

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

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MASTERY AND STUDENTS' ABILITY IN TRANSLATION AT THE
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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.

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Yang menyatakan,

Rendi Andika

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.

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This final project 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 basic problem 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 final project had several objectives, which were to find out the level of vocabulary mastery of the fifth semester students of English Department of IAIN Langsa, to find out their translation ability, and to find out whether there is a correlation between the students' mastery of vocabulary and their translation ability. The population of this final project was the fifth semester students of English Department of IAIN Langsa and it was about 69 students. The researcher took 30 students as the samples by applying random sampling technique. After conducting the research, the researcher found that the average score of the students' vocabulary mastery was 63.2, that was in fair level. Likewise, their translation score was fair referring to their average score, which were 70.77. Moreover, the result of data analysis using SPSS shows that the correlation coefficient between the two variables (vocabulary mastery and translation ability) is 0.749, while the critical value for 30 samples and 95% confidence is 0.361. Since the correlation coefficient obtained (0.749) is higher than the table value (0.361), it means that there is a significant positive correlation between the two variables and the correlation is considered to be substantial.

Key words : *Vocabulary Mastery, Translation Ability.*

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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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Finally, the researcher hopes this thesis could provide valuable and useful information for the readers. the researcher sincerely appreciates all the critics and suggestions and will accept all of it.

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The Researcher,

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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 a foreign language is different from learning a mother tongue. A student will encounter many difficulties in learning a foreign language (Language Target / TL) 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 different languages by diverting the source language (SL) into the target language. Thus, information in the source language becomes acceptable and understandable for learners. 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 transfer 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 between the source language text and the target 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 available to a wider audience.

Translation is not an easy job anyone can do without knowing the procedures, methods, and techniques of translation. The difference between the source language and the target language and their cultural variation of the process translates the real challenge. 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. Among the problematic factors involved in translation are forms, meanings, styles, proverbs, idioms, the grammar of mastery, vocabulary mastery, etc.

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. Vocabulary plays an important role in learning English. Like any other language, in learning English, learners must be able to

understand the words. In fact, it happens that students want to express something in English but they do not know how to express the word correctly because of the lack of vocabulary.

The more vocabulary a 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.

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

Vocabulary mastery is considered very important. Vocabulary is used in almost all our daily activities related to writing, reading, speaking, and even listening. Vocabulary mastery is said to play an important role in the 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 develop their methods in teaching students about vocabulary related to the importance of their ability to translate.

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. Ha (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. H0 (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 IV

FINDING AND DISCUSSION

A. Research Finding

The research was conducted to find out whether there was a correlation between students' mastery of vocabulary and their translation ability. The Researcher administered two kinds of test for measuring the fifth semester students of English department of IAIN Langsa vocabulary mastery and translation ability; they are vocabulary and translation tests.

1. Students' Mastery of Vocabulary

In this vocabulary test, there were 30 multiple-choice questions. Each question has five choices. The score of each item was 1. Students' marks are got by dividing the total score by 30 multiplied by 100.

To facilitate the measurement of student's mastery of vocabulary, the raw scores were converted into the standard score using the percentage correction formula. To judge the students' grade and the level of the vocabulary mastery, there were seven levels of the classification of the students' grade based on Depdikbud as cited by Waris.

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

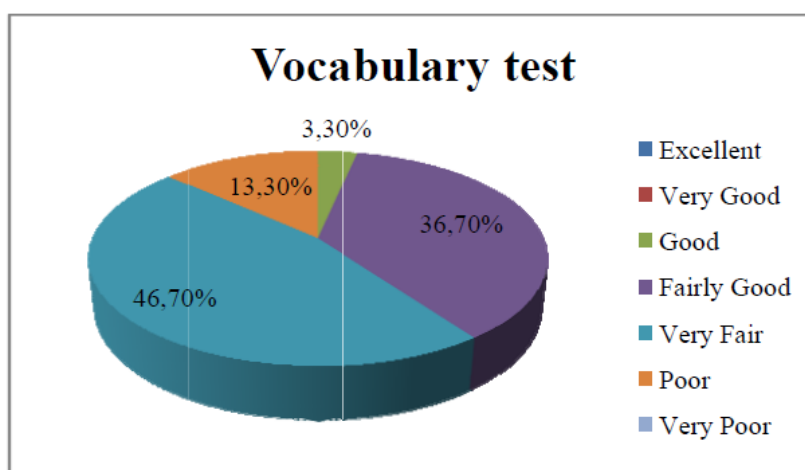
(Depdikbud as cited by Waris, 2010:11)

There were various scores, from high to low score. After computing 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 below shows the percentage of the result of the test:

Diagram 1

Percentage of Students' Mastery of Vocabulary



From the diagram above, we can see that 1 student obtained the good grade; 11 students obtained the fairly good grade; 14 students obtained the very fair grade; 4 students obtained the poor grade; and no one obtained the excellent, very good, and very poor grade. The complete data could be seen in appendix 8.

After computing the data using SPSS, we could see that the average score (mean) of students' vocabulary mastery was 63.2. It can be said that the students' vocabulary mastery of the fifth semester students of English department of IAIN Langsa was fair.

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 of each text was 20, so the maximum total score was 60. Students' marks are got by adding up the score of the text divided by 60 multiplied by 100.

In fluency component, there were 2 students (student number 23 and 30) who obtained 5 points, 26 students who obtained 4 points, 2 students who obtained 3 points, and no one obtained 2 points. In structure of language component, there was 1 student who obtained 5 points, 14 students who obtained 4 points, 15 students who obtained 3 points and no one who obtained 2 points. In comprehension of the meaning component, there were 8 students who obtained 4 points, 22 students who obtained 3 points and no one who obtained 5 and 2 points. In choice of word component, there were 10 students who obtained 4 points, 20 students who obtained 3 points and no one who obtained 5 and 2 points.

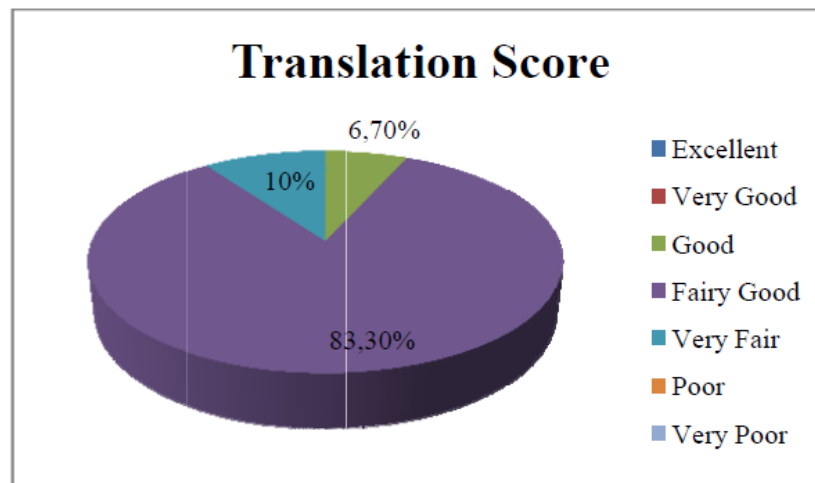
There were various scores, from high to low score. After computing the three items of test, 1 student obtained 83, 1 student obtained 78, 1 student obtained 75, 5 students obtained 73, 8 students obtained 72, 4 students obtained 70, 4 students obtained 68, 3 students obtained 67, 2

students obtained 65, and 1 student obtained 63. The complete data could be seen in Appendix 9.

The diagram below shows the percentage of the result of the test:

Diagram 2

Percentage of Students' Translation Ability



From the diagram above, we can see that 2 students obtained the good grade; 25 students obtained the fairly good grade; 3 students obtained the very fair grade; and no one obtained the excellent, very good, poor, and very poor grade. The complete data could be seen in Appendix 10.

After computing the data using SPSS, we could see that the average score (mean) of students' translation score was 70.77. It can be said that the students' translation ability of the fifth semester students of English department of IAIN Langsa was fair.

B. Results

The main goal of this research 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.

To carry out the statistical analysis, the working hypothesis was changed into the Null Hypothesis to know about the correlation between the students' mastery of vocabulary and their translation ability of the fifth semester students of English department of IAIN Langsa.

After getting the scores of the students' mastery of vocabulary and their scores in translation test, the data were statistically computed to find out the correlation between the variables using SPSS, where:

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

Y = the students' translation ability (translation test)

In correlating those two variables, a statistical analysis that was used was Pearson's Product Moment formula. The data, then, was calculated using SPSS.

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 of the two variables was 0.749. To know whether this correlation coefficient (0.749) was significant or not, it was necessary to find out its significance.

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 0.749, whereas the figure on the table of critical values of the r Product Moment with 95% confidence level and the number of subjects 30 was 0.361. It means that the correlation coefficient between the students' mastery and vocabulary and their translation ability was significant because $r_{xy} > r_{table}$ ($0.749 > 0.361$) or in the other words, the Null Hypothesis (H_0) which explain that there was no significant correlation between students' mastery of vocabulary and their translation ability was rejected. While the alternative hypothesis or working hypothesis (H_1) which explained that there was a significant correlation between students' mastery of vocabulary and their translation ability was accepted.

Then, in order to know the extent of the influence of students' mastery of vocabulary in their translation ability, the researcher measured the determinant index, as follow:

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

The result showed that the extent of the influence of students' mastery of vocabulary in their translation ability was 56.10%. It was clear that students' mastery of vocabulary gave contribution to the students' translation ability.

C. Discussion

After conducting the research, The Researcher founded that there was a significant correlation between the two variables because the result of the data analysis showed that the correlation coefficient between the two variables was 0.749, while the critical values of the r Product Moment with 95% confidence level and the number of subject 30 is 0.361. It means that there is a positive correlation between the two variables (vocabulary mastery and translation ability).

In order to know the level of relationship of the correlation coefficient, it could be determined by using the correlation coefficient interpretation by Best²⁶ as follows:

²⁶Best, J. W, *Research in Education: Fourth Edition* (New Jersey: Prentice-Hall International, Inc., 1981), 255.

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 table above, The Reseachar could conclude that the level of relationship of the correlation between the two variables was substantial because the correlation coefficient of the two variables was 0.749 while the determined criteria showed that the correlation coefficient between 0.60 to 0.80 considered substantial. In this case, the variable Y (students' translation ability) was substantially associated with the variable X (students' mastery of vocabulary). In other words, the students' mastery of vocabulary of the fifth semester students of English department of IAIN Langsa correlated positively to their translation ability.

From the correlation coefficient found (0.749), it means that there is a significant correlation between vocabulary mastery and translation ability because the value is not in Null Hypothesis (H_0) area. These factors imply that the students' activity and frequency in mastering the vocabulary give a useful contribution to enlarge their translation ability. It means that if the students improve their mastery of vocabulary, their translation ability will improve as well.

Moreover, from the result obtained, we can say that 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, to make them master the vocabulary and also improve their translation ability.

There was a significant correlation between the students' mastery of vocabulary and their translation ability. It could be interpreted that the higher students' mastery of vocabulary is, the higher their ability in translation will be. Therefore, the Null hypothesis is rejected and the hypothesis could be accepted. There is a significant positive relationship between the students' mastery of vocabulary and their translation ability of the fifth semester students of English department of IAIN Langsa.

Based on the data obtained, we can conclude that vocabulary mastery plays an important role in learning English, in order to develop our language skills (especially in translation ability). Like other languages, in learning English, 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. Vocabulary mastery is very useful to help the students or the learners 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.

In a text, we cannot translate the text word for word because words sometimes not occur on their own; occasionally words occur in the company of other words. Therefore, we usually found some phrases, idioms, collocation, or fixed expressions. 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 recognized or to determined the most appropriate meaning of a word in a sentence or in a text as a whole.

Moreover, ease or difficulty in improving one's vocabulary mastery is connected with the notion of frequency, since the more frequent words will probably be absorbed and learnt simply because they occur regularly. It will be easier for the students to recognize the words that they often hear or read. As the result, when the students have to do a translation assignment, the result of their translation will be good enough because they have a good comprehension of the word (the meaning, word use and word formation) or the vocabulary in the passage.

In conclusion, the students would 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 would be better. It means that, the better students' mastery of vocabulary, the better their translation ability would 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 can be seen from the computation in which the mean score of the students' vocabulary achievement is 63.2 when it is consulted to the table of category level scores by John W. Best the score is categorized in fair.
2. The translation ability of the fifth semester students of English department of IAIN Langsa is fair. It can be seen from the computation in which the mean score of the students' translation ability is 70.77 when it is consulted to the table of category level scores by John W. Best the score is categorized in fair.
3. There is a significant positive correlation between the vocabulary mastery and translation ability of the fifth semester students of English department of IAIN Langsa.

Recalling the r_{xy} observed value of the correlation between vocabulary mastery and translation ability applied to the sample is 0.749, and consulting to the critical values of the r Product Moment with 95% confidence level and the number of subjects 30 was 0.361. It means

that the result obtained from the computation is greater than its critical value. Therefore, the writer concludes that there is a significant positive correlation between the vocabulary mastery (X) and translation ability (Y) of the fifth semester students of English department of IAIN Langsa.

B. Suggestion

The researcher gave some suggestions as follows:

1. The students should to mastered vocabulary, because vocabulary contributes to the mastery of translation ability as seen from the conclusion. The lecturer can use one or more of the following ways to develop the students' vocabulary mastery. Then to get a good achievement in translation, the students should to master vocabulary very well. Because vocabulary lesson is not explicitly specified in the curriculum, the lecturers have a duty to help their students in improving their vocabulary. And the students should readed as much as possible in order to enrich their knowledge and improve their vocabulary mastery and translation ability.
2. The English lecturer should get informed of the finding so that they can take necessary steps to address the situation.
3. The other researches of similar types should be done with greater population in order to gain a wider generalization.