

The Profile of Vocabulary Mastery and Translation Ability of Junior High School Students in Pangkep

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Abstract

The aims of this study are to determine the vocabulary mastery and the ability to translate of junior high school students in Pangkep also whether vocabulary knowledge and translation competence are linked. This study employed a quantitative approach. This article only contains the third research question. The data of this research was collected through a test. Cluster stratified random sampling was used to obtain the sample. In this study, 108 seventh-grade students in Pangkep were recruited from three accredited schools: SMP 1 Pangkajene, SMP 3 Bungoro, and SMP 5 Bungoro. The Pearson correlation results for vocabulary mastery and translation ability at A certified schools are 0.653, which is in the range of 0.61-0.80, indicating a high correlation. Pearson correlation -0.595 which is in the interval 0.41-0.60 for accredited B schools so that the correlation is obtained, and 0.112 which is in the interval 0.00-0.20 for accredited schools so that no correlation is found.

Keywords: *Vocabulary Mastery, Translation Ability, Correlation.*

1. Introduction

Today, the educational world continues to develop along with the progress of the times. The world of education has changed the mindset of humans from being ordinary to being more modern. More knowledge is required to support these current advances, which can be obtained through studying the global language, English. English is widely utilized as a means of international communication.

Therefore, many reasons encourage how important it is to learn English. We must be able to master language abilities as an example listening, reading, speaking, and writing to be able to learn English. Listening skills enable us

to comprehend what we hear, reading skills enable us to comprehend what we read, speaking skills enable us to communicate in an informative manner, and writing skills enable readers to readily understand what we have written. These four English skills, vocabulary, pronunciation, and grammar components are needed.

A vocabulary is a group of words that must be mastered because it is essential for communicating. Mastering a vocabulary is not only important but it is the key to mastering English. Limited vocabulary mastery will hinder students to communicate in English.

Aside from vocabulary, the ability to translate is also significant. Translation, according to

Catford (2012: 56), is defined as the replacement of Source Language text with equivalent text in the Target Language. Vocabulary also closely related to the ability to translate where the more vocabulary you know, the easier it is to translate words, sentences, and paragraphs.

There has been some past research on the subject. The first study is a thesis entitled "The Correlation Between Students' Vocabulary Mastery and Their Translation Ability at The First Semester of The Eleventh Grade of Man 2 Bandar Lampung In the Academic Year of 2017/2018" by Saputri (2018). There was a link discovered between students' vocabulary knowledge and their capacity to translate during the first semester of eleventh grade at MAN 2 Bandar Lampung in the 2017/2018 academic year.

The second is a conducted by Novikasari in her final project entitled "The Correlation Between Students' Vocabulary Mastery and Their Translation Ability of The Second Year Students of Senior High School (A Case Study of the Eleventh Grade Students of SMA Negeri 1 Blora in the Academic Year of 2010/2011)" (2011). The writer concludes the finding after performing the research that the eleventh-grade students of SMA Negeri 1 Blora in the academic year 2010/2011 had a substantial positive association between vocabulary mastery and translation competence.

The third is conducted by Kulsum entitled "The Correlation Between Vocabulary Mastery and Translation Accuracy of Students at English Language as Foreign Application Standard (Elfast) Pare Kediri". The conclusion of the research said that there is a substantial relationship between vocabulary knowledge and translation ability among translation

students at ELFAST Pare Kediri with high level.

In light of the preceding explanation, it is expected that students who grasp vocabulary would be able to translate well. Determining the students' vocabulary competence and translation abilities was the goal of the research. In this research, the researchers have three research questions, but in this article the research only served one research question. The research wants to know the relationship between vocabulary mastery and translation competence among Junior High School students.

2. Literature Review

2. 1. Definition of Profile

Neufield (1996) argues that the profile is a graph, diagram or writing that describes a situation that refers to the data of someone or something. Meanwhile, Sri Mulyani (1983) suggests that profile is a side view, outline, or biography of a person or group of the same age. As a result, a profile can be defined as a depiction of an individual, organization, institution, group, or region in terms of their current state, potential, or challenges.

2. 2. Definition of Vocabulary

A vocabulary is a collection of a language's meaningful words. "Vocabulary" is defined by Hornby (2015:5) as "all the word that someone knows or uses, as well as every word in a particular language ". " A person's vocabulary is a collection of words that they know." says Nunan (2014:2). According to the definition of the experts, vocabulary is a group of words that must be known in order to interact properly with other people.

2. 3. Vocabulary Mastery

All of the words that particular people know and use to communicate with others are referred to as vocabulary. The foundation of how a person can talk, listen, read, and write is vocabulary mastery, which is a basic component that needs to be organized when studying a language. However, someone that knows a language the word does not mean that he will be able to understand or use the word in appropriately. Therefore, mastering a vocabulary cannot be measured by knowing its meaning alone, but we must also know the use of the word itself. By mastering a broad vocabulary and the right strategies to acquire new vocabulary, students will be able to optimize their potential.

2. 4. Vocabulary Mastery in Junior High School

Mastery of vocabulary in junior high school is very important for students. This is because learning English at junior high school is the first year for students and is very instrumental in developing their language. They should be taught how to effectively learn vocabulary. It will be developed as learning grows and learns it in High Schools. Junior and senior high school students learn in similar ways, but junior high school students receive more individualized attention. The students basically learn the content words of the vocabulary, because the learners dominate the main words in English.

Mastery of vocabulary is an important factor in mastering English. This is because the more students can understand and use words, the more proficient they can utilize the language well. They can form their English and regard English as one of their school subjects by studying vocabulary. Langan's (1992: 422) assertion that a solid vocabulary is more

important than other criteria. Furthermore, it is intended that students will have a larger vocabulary (since finding new words is easier) and that this will aid them in studying English at the following level of high school or university. So, they are able to communicate with folks from other nations using their English. Based on the objectives to be achieved, vocabulary mastery can be designed to achieve various goals in vocabulary mastery, including the environment. The environment supports students in learning vocabulary.

It is undeniable that English learners will find it difficult to master the language if they do not master or understand the meaning of each vocabulary or words. It can be said that vocabulary is at the center of the language learning process.

2. 5. Definition of Translation

Fardhani (2016: 3) defined Translation is defined as replacement of content in a target language that is semantically and pragmatically identical for a text in the source language. Newmark (2007:67) states that "translating a text's meaning into another language.". So, translation is the act of converting speech or writing into a foreign language without affecting the meaning.

2. 6. Kinds of Translation

Form-based translation and meaning-based translation are the categories of translation.

a. Form-based translation

The form determines the literal translation. Literal translation transforms the source language's form into the target language's form. Although the literal translation is useful for objectives relating to source language research, it hasn't helped receptor language speakers who desire to understand what the content in the source language

means. A literal translation is useless for communicating.

b. Meaning-based translation

Larson's Meaning-Based translation is written: the meaning-based translation attempts to convey the SL text's meaning in the receptor language's natural forms. According to Larson's statement, In the translation process, meaning-based translation is used. It indicates that before transmitting a language to another, a translator must first comprehend its meaning. In both grammatical structures and lexical items, meaning-based translation uses the receptor language's inherent forms. Meaning-based translation does not sound like a translation; rather, it reads as if it were wholly written in the receptor language. A competent translation is usually accomplished by combining literal grammatical unit translation with meaning-based translation. As a result of this step, the translation will appear more natural.

2. 7. The Correlation of Vocabulary Mastery and Translation Ability

In translating, vocabulary expertise is crucial. The greater our vocabulary, the easier it will be to comprehend a text or speech. Mastering vocabulary will be very helpful in understanding and converting text or speech into the target language by using words that are suitable for use so that the text or speech can be understood by the reader or listener.

3. Research Methodology

3. 1. Research Design

The research method employed is survey research with a descriptive quantitative approach, which is used to collect data from

the past or present. Narbuko (2015, p. 44) defines descriptive research as study that presents, analyzes, and interprets facts in order to address current problem solutions. The descriptive method is carried out to describe a process in terms of what has happened or what is happening at the time of the research. Quantitative research is research to seek knowledge by using data. According to Kasiran, quantitative research is an attempt by a researcher to find knowledge by presenting data in numerical form. The figures obtained are used to perform information analysis. Quantitative research is very important in measurement.

3. 2. Research Site

This research started in 7th March 2022. The participants of this research are students of junior high school in Pangkep, South Sulawesi.

3. 3. Research Instrument

This study uses instrument that is tests. The test was used to evaluate vocabulary proficiency and ability to translate. The test contains questions about vocabulary and translating words, sentences, and paragraph. The instrument is important to obtain rational and to provide answers the research question listed in the research question, "Is there any correlation between vocabulary mastery and translation ability of the grade VII of junior high school students?"

3. 4. Data Analysis

The researchers used the following steps to examine the data after obtaining it:

- a. Determining the population. The population was chosen by the researchers that is the student of junior high school in Pangkep.

- b. The researchers chose the sample of two classes of the grade VII of the school based on accreditation. The researchers chose SMPN 1 Pangkajene as the school that has an A accreditation, SMPN 3 Bungoro as the school that has B accreditation, and SMPN 5 Bungoro as the school that has C accreditation
- c. The researchers distributed the instrument to students after creating the test.
- d. The researchers will score the test results from the students after providing it to them, and then evaluate the data.
- e. Describing the students' vocabulary mastery and translation ability.

4. Findings

In this part the research serves the finding of the research to answer the research question. The finding is processed based on the data that has been collected. The information was gathered using a test that was processed quantitatively. Based on the results of the data collection obtained through the test that has been processed and analysed, As demonstrated in Table 1 below, there is a link between vocabulary competence and translation ability.

Table 1. The Result of Correlation Analysis

School Accreditation	Coefficient Correlation	Significant value
A	0.653	0.000
B	-0.595	0.000
C	0.112	0.668

The researchers discovered the following based on Table 1:

- a. There is high correlation in accredited A schools because the correlation coefficient value is 0.653 which is in the interval between 0.61-0.80 in the Pearson correlation category.
- b. There is medium correlation in Accredited B schools because the correlation coefficient value is -0.592 which is in the 0.41-0.60 interval
- c. There is no correlation in accredited C school because the correlation coefficient value is 0.112 which is in the 0.00-0.20 interval.

As a result, it can be inferred that the seventh-grade junior high school students in Pangkep have a strong vocabulary and translation skills have a correlation in schools accredited A and B. Meanwhile, student's vocabulary mastery

and translation ability of the seventh of junior high school students in schools accredited C has no correlation. Likewise, the school accreditation A and B alternative hypotheses were accepted because the significant value was less than 0.05, while the school accreditation C null hypothesis was accepted since the significant value was more than 0.05.

5. Discussions

This research connected to the correlation of vocabulary mastery and translation ability of junior high school in Pangkep. According to the study's findings, there was a correlation between students' vocabulary proficiency and the capacity to translate. It was conclude based on the data gathered by using a test.

This research was conducted in three schools in Pangkep. This is because this study uses

cluster random sampling as a sampling technique. So, the researchers took samples based on school accreditation. The research sample was derived from the seventh grade of SMPN 1 Pangkajene, SMPN 3 Bungoro, and SMPN 5 Bungoro.

The finding is related to the theory of Richards (2002:255), vocabulary is important because it determines how well students communicate, listen, read, and write. Mastering vocabulary is vital in learning English since some English skills, like translation ability, require it, it is very necessary to master vocabulary mastery. In addition, mastering vocabulary mastery will help students to have the ability to understand sentences, paragraphs, and a text and even they can translate well.

Based on the results found, the researchers strongly recommend teachers to help students learn and develop their vocabulary lessons as we know that vocabulary lessons are not included in the learning curriculum. In conclusion, students will master English language skills by continuously improving their vocabulary mastery. When they understand the meaning, use, and formation of words, they will easily translate. It simply means that the more vocabulary someone has, the better their translation abilities will be.

6. Conclusion

Based on what was discovered and discussed, which related with the questions of this research, there is one point as the conclusion. There was a correlation between students' vocabulary mastery and translation ability of the seventh grade of junior high school students in Pangkep at the A and B accreditation school. But, in the C accreditation school has no correlation. It is obvious from the calculation results that the

correlation coefficient value in A accreditation school is 0.653 in the interval 0.61-0.80 which means that the students' vocabulary mastery and translation skills has high correlation. In the B accreditation school, there was a medium correlation between vocabulary mastery and translation ability of students. It obvious from the correlation coefficient value that is -0.595 in the interval 0.41-0.60. Meanwhile, C accreditation school has no correlation because the correlation coefficient value was 0.112 in the interval 0.00-0.20. The results of data analysis also show that the significant value of A and B accreditation school is 0.000 and less than 0.005. The alternative hypothesis (H_a) was found to be acceptable. But, in the C accreditation school, the significant value was 0.668. It means that null hypothesis was accepted. Based on this research, the researchers conclude that in addition to effective translation skills, students should have a strong vocabulary. It is because the more vocabulary students know, the easier students to translating the text. It implies demonstrated there was a link between junior high school students' vocabulary competence and their translation skills in Pangkep.

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