014026
Place / Date of Birth : Aceh Utara, November 11th 1994
Occupation : Student
Marital Status : Single
Nationality/Ethnic : Indonesian/ Javanese
Hobbies : Reading, Watching, Volleyball
Address : Desa Blang Tualang, kec. Birem-Bayeun, Kab. Aceh Timur

B. Background of Education

Elementary School : SD Negeri 10 Kampung Damar (2001-2007)
Junior High School : MTsS Nurul Iman Cot Girek (2007-2010)
Senior High School : MAS Nurul Iman Cot Girek (2010-2013)
University : IAIN Zawiyah Cot Kala Langsa
Tarbiyah Faculty/ English Education Department

C. Family

Father's Name : Sairin
Mother's Name : Rosmiati
Brother's Name : Hermawan