

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research problem, research objective, research hypothesis, the significance of research, scope, and limitation of the research, and definition of the key term.

A. Background of the Research

The relationship that is built-in vocabulary and translation is very significant. This relationship is a direct relationship that is automatically established in the field of translation. Translators will find it difficult if they don't understand a lot of vocabulary even though they understand the techniques and other components. Vocabulary is the starting point for translators to translate foreign languages. Birjandi (1999) says that the more definitions students have for a word, the more likely they are to fully understand the text.

Based on this explanation, it is clear that vocabulary is critical in the translation process. Vocabulary mastery is the ability to understand a group of words in a foreign language. This subject is commonly covered in foreign language classes. Important measures of vocabulary proficiency include word meaning, word creation, and word classification. The word's definition is an indicator that includes synonyms, antonyms, hyponyms, and the word's definition. The indications of word classification include nouns, verbs, adjectives, and adverbs.

Language learners, particularly English language learners, must understand translation as a science. Learners can correctly transfer the contents of the book if they have a good translation. As a result, it may make it easier for them to capture

the essence of the book. However, if students are unable to accurately translate the contents of the book, the message of the book may be misinterpreted. Then it will be a big problem for them to understand the contents of the book. The researcher is interested in doing this research because the researcher has prior experience and believes that students, particularly themselves, struggle with translating English texts. It occurs because they do not comprehend the meaning of certain words and structures. Additionally, most mistakes were made by them in translating English text into Indonesian text or otherwise in the wording.

There are various procedures involved in translation. According to Newmark cited in Rahemi (2013), the translation process begins with reading the source text to gain understanding and ends with rewriting it in the target language. In translation, several steps must be taken, such as understanding the vocabulary contained in the source language text, understanding what was conveyed, reconstructing what was conveyed in the target language, evaluating the text in the target language. From this, we can see that the translation method includes the process of understanding.

Some research have identified translation, its characteristics, and the elements that influence it. One of the aspects examined and surveyed by many researchers is the translator's gender, which has a significant impact on the translation process and production. In recent years, the concept of gender has also been the focus of some research in the field of translation studies and a number of scholars have investigated this subject (Simon 1996; Von Flotow, 1997, 2001; Chamberlain, 1998; Santaemilia, 2005; Strauss, 1998; State 1994)

According to Von Flotow (2001) the issue of gender and translation can be investigated in historical studies, theoretical considerations, issues of identity, post-colonial questions, and questions of cultural transfer. While most of the research done regarding gender in translation has dealt with the issue of the translators' gender identity and its effect on their translations, the present study is on the relationship between the gender of a translator and the gender of the evaluator of the work of that translator.

Several studies have already investigated the correlation between vocabulary mastery and translation ability. Subari (2013) analyzed the correlation between students' vocabulary mastery and their ability in translating English sentences into bahasa Indonesia: a study at the third semester students of English Department of STKIP PGRI Bandar Lampung in 2013/2014. His research showed that is a positive correlation between vocabulary mastery and translation ability.

Another research from Setiawan (2017) investigated the correlation between students' vocabulary mastery and translation ability. Data were collected from 40 sixth-semester Muhammadiyah Metro University students. The result of his study is shown that there was a strong correlation between students' vocabulary and translation ability. Kulsum (2020) shared that the purpose of the study was to investigate vocabulary knowledge and translation accuracy especially on translation accuracy as grammar or syntax, morphology, semantics and so on. The results of the study showed that there was a strong positive relationship between the depth of vocabulary knowledge and translation skill.

Based on the description of vocabulary and translation above, it showed that vocabulary becomes an important component in language teaching and learning for students to get successful in translate. To find out and to get empirical data by tests between vocabulary mastery and reading comprehension to prove the correlation of students' vocabulary and their translation ability based on gender differences. According to Sholihah (2017), there are three issues that prevent students from mastering English. The first issue is that learners' vocabulary mastery continues to be low. The second issue is that students are having trouble understanding the text's content and meaning, which is due to their lack of translation skills. The third issue is that the classroom instructional method is not engaging enough, causing students to become bored while studying English lessons, particularly when acquiring vocabulary and translation. The researcher is particularly curious about the relationship between students' vocabulary proficiency and their capacity to translate English sentences into Indonesian in this case. Therefore, the researcher conducted a study entitled: **Correlation between students' vocabulary mastery and their translation ability based on gender at translation course of IAIN Kediri.**

B. Research Questions

The problem of this research is formulated as follows: Is there any significant correlation between students' vocabulary mastery and their translation ability based on gender at translation course of IAIN Kediri?

C. Objectives of the Research

Regarding the problem statement, the objective of the research is to find out whether or not there is any significant correlation between students' vocabulary mastery and their translation ability based on gender at translation course of IAIN Kediri.

D. Significance of Research

By conducting the research about the correlation among students' vocabulary mastery and their translation ability based on gender in translation course, this research findings can be valuable in making some contributions to English language teaching and learning, i.e:

- 1) For students: this research hopefully can be a starting point to develop student 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) For teachers: the findings of the study will be used as a basis for improving and developing their way of educating students about vocabulary and its usefulness in their ability to translate.
- 3) For other researchers: The research findings should ideally be beneficial as a source of reference for them, as well as providing information to the readers about the correlation among the students' vocabulary mastery and their translation ability based on gender at translation course of IAIN Kediri.

E. Scope and Limitation of Research

This research focuses on vocabulary mastery and translation ability based on gender. This research will find out whether or not there is any significant correlation between students' vocabulary mastery and their translation ability based on gender at translation course in translating English text into Indonesian of the English department of State Islamic Institute of Kediri. This research is specified the fourth-semester students in the English department of IAIN Kediri.

F. Research Hypothesis

Based on the research problem, the researcher formulates the alternative hypothesis (H_a) and the null hypothesis (H_0) as follows:

1. Alternative Hypothesis (H_a): There is a significant correlation between students' vocabulary mastery and their translation ability based on gender at translation course of IAIN Kediri.
2. Null Hypothesis (H_0): There is no significant correlation between students' vocabulary mastery and their translation ability based on gender at translation course of IAIN Kediri.

G. Definition of the Key Term

There are some key terms of this research that should be clarified to avoid a misunderstanding of this research. The key terms are defined as follows:

1. Vocabulary mastery

The competency or competence knowledge of a list or collection of words that make up a language that may be utilized by a specific individual, class, or profession is referred to as vocabulary mastery.

2. Translation ability

The ability of transferring meaning from the source language; english to the target language; Indonesian.

3. Gender

Gender in this research represent as sex differences male and female in the part of biological characteristic.