

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of the study, significance of the study, scope and limitation, hypothesis, and the definition of key terms.

A. Background of The Study

English is one of the lessons that studied in Indonesia. Some school in Indonesia used English as the foreign language in their learning process. There are four skills in English that Indonesian students have to learn, they are listening, speaking, reading, and writing. The students should understand all of those skills. The easier way to understand English is if the students have mastered the vocabulary. Vocabulary is the base component that students need to master in order to be able in those language skills. Three problems have been identified that hinder learners' mastery of the English language. The first issue is that the performance of the students is still low in vocabulary mastery. The second is that the student has difficulty understanding the content and meaning of the narrative text that the researcher survived, which is still low due to the student's translation skills. The third problem is that the instructional process in the class is not sufficiently interesting to make students bored with learning English lessons, particularly while learning vocabulary and translation (Setiawand, 2017).

Vocabulary is one important component in communication, so that it is easy to understand what is wanted to be mean. Without vocabulary it will be

difficult to express feelings, ideas or information to others. Vocabulary becomes an intermediary for communication. The relationship between vocabulary knowledge and complementary language use: vocabulary knowledge enables use of language and, conversely, language use leads to increased vocabulary knowledge.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. In teaching vocabulary, the teacher can use this activity to make the students understand the meaning of words that students taught by the teachers. After knowing the vocabulary, the student should be understand the meaning of each the sentences while they reading a paragraph. It will be easier, if the student has known the translating skill. This assumption is supported by Hornby that translation is a way to give meaning of says or written in another language (Subari, 2013). To give meaning from the other language we also should be mastered the grammar.

For thousands of years, translation has played a crucial (though mostly unrecognized) role in human interaction. Today, in the use of translation, translators can take note of many variables, such as the additional request of people to receive the knowledge they have considered before generating translation from all over the world. It can really give the target language reader and the translator themselves satisfaction. Translation is one of the ways for learners to learn a second language quickly. A translator needs broader background knowledge when translating a text, particularly a literary work. He

can't rely solely on the text and the dictionary. Before focusing on the translation itself, the cultural context that contributes to the development of the text has to be examined (G, Yudhi Indra, Setiawan Aris, 2017)

When individuals begin to translate the source language into the target language, some effort should be wisely taken into consideration. In short, it can be said that a translator should always review the entire text while translating from one language into another language before starting to translate it (Asmara, 2016). The students will be easy to understand the mean when they have good translating ability, if the books they read are written in various languages, they don't know it at all. So there is a need for translation relevant to them. In other words, translation helps students to quickly access such knowledge written in various languages from books and many other sources. Translation may also be the solution to reliable information from one language to another language (Arif Noviyana, 2017).

Dealing with the presented topic, the goal of this research is “how is the correlation between vocabulary score and translation skill?” especially done by the first grade students of SMAN 4 Kota Kediri.

B. Research Problems

Based on the background of the study, the statement of research problems are:

1. How is the students' vocabulary score at first grade students of SMAN 4 Kediri?

2. How is the students' translation skill score at first grade students of SMAN 4 Kediri?
3. Is there any correlation between vocabulary score and translation skill at first grade students of SMAN 4 Kediri?

C. Objectives of The Study

Considering the problem of the study above, the researcher has the objectives of the study are:

1. To find out the students' vocabulary score
2. To find out the students' translation skill score
3. To find out whether there is any correlation between the vocabulary score and translation skill at first grade students of SMAN 4 Kediri.

D. Significance of The Study

This study hope can give information about analysis vocabulary mastery and translation skill. Theoretically, the results of this research can be used to improve and develop English learning and teaching, especially related to learning vocabulary mastery and translation skill. For students, foreign language classes should be able to improving their vocabulary. it can also be used to improve and develop their ability to speak and writing skill. In addition, it is expected to have a positive influence on students in their translating ability. The results of this study can be used to help teach vocabulary mastery. Thus, teachers can more easily teach and find other

methods to improving vocabulary. Hopefully, it can make teachers more active in teaching English, especially in the vocabulary mastery.

The consequence of this research can be exploited to offer data about aptitude and accomplishment and furthermore understudies can build up their motivation to learn English. And the research outcome can be a guide for other researchers in carrying out more research on translating skills for researchers.

E. Scope and Limitation

This scope of limitation of the study is investigated the correlation between vocabulary score and translation skill, the first year students of SMAN 4 Kota Kediri and focus on their translation skill activities and vocabulary score.

F. Hypothesis

- a. Null Hypothesis (H_0) : There is no correlation between vocabulary score and translation skill at first year students of SMAN 4 Kota Kediri
- b. Alternative Hypothesis (H_a) : There is correlation between vocabulary score and translation skill at first year students of SMAN 4 Kota Kediri.

G. The Definition of Key Terms

1. Vocabulary Mastery

Herlina said that the most important element in a language is words, whereas a list or set of words is vocabulary (Herlina, 2016). It can be inferred that the vocabulary is a list of words and phrases, typically

organized and described in alphabetical order; dictionary, glossary, or lexicon, sometimes.

2. Translation skill

The ability to translate a language into a different language is demonstrated by the consistency of the product of the translation. Indeed a good translator generates a good translation that meets such criteria, such as componential analysis, modulation, descriptive equivalent, functional equivalent, cultural equivalent, synonym, and paraphrase (Newmark P. , 1991).