

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the writer will present the review of related theories that consists of three parts namely: motivation, vocabulary and translation.

A. Motivation

1. The Nature of Motivation

Motivation plays a significant role in several theories of human development and learning. Motivation is a basic power of humans to achieve their goals. Moreover, there are some experts who define the nature of motivation.

Motivation also 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 encounter in the learning process. Previous research showed that students' achievement goals, their interest in courses and their success expectancies were positively related to their final course grade.¹⁰

Elliot, Kratochwill, et al stated that motivation is an internal state that makes us to do something, pushes us in particular direction, and keeps us involved in particular activities. Learning and motivation re equally essential for performance. From the definition above it can be concluded that motivation is a behavior that

¹⁰ 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),162.

makes someone to do something and affects us to acquire new knowledge and skills. Therefore, more – motivated people achieve at higher level in learning.¹²

The study of motivation is concerned basically with why people behave in a certain way. In general, it can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with chosen action, often over a long period, and in the face of difficulties and problems.¹³

Guay said that motivation refers to “the reasons underlying behavior”.¹⁴ Paraphrasing Gredler, Broussard and Garrison broadly define motivation as “the attribute that moves us to do or not to do something”.¹⁵ Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. observe, “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards”. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies.

¹² Elliot, Kratochwill, et al., *Educational Psychology: Effective Teaching, Effective Learning third edition*. (USA: The Mc Graw Hill Companies, 2000), 658.

¹³ Mullins LJ (2005). *Management and Organizational Behavior*. Prentice hall. UK 7th Ed. 88(431):1052-1058.

¹⁴ Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711-735

¹⁵ Broussard, S. C., & Garrison, M. E. B. (2004). *The relationship between classroom motivation and academic achievement in elementary school-aged children. Family and Consumer Sciences Research Journal*, 33(2), 106–120.

Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation¹⁶

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks”.¹⁷

On the other hand, Turner considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring”.¹⁸

2. Types of Motivation

There are two kinds of motivation: intrinsic and extrinsic motivation. Intrinsic motivation is students desire in motivating themselves to learn without the need for external factors. Moreover, extrinsic motivation uses prizes, marks, or other rewards to motivate students in learning.¹⁹

¹⁶ Deci, E. L., Koestner, R., & Ryan, R. M. (1999). *A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation*. *Psychological Bulletin*, 125(6), 627–668.

¹⁷ Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2001). *Continuity of academic intrinsic motivation from childhood through late adolescence: A longitudinal study*. *Journal of Educational Psychology*, 93(1), 3–13.

¹⁸ Turner, J. C. (1995). *The influence of classroom contexts on young children’s motivation for literacy*. *Reading Research Quarterly*, 30(3), 410–441.

¹⁹ Elliot, Kratochwill, et al., *Educational Psychology: Effective Teaching, Effective Learning third edition*. (USA: The Mc Graw Hill Companies, 2000), 333.

According to Brown there are two types of motivation from different point of view. The first type is instrumental and integrative and the second type is intrinsic and extrinsic motivation. Brown says that instrumental motivation to acquire a language as a means for attaining instrument goal.²⁰ Beside the instrumental motivation, there is one another type of motivation that is integrative motivation. Moreover, extrinsic motivation uses prizes, marks or other rewards to motivate students in learning:

- a. Intrinsic motivation is students' desire in motivating themselves to learn without the need for external factors. Students do something for its own sake. For example, a student may study hard in translating a text because he enjoys in translation.
- b. Extrinsic motivation uses prizes, marks, or other rewards to motivated students in learning. It involves in doing something in order to obtain something else. For example, a student may student may study hard for a test to obtain high achievement in the course.²¹

3. Factors Affecting Motivation

Therefore, there are some factors that influence students' motivation. Those are self – efficacy, active learning strategies, language learning value, performance goal, achievement goal and learning environment.

According to Gracia in Tuan H.I, Chin – Chin and Shyang – Horng Shieh, “there are variety of motivation factors, such as self – perception of ability, effort, intrinsic

²⁰ Brown, H. Douglas. *Language Assessment*. (New York: Pearson Education Inc., 2004), 153 – 171

²¹ Elliot, Kratochwill, et al., *Educational Psychology: Effective Teaching, Effective Learning third edition*. (USA: The Mc Graw Hill Companies, 2000), 333 – 335.

goal orientation and learning strategies”. Therefore, there are some factors that influence students’ motivation. Those are:

a. Self – efficacy

Students believe in their own ability to perform well in language learning. Self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

b. Active learning strategies

Students take an active role in using a variety of strategies to acquire new knowledge according to their previous understanding. On the other hand, active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing.

c. Language learning value

The value of language learning is to let the students’ construct problem – solving competency, experience the inquiry activity, stimulate their own thinking. If they can perceive those important values, they will be motivated to learn language.

d. Performance goal

Performance goals are short-term objectives set for specific duties or tasks in your current job position. These goals are usually related to the overall company goals or specific department goals where you work. They help you know what is expected of you in your position. To be effective, it is important that they are clearly defined and easy to measure. The students' goals in learning English are to compete with other students' and get attention from the teacher.

e. Achievement goal

Students feel satisfaction as they increase their competence and achievement during learning English. Achievement goals are competence-based aims that individuals target in evaluative settings, i.e. in sport. Originally, two distinctive achievement goals were identified based on the definition of personal competence: task and ego goals²²

4. Characteristics of Motivated Students

Students with high motivation certainly have characteristic. These are some characteristics of motivated students. There is high expectation, curious, interest, hard worker and creative, make a planning and self – monitoring.

²² Tuan, Hsiao – Lin, et. *The Development of a Questionnaire Measure Students' Motivation towards Science Learning*. (Taiwan: International Journal of Science Education Vol. 27, No. 6), 639 – 654

a. High expectation

Cavazos in Santrock stated that “How hard students will work depend on how much they expect to finish something successfully”, students’ expectation can be a powerful influence on students’ motivation.

b. Curious

Curious is an important component of motivation for students’. Curious students’ will get new knowledge because they desire to learn about something new.²³

c. Interest

Students’ interest influence how long they are engaged in activity; how hard they work at the activity. If a student involved in a particular activity and they forget to all else, then their motivation is high.

d. Hard worker and creative

Students who have high motivation will struggle to overcome problems. In this case, students will learn how to handle their task and discover their mistakes. When they failed, soon they use other strategies in learning.²⁴

e. Makes a planning and self – monitoring

Planning is important for students. Students with high motivation always make a plan to their life. They can set a long – term or short – term goal help students keeping focus in their goal and it helps students monitoring their own progress.

²³ Santrock, John W., *Educational Psychology*. Third Edition. (New York: Mc. Graw. 2005). 453.

²⁴ Graham, Sandra & Weiner, Bernard. *Handbook of Educational Psychology: Theories and Principles of Motivation*, (New York: Macmillan Library, 1995), 476 – 480

Machr & Zusho in Santrock stated that “Personal goals can be key aspects of students’ motivation for coping that dealing with opportunities and challenges in life”.²⁵

Naiman in Ur states that the most successful students or learners are those who display certain typical characteristic, most of them clearly associated with motivation, those are:

a. Positive task orientation

Students are willing to tackle tasks and challenges and have confidence in their success. A dispositional tendency to feel most successful in an activity when one demonstrates ability relative to one's self and personal improvement rather than in comparison to the performance of others.

b. Ego – involvement

Students find it important to succeed in learning in order to maintain and promote their own self – image. And they want to explore more about their ability for doing something, that it is important for their future or their life.

c. Need for achievement

Students have need to achieve, to overcome difficulties and succeed it what their set to do. Students’ like to get achievement, when they have done to do something. Not only about that, they like need for achievement cause it’s showing their responsibility.

²⁵ Santrock, John W., *Educational Psychology*. Third Edition. (New York: Mc. Graw. 2005). 452.

d. High aspirations

Students is ambiguous, goes for demanding challenges, high proficiency and top grades. Since they only students they can also give spirit or inspiration to other, for example their friend.

e. Goal orientation

Students are very aware of the goal of learning, or of the specific learning activities and direct their own efforts towards achieving them. Goal orientation is an "individual disposition toward developing or validating one's ability in achievement settings". Previous research has examined goal orientation as a motivation variable useful for recruitment, climate and culture, performance appraisal, and selection. Studies have also used goal orientation to predict sales performance, goal setting, learning and adaptive behaviors in training, and leadership.

f. Perseverance

Students consistently invest a high level of effort in learning. When the students like for learning something, they will be exploring more about everything.

g. Tolerance of ambiguity

Students are not disturbed or frustrated by situation involving a temporary lack of understanding or confusion.

Based on those explanations, the writer concludes that the definition of students' motivation in this research is arousal, impulse, emotion or desire that

drives people to move into particular action in order to achieve their goal. People emotion impulse or desire come from their needs.

From the definition above, the writer decides the indicators of students' motivation as follows: the need for exploration, the need for manipulation, the need for activity, the need for simulation, the need for knowledge is the needs, the need for ego enhancement.²⁶

So we can conclude that motivation is a very important factor which determines the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning.

B. Vocabulary

1. The Nature of Vocabulary

Learners often believe that all they need is a large number of words. In addition to knowing English words and their meanings, one must know also how the words work together in English sentences. Through experience with situations in which a language is used by speakers or writers, many of the meaning of a word do not correspond to the meanings of its so – called equivalent in another language. Since full understanding of a word often requires knowing how native speakers feel about what the word represents, some meanings cannot be found in a dictionary.

Vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings,

²⁶ Nunan, David. *Research Methods in Language Learning*. (USA: Cambridge University Press, 1992), 275 – 280

but also knowing about how the words sound and how the words are used in the context.²⁷

In order to live in the word, we must name the things in and on it. Names are essential for the construction of reality. Without a name it is absolutely difficult to accept the existence of an object, an event, a feeling, an emotion, etc. When students recognize much names whether the names of noun, adjective, adverb, pronoun, verb and so on, it means they are familiar with or know many words. As Richards and Renandya states that vocabulary is a core component of language proficiency and provides much of. The basis for how well learners speak, listen, read and write.²⁸

Some libraries have been visited, some books have been read and other literatures have been analyzed in order to find out the meanings of vocabulary. So the researcher finds the meaning of vocabulary. In fact, there are some definitions of vocabulary. AS Homby in “Oxford Advanced Learner’s Dictionary of Current English” states that vocabulary is:

- a. Total number of words which (with rules for combining them) make up a language
- b. (Range of) words known to, or used by, a person, in a trade, profession, etc.²⁹

Another dictionary, Webster’s New World College Dictionary, defines vocabulary as a list of words and, often, phrases, abbreviations. Inflectional forms,

²⁷ Nation P & Newton J. *Teaching Vocabulary*. (Cambridge: Cambridge University Press, 1997). 14.

²⁸ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 255

²⁹ AS. Homby, *Oxford Advanced Learner’s Dictionary of Current English, Revised and Updated ed*, (New York: Oxford University Press, 1987), 959.

etc., usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary.³⁰ In addition, according to Penny Ur, vocabulary can be defined, roughly, as the words we teach in foreign language.³¹

Based on the definition above, the researcher wants to define and limit vocabulary as a collection of words, terms, and phrases which is arranged and explained to make up the meaningful language used by a person in expressing ideas, delivering speech, and describing things in people.

2. *Kinds of Vocabulary*

According to the basis of frequency, Notion has divided vocabulary into two kinds, namely high frequency vocabulary and low frequency vocabulary.³²

- a. High frequency vocabulary consists of consist of 2000 words families, which are about 87% of the running words in informal spoken test. It means that the words that are used very often in normal language use in all four skills and the full range of situation of use. It consists of most of the function words of English and the most of content words.
- b. The Low Frequency Vocabulary on the other hand, covers only small proposition of the running words of a continuous text. It means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families.

³⁰ Merriam – Webster, *Webster's New World College Dictionary*, 4th ed, (Cleveland: Wiley Publishing Inc., 2002), 1600

³¹ Penny Ur, *A Course in Language Teaching, (Practice Theory)*, (Cambridge: Cambridge University Press, 1996), 60.

³² I.S.P. Nation, *Learning Vocabulary in Another Language*, (UK: Cambridge University Press, 2001), 11 – 12

Besides, Hatch and Brown divide the vocabulary into active vocabulary and passive vocabulary.³³

- a. Active Vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing.
- b. Passive Vocabulary is words that students recognize and understand when they occur in a context, but which he cannot produce correctly himself.

3. Vocabulary in Context

a. Types of meaning

There are two types of meaning. Those are denotation and connotation. Denotation or referential meaning is a meaning that deals with the words as signs or symbol and it is stated as in dictionary and or meaning of word communication of thought in some references. Besides, connotation or connotative meaning is the emotional reaction engendered in the reader by a word. The meaning is associated with a word in addition to its literal meaning.³⁴

b. Words classification

1) Words classification

Word class in the classification of the words of a language depending on their function in communication.³⁵ The classification of words based on their

³³ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education*, (New York: Cambridge University Press, 1995), 370.

³⁴ Hatim, Basil and Munday, Jeremy. *Translation: An Advance Resource Book*. (New York: Routledge. 2004)

³⁵ Hatch, E, Cheryl, Brown. *Vocabulary, Semantics and Language Education*. (Cambridge: Cambridge University Press. 1995).

function are called part of speech, which include nouns, verbs, adjectives and adverbs.

a. Nouns

The noun is one of the most important part of speech. Its arrangement with the verb helps to forms the sentence core which is essential to every complete sentence.

b. Verbs

The verb is the most complex part of speech. Its varying arrangement with the nouns determine the different kinds of sentences, commands, question, or exclamations

c. Adjectives

The adjective is a modifier that has the grammatical property of comparison. Its most usual position is before a noun it modifies

d. Adverbs

The function of adverbs is as a modifier of verb; form close modifiers of single word, prepositional phrases, or clauses, or modifiers of the entire sentence.³⁶

2) Words meaning

a. Definition

Definition is a statement that tells the reader or the listener what this is or what word means. It is clearness or sharpness of an outline. For example: House is a

³⁶ Frank, Marcella. *Modern English: A Practical Reference Guide*. (New Jersey: Prentice Hall Inc. 1972)

building which people, usually one family, live in. And Mood is the way you feel at a particular time.

b. Synonym

Synonym is two words that share a very similar meaning. Synonym refers to the relationship of similarity or identity in meaning. For example: Big = enormous, large, huge and Famous = well – known

c. Antonym

Antonym is words with oppositeness meaning; words that are opposite are called antonyms. In another word, it can be said that antonym A is B or the opposite of A is B. For example: Cheap is opposite of expensive, Big is opposite of small and Beautiful is opposite of ugly

d. Hyponym

According to Thornbury, hyponym is another *-nym* word that is useful when talking about the way word meaning are related. For example: Peacock, hawk, dove, and sparrow are classified into bird and Nest, cage, and stable are classified into hut³⁷

3) *Words formation*

a) Words formed by derivation

Derivation is the construction of words resulting the change of words class of the meaning of the stem. There are two kinds of derivational. Those are derivational suffixes and derivational prefixes. Derivational suffixes are syllables or group of

³⁷ Thornbury, Scott. *How to Teach Vocabulary*. (England: Pearson Educated Limited, 2002).

syllables such as –ion, -ness, -ize, ive, -ful, -able that are joined to the end of the word to change the meaning. Besides, derivational prefixes are a syllable or group of syllables such as un-, im-, mis-, dis-, or pre-, which is joined to the beginning of a word or morpheme to change its meaning.

b) Words formed by inflection

According to Hatch, Cheryl and Brown, inflection is the construction of the words which does not result the change of the word class. There are four kinds of inflection: (1) plural form such as book – books, mouse – mice, flower – flowers; (2) pronoun, such as he is a pianist, Marla teach her sister to sing, (3) possession, such as Momo’s dogs, Ryan’s piano, (4) third singular verb maker, such as I write a letter and she writers a letter.³⁸

In this study, vocabulary is total number of words in a language including single items and phrases or chunk of several words that people use in their communication that contains the types of meaning and kinds of words. The vocabulary test is in form of multiple choices and it focused on word meaning, word classification, and word formation.

C. Translation

1. Definition of Translation

According Bell states that translation is the process or product of converting message from one language or language variety into another language. Moreover, the aim of translation is to reproduce as accurately as possible all grammatical and

³⁸ Hatch, E, Cheryl, and Brown. *Vocabulary, Semantics and Language Education*. (Cambridge: Cambridge University Press. 1995).

lexical features of the source language by finding the equivalent meaning in the target language.³⁹

In line with Bell, Catford states “translation is an operation performed on languages: a process of substituting a text in one language for a text in another”.⁴⁰

According to Alan Duff, “translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility. It trains students to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)”.⁴¹

From the definition above, it can be concluded that translation is a process to convey the equivalent meaning from the source language into target language as accurately as possible.

2. Principle of Translation

According to Fuller in Alan Duff, there are some general principles which are relevant to all translation. Below are some principles: meaning, form, register, source language influence, style and clarity, and the last idiom.⁴²

³⁹ Bell, T Roger. *Translation and Translating: Theory and Practice*. (UK: Longman Group. 1991). 76 - 80

⁴⁰ Catford, J. C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. (London: Oxford University Press. 1965). 01

⁴¹ Duff, Alan. *Resource Books for Teacher: Translation*. Series Editor by Alan Maley. (Oxford: Oxford University Press. 1989). 07

⁴² Ibid, 10

a. Meaning

The translation must reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be “transposed”.

b. Form

The ordering of words and ideas in the translation should match the original as closely as possible. This is particularly important in translating legal documents, guarantees, contracts, etc. but differences in language structure often require changes in the form and order of words. When in doubt, underline in the original text and the words on which the main stress falls.

c. Register

Language often differ greatly in their levels of formality in a given context. Translator must distinguish between formal or fixed expressions.

d. Source language influence

One of the most frequent criticisms of translator’s thoughts and choice of words are too strongly molded by the original text. A good of shaking off the source language influence is to set the text aside and translate a few sentences aloud, from memory. This may not come to mind when the eye is fixed on the source language text.

e. Style and clarity

The style must reflect the original text. However, if the text is difficult to understand, translator can change the style and the meaning for the reader’s sake.

f. Idiom

Idiomatic expressions are notoriously untranslatable. There are some ways to translate the idiomatic expression cannot be directly translated. First, retain the original word in inverted commas, retained the original expression with a literal explanation in brackets, or use a close equivalent meaning.⁴³

From the definitions above, it can be concluded that translation is a process to substitute message from source language to target language. In addition, translation, translation must bring accuracy, flexibility and clarity in meaning. In translating text, the content, meaning, and message of both source language and target language must be equivalent.

3. *Translator competency*

“Translator competence is the knowledge and skills required by translator in order to be capable of translating”. All translators (professional or amateur, technical or non – technical) must apply their knowledge – base. It is because translation is translation whoever does it.⁴⁴ Translators must not translate a text word by word or sentence by sentence, but they must consider the whole text or sentence and find the closest meaning before they have to convey the whole sense in the text.⁴⁵

⁴³ Ibid, 07 – 10

⁴⁴ Bell, T Roger. *Translation and Translating: Theory and Practice*. (UK: Longman Group. 1991). 76 – 80

⁴⁵ Basnett, Susan and Mc Guire. *Translation Studies*. (London: Longman. 2002). 20

A translator's knowledge – base contains the following terms:

- a. Source language knowledge, the syntactic rule systems of the code, its lexicon and semantics and its text – creating systems.
- b. Target language knowledge, equivalent to that in the source language
- c. An inference mechanism which permits:
 - 1) The decoding of texts, i.e. reading and comprehending source language texts
 - 2) The encoding of texts, i.e. writing target language texts⁴⁶

4. Type of translation

According to Jacobson, there are three types of translation as follows:

- a. Intralingual translation or rewording is a translation of verbal signs by means sign in the same language
- b. Interlingual translation or translation proper is a translation of verbal sign by means of the other language.
- c. Intersemiotic translation or transmutation is a translation of verbal signs by mean of signs of nonverbal signs systems. For example, image or music.⁴⁷

5. System of translation

Basically, there are two different systems for translating. The first system is single – stage procedure. The source language is translated into target language completely in natural language or artificial language. In addition, the second system

⁴⁶ Bell, T Roger. *Translation and Translating: Theory and Practice*. (UK: Longman Group. 1991). 40

⁴⁷ Basnett, Susan and Mc Guire. *Translation Studies*. (London: Longman. 2002). 23

consists of three stages, such as analysis, transfer and restructuring of multiple choices and it is focused on translating English text into Indonesian text. Besides, it limited in the form of phrase, short sentences, complex sentences, idiom, and phrases or sentences based on a context in a passage.⁴⁸

a. Analysis

The first thing in translation is reading the text. Then, translator analyze in term of the grammatical structure of the source language and the meaning of the combination of words, textual meaning and contextual meaning.

b. Transfer

Transfer in which the analyzed material is transferred in the mind of translator from source language into target language. In this stage, translator still not produces combination of words. Translator just creates the concepts to transfer meaning from source language into target language. The concepts just stored in translator's memories.

c. Restructuring

The transfer material is reconstructing in order to make the final message completely acceptable in the target language. In this stage, translator finds the equivalent meaning, expression, grammatical structure in target language. In addition, translation synthesizes the new target language text.

⁴⁸ Nida, E & Taber, C. *The Theory and Practice of Translation*. (Netherlands: E. J. Brill. 1982)

D. Previous Studies of Motivation, Vocabulary and Translation

Motivation is an internal state that direct, sustain human behavior and affect us to learn something and acquire new knowledge and skills. Translation is one of skills that students must master. Besides, it is not easy in mastering translation. Therefore, students must learn extra. Moreover, motivation is a basic factor for students in learning translation. Students with high motivation will acquire language easily than students with low motivation. Students with high motivation feel confidence with their own ability to perform well in translation. In addition, they will increase their competence in translation. Therefore, it is assumed that when the students' motivation is high so students' translation is high too.

Vocabulary is total number of words in a language including single items and phrases or chunk of several words that people used in their communication. In translation, students must find equivalent meaning in converting a passage. Therefore, to find the equivalent meaning, students must know the vocabulary and the meaning of source language. Because no matter how well the students in mastering grammar without successfully mastering words to express a wide range of meaning, a communication in an L2 cannot happen in a meaningful way. The writer believes that when students' vocabulary is high, so the outcome of their translation is high too.

There are many factors which can influence translation ability. Some of them that play an important role are motivation and vocabulary. Motivation makes students confidence to perform their ability in translation. Besides, vocabulary helps students in finding equivalent meaning to covert a text. Therefore, the writer

believes that there is a significant correlation between students' motivation and vocabulary and translation.

Studies on motivation in learning process of EFL has shown various result. The variation of the result on the topic was showed some factors in students' motivation in learning English. Redondo. R.E. (2015) and Peklaj.C & Levpuseck.M.P. (2010) investigated student in junior high school.

First, Redondo. R. E. (2015) investigated the importance of motivation in the learning process. The subject of the study was EFL learners in the fourth year in Granada, Spain. The result showed that the subjects were interest in learning English. There are two factors that influence the students are students' interest and their daily habit.

Second, Peklaj.C & Levpuseck.M.P. (2010) investigated the study of students' academic motivation for coursework. The subject of the study were students in second year of study in Ljubljana University. The result indicated that students' motivation depends from extrinsic motivation, task value and anxiety.

Third, Vibulphol. J. (2016) investigated motivation in EFL learners at Thailand. The subject of the study was ninth grade students in Thailand. The results suggested that the students' had high level of motivation to learn English. The motivation also from their internal motivation.

These studies with their different approaches on students' motivation in learning English, have produced useful insight into their genre, such as the students' in university got their motivation in learning English come from some factors, there are extrinsic motivation, task value, anxiety, students' interest and the last is their

daily habit. But for students' in junior high school, they will be motivated from their internal motivation, in other hand it depends from themselves.

From the explanation above, the researcher would like to conclude that the motivation of the students was influence their vocabulary mastery and their translation ability. There are some aspects that they were influence, and it was build their characters. So motivation is the key of successful students get their ability in every subject especially in learning English.