

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the study, research problems, objectives of the study, hypothesis of the study, significance of the study, scope and limitation of the study and definition of key term.

### **A. Background of the Study**

People from different countries learn English in order to communicate. Being able to communicate using English will make easier for people to interact, to share and to get any information with people all over the world. English is an important language because it is used as an instrument of communication among the nations in the world.

In Indonesia, English is a foreign language. However, Indonesian people seldom use it in their daily life conversation. They still have to learn English as a foreign language because English is an international language. Moreover, in Indonesia, English is taught in formal schools and English become the first foreign language, which must be taken by the students as a compulsory subject. Currently, the students in elementary, junior high school, senior high school must take English language lesson and must be given in teaching learning process.

Someone who has a lot of vocabulary of foreign language, she / he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. Vocabulary is the simplest thing in learning English, yet student is less aware in their vocabulary achievement. Without vocabulary, we cannot learn anything. Scott Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>1</sup>

Vocabulary is the most important thing that we should be mastered for it has been learning since in elementary school. According to Bachman and Palmer vocabulary has long been regarded as a vital component and basics of communicative language ability.<sup>2</sup>

So, vocabulary is the important aspect in learning foreign language because with limited vocabulary, anyone will also have limited understanding in term of speaking, listening, reading, and writing also translation ability. In addition, vocabulary is one of the essential and fundamental components of communication. Vocabulary is a list of words usually in alphabetical order and with explanation of their meaning, less complete than a dictionary.<sup>3</sup>

Not only about mastering vocabulary, the students could be master of translation. There is some factor of socio – psychological aspect that can influence the students' ability in translate the source language into the target language. The most important thing that some factor can influence students is motivation of the students. It is because students' motivation is a key factor that influence the rate

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<sup>1</sup> Scott Thornbury, ed Jeremy Harmer, *how to teach Vocabulary*, (Edinburgh Gate: Person Education limited, 2002), 13.

<sup>2</sup> Bachman and Palmer, *Language Testing in Practice*, (Oxford: Oxford University Press, 1996), 68.

<sup>3</sup> David Grambs, *Word about Word*, (New York Mc Hill Book Company, 1984), 73.

and success of second or foreign language learning. Therefore, motivation has basic role for students in acquiring a language. Students will easily learn something when they have high motivation. Santrock states that “motivation is a crucial aspect in learning”.<sup>4</sup>

According to Tseng and Schmitt (2008, p. 358) Teaching materials that raised learners’ interest and motivation led to better word learning and demonstrated that both integrative motivation and instrumental motivation can facilitate vocabulary learning. Indeed, given the significant role that motivation plays in language learning, further research needs to be undertaken to systematically examine its effect on the vocabulary learning process.<sup>5</sup>

Laufer & Hulstijn stated that hence, it is logical to assume that motivation also facilitates vocabulary learning; however, it has been noted that neither the theoretical nor the empirical literature of motivation has so far shed enough light on the field of L2 vocabulary learning<sup>6</sup>

Gardner and MacIntyre demonstrated that both integrative motivation and instrumental motivation can facilitate vocabulary learning. Indeed, given the significant role that motivation plays in language learning, further research needs

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<sup>4</sup> Santrock, John W, *Educational Psychology*, (New York, Me Graw, 2006), 437.

<sup>5</sup> Tseng, Wen Ta and Schmitt, Nobert. *Toward a Model of Motivated Vocabulary Learning: A Structural Equation Modeling Approach*. (Michigan University: Language Learning Process. 2008). p. 358

<sup>6</sup> Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics*, 22 ,1 – 26.

to be undertaken to systematically examine its effect on the vocabulary learning process.<sup>7</sup>

According to Angelelli, translation is the replacement of a representation in one language by a representation of an equivalent the translation in a second language.<sup>8</sup> Siyyari defines translation as a kind of process in which a piece of message from source language is transferred into target language.<sup>9</sup>

Munday states that translation is one of language components in English that students should be learned and practiced to find out the information and knowledge.<sup>10</sup> It implies that translating has been one of the instruments in language. Thus, it seems that the success of their study depends on their appropriateness in translating. By translating well, students are able to understand and comprehend the material which they are learning. Therefore, that is the reason why translating ability is needed by English as Foreign Language (EFL) students.

Basically, translation has good position in teaching and learning English as foreign language. Translation cannot be separated from the other abilities. It is in accordance with what Dagiliene states that translation activities are applied in the

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<sup>7</sup> Gardner, R. C., & MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 26, 57 – 72.

<sup>8</sup> Angelelli, C. V and Jacobson, H.E. *Testing and Assessment in Translation and Interpreting Studies*. (Amsterdam: John Publishing Company, 2006), 39.

<sup>9</sup> Masood, Siyyari, *The Effect of Teaching Reading Comprehension Skills on Translation Quality of Iranian EFL learners*, IJALEL 4 (1), 2015. 50

<sup>10</sup> Jeremy Munday, *The Routledge Companion to Translation Studies Revised Edition*, (New York: Routledge, 2008), 45.

foreign language learning process to achievement progress in improving language skills in reading, writing, speaking and listening.<sup>11</sup>

So, translation is not just transferring words from source language into target language, but also finding the equivalent meaning or message in the source language into target language.

Anthony (1978:5), if the students have mastered words or vocabulary much, it is able to help students in increasing speaking, writing, listening and reading skill and also their translation ability<sup>12</sup>

According to Hiebert and Kamil has also argued that the acquisition of an adequate vocabulary is essential for success second language use because, without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for comprehensible communication.<sup>13</sup> So the instructional process in the class is not interesting enough so that it makes the students get bored to study English lesson especially while learning vocabulary and translation.

The basic problem is to translate a text in English to make a suitable meaning in Indonesian language, the basic knowledge which can support the ability of translating is the mastery of vocabulary which mastered by the student, because the student who have limited vocabulary they will be difficult to translate word from source language to target language.

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<sup>11</sup> Ingab Daguliene, *Translation as a Learning Method in English Language Teaching, Studies about Language*, No. 21, 2012, 124.

<sup>12</sup> Anthony, H.R. (1978). *Mastering Basic English and Practice Theory*. Surabaya: Study Group. P 5

<sup>13</sup> Hiebert, E. H., and Kamil, M. L. (2005). *Teaching and Learning vocabulary*. New Jersey: Lawrence Erlbaum Associate, Inc.

In addition, motivation also plays an important role in process of translating. Motivation also helps the students build their confidence. Students with high motivation feel confidence with their own ability to perform well in translation. Furthermore, they will increase their competence in translation. Students may face many problems when translating.

Motivation plays a major role in students' academic work and in their achievement. It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning process.<sup>14</sup>

Senior high school 2 Kediri is the one of school that have good in every aspect. For example, in their quality of the students, the quality of teacher and the quality of the curriculum. Exactly, in their study of English, they have own standard to increase skill of their students. The teacher asked the students to memorize more vocabularies, in every week the teacher asked one by one to the students about how many vocabularies that they were memorize, if the students was memories more of 100 vocabularies in a week, the teacher will give the high score and if the students just memories less of 100 vocabularies the teacher will give bad score.

The teachers in Senior High School 2 Kediri has their own ways to motivate their students. For example, the teacher will show some videos that videos have moral value that they must keep spirit to catch their dream, and the teacher wants

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<sup>14</sup> Cirila Peklaj and Melita Puklek Levpušček, *Students' motivation and academic success in relation to the quality of individual and collaborative work during a course in educational psychology*, (Slovenia: University of Ljubljana Press, 2015),161.

to heard the student's problem. The student's problem exactly of study English is they usually feel so hard to translate or understand the material.

When the students get problem of translate or understanding text the teacher will ask the students which part that they feel so hard, and the teacher will be solving their problem with give more explanation. And the teacher will give more motivation to the students to make the students not feels so hard.

From those explanations above, the writer believes that motivation and vocabulary mastery become crucial aspects in translation. The writer wants to find out whether there is a correlation between student's motivation, students vocabulary and translation. The writer also interesting to investigate the correlation of student's motivation, vocabulary mastery and translation ability in Senior High School 2 Kediri. Therefore, the writer formulates the title: *"The Correlation between Motivation, Vocabulary Mastery and Translation Ability"*.

## **B. Research Problem**

Based on the statement of the background of the study above, the problem of this study is formulated as follows:

1. *Is there any positive correlation between motivation and vocabulary mastery of the tenth grade students of Senior High School 2 Kediri?*
2. *Is there any positive correlation between motivation and translation ability of the tenth grade students of Senior High School 2 Kediri?*
3. *Is there any positive correlation between vocabulary mastery and translation ability of the tenth grade students of Senior High School 2 Kediri?*

## **C. Objective of the Study**

Based on the research problem, the general purposes of this study are aimed at:

1. Determining the degree of correlation between students' motivation and students' vocabulary mastery of the tenth grade students of Senior High School 2 Kediri.
2. Determining the degree of correlation between students' motivation and students' translation ability of the tenth grade students of Senior High School 2 Kediri.
3. Determining the degree of correlation between students' vocabulary mastery and students' translation ability of the tenth grade students of Senior High School 2 Kediri.



#### **D. Hypothesis of the Study**

Based on the research problem and research objective, the hypothesis can be formulated as follows:

##### **1. Students' Motivation with vocabulary mastery**

$H_1$  = There is significant correlation between Students' Motivation with vocabulary mastery of the tenth grade students of Senior High School 2 Kediri.

$H_0$  = There is no significant correlation between Students' Motivation with vocabulary mastery of the tenth grade students of Senior High School 2 Kediri.

##### **2. Students' Motivation with translation ability**

$H_1$  = There is significant correlation between Students' Motivation with translation ability of the tenth grade students of Senior High School 2 Kediri.

$H_0$  = There is no significant correlation between Students' Motivation with translation ability of the tenth grade students of Senior High School 2 Kediri.

##### **3. Students' Vocabulary mastery with translation ability**

$H_1$  = There is significant correlation between Students' vocabulary mastery with translation ability of the tenth grade students of Senior High School 2 Kediri.

$H_0$  = There is no significant correlation between Students' vocabulary mastery with translation ability of the tenth grade students of Senior High School 2 Kediri.

### **E. Significances of the Study**

This study is expected to contribute some benefits for students, teacher and also other researcher as follows:

#### **1. Students**

This study hopefully can be a starting point to develop students translating ability, especially in English and Bahasa Indonesia. The result of this study can be used to increase students' motivation to be mastering vocabulary so they can easily be translating the source language into target language.

#### **2. Teacher**

This study can be used by lecture to know the students' ability in translation and know about the students' vocabulary knowledge and also know how the students' motivation to learn English.

#### **3. Other Researcher**

The result of this research can be hopefully used as reference for next researcher who are interested in analyzing the correlation of motivation, vocabulary mastery and translation ability of students in senior high school.

## **F. Scope and Limitation of the Study**

The scope of this study is to find and explain the effect of students' motivation, students' vocabulary mastery and translation ability. In order to limit the problem of this study, the researcher focuses in tenth grade of Senior High School 2 Kediri who study of English as their course.

This study also has some limitations; the limitations are this study only do research from tenth grade of Senior High School 2 Kediri who study of English as their course. Therefore, this study did not to know the relationship and effect of students' motivation, students' vocabulary mastery and translation ability of students who do not include as sample. The next limitation is about this study only relate the effect of students' motivation, students' vocabulary mastery and translation ability of all object in general term. In other word, this study has no explaining the effect of each student in detail.

## **G. Definition of Key Terms**

The purpose of the definition of the key terms is to make clear and avoid misunderstanding of this research. The key terms are defined as follows:

1. Correlation is a relationship or connection that happens between two or more things. Here, the researcher takes the correlation between students' motivation, vocabulary knowledge and translation ability.
2. Motivation is a basic power of humans to achieve their goals.
3. Students' motivation is a fight or power that come from the student's self and its was influence to the student's ability or achievement.

4. Vocabulary is a list of words that usually defined and alphabetized as a dictionary or specialized glossary complete word stock of language.
5. Vocabulary mastery is the competence or competence knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession.
6. Translation ability is the ability of transferring meaning from the source language; English to the target language; Indonesian.