CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter is divided into several different sections. The first section is a study of theoretical works, which includes citation and definitions on vocabulary mastering and translation. The second section is a review of previous studies; it describes earlier investigations that were undertaken in the same field. The third section is the theoretical framework, which summarizes the theoretical research.

A. Vocabulary

This section discusses about vocabulary mastery in english language classroom and type of vocabulary

1) Vocabulary Mastery in English Language Classroom

Vocabulary refers to a person's understanding of words and their meanings. Actually, vocabulary mastery is not only knowing the words and their meanings, but also understanding how the words sound and how they are used in context. It is easier to master vocabulary than it is to master other components such as grammar and phonology. According to Hornby (1995:1331) cited in Nugroho (2017) defines vocabulary as the total number of words in a language; second, all the words known to a person or used in a specific book, subject, or other context; and third, a list of words with their definitions, particularly one that comes with a foreign language textbook. Following the definition of vocabulary given above, vocabulary may be defined as a set of words in a language that are used by individual speakers to communicate meaning or express what they want to say. We recognize the

importance of vocabulary in a language, so we must enhance our vocabulary mastery in order to establish a decent language.

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school (Syarifudin, 2014). It is suitable with the statement of John langan (1992: 422), he said that a good vocabulary, more than any other factors. Beside that, it is hoped that they will have more vocabulary (because they are easier to find new vocabularies) and will help them in studying English in the next level of school (Senior High School) or in the University. So that they can use their English in order to communicate to other people from other countries.

There are two forms of vocabulary mastery in vocabulary. There are two types of vocabulary mastery: formal and casual. They can be passive as well as active. They are both passive and active in nature. Students will recognize passive vocabulary terms when they hear them but will not be able to produce them on their own. Active vocabulary, on the other hand, refers to vocabulary that students have been taught or mastered and are expected to be able to use.

The value of mastering vocabulary in learning English cannot be overstated. Students will master the four basic abilities of English faster if they have a large vocabulary. Students can learn and understand a language more easily if they master vocabulary. If students wish to communicate effectively in a foreign language, they

should study vocabulary and learn a large number of words so that they can easily write, read, listen, and speak in the foreign language. Students must acquire a sufficient number of English vocabulary and structure in order to reach this goal.

2) **Types of Vocabulary**

Vocabulary has many types. According Judy K (2007), there are four types of vocabulary. There were listening, speaking, reading, and writing vocabulary.

Listening Vocabulary is the words that are heard and understood by listening to speech. This vocabulary size is aided by context and tone of voice. Since in the womb, the fetus can detect sounds from the age of 16 weeks. In addition, babies listen when they wake up – and we continue to learn new words this way throughout our lives. By the time we reach adulthood, moast of us will recognize and understand nearly 50,000 words.

Speaking Vocabulary are the words we use when we speak. Due to the spontaneous nature of spoken vocabulary, words are often misused – although slight and unintentional, can be explained by facial expressions, tone of voice, or hand gestures. Most of adults only use 5,000 to 10,000 words for all of their conversations and instructions. This number may be less than our listening vocabulary due to ease of use.

Reading Vocabulary is the words that we understand when we rad the text. We can read and understand many words that we do not use in our vocabulary. This is the 2nd largest vocabulary of if you are a reader. If you are not a reader, you cannot "expand" your vocabulary.

Writing Vocabulary are words that we can take when we write to express ourselves. We usually find it easier to explain ourselves verbally, use facial expressions and intonation to help convey our ideas, then find the right words to communicate the same ideas in writing. Our written vocabulary is heavily influenced by the words we can spell.

Based on the explanation above, vocabulary is all words that the person knows of uses and also means a language user's knowledge of words. The researcher makes teaching vocabulary to enrich students' vocabulary in every aspect, meaning and how to use the word in sentence. And this was proved that vocabulary have related to improve four skills in English as the foreign language.

B. Translation

This section discusses translation ability, the kind of translation, and process of translation.

1) Translation Ability

The translation is typically employed to transform written or spoken source language texts into written or spoken target language texts. In other terms, translation is the transformation of one language into another, both oral and written. Meanwhile, Hornby asserts that ability is competent to handle. It denotes a person's ability to accomplish a given task.

A person's ability to translate one language into another is measured by the quality of their translation. If the translator (students) can create target text and adapt to the reader, translation competency can be achieved. It demands the assistance of a qualified translator. A translator is a professional who is fluent in both the source and destination languages. According to Newmark, "a translator

must grasp literary and non-literary textual criticism since he or she must judge the quality of a text before selecting how to interpret and then translate it" (2001:7). It implies that translating is a skill that, of course, requires some level of translator certification. A translator must first comprehend the written message in the foreign language before translating it into the target language.

In terms of explanation, one of the most significant components in a translation activity is a skilled translator, so the effectiveness of this activity is influenced by the students' expertise. They need to pay more attention to the reader of the target language. A translator must also be accountable for his or her translation efforts, taking into account the compatibility of the source and target texts. In this approach, he or she will be able to produce high-quality translation.

It's conceivable that someone will have problems translating from the source language (SL) to the target language (TL) during the translating process. It's possible that the student's failure to complete this task is due to a lack of language skills or information. However, translating is a fun exercise since it allows us to experiment with words and sentences, especially when translating from English to Indonesian. The translator had to match the terms they had learned to new ones in English with a different structure for this task.

2) The Kinds of Translation

According to Larson (1984:17), there are different kinds of translation. For the first is **Form-Based Translation**. Form-based translation attempts to replicate the form of the source language. It's referred to as literal translation. Form-based translation, often known as word-by-word translation, is a type of translation that closely resembles the form of the original language. Literal translation tries to

match the shape of the source language, hence it must use the same language support as the source language.

Here example of literal translation:

SL: Who has he been living with?

TL: *Siapa dia telah tinggal dengan.*

The above translation does not sound natural. The word *who* is simply translated as *siapa*, *has* been translated as *telah*, *he* is translated as *dia*, *been living* as *tinggal*, and *with* is translated as *dengan*. As a result of the word-for-word translation, the combination of the target language sentence sounds odd, and the readers are frequently confused.

For the second is **Meaning-Based Translation**. The idiomatic translation is a type of meaning-based translation that tries to convey the meaning of the source language text in its natural form in the receptor language. It denotes idiomatic translation, which is the act of changing the form of the source language while keeping the original meaning so that the receiver may fully comprehend the translation. The translator must first comprehend the meaning of the source language before transferring meaning from one language to another.

Example of idiomatic translation :

SL : She is a woman of steel.

TL : *Dia wanita yang berjiwa kuat.*

Because it sounds natural, the idiomatic translation above is acceptable to the target audience. Because the translator understands the original meaning and knows both languages well, the *phrase a woman of steel* is not merely translated into *wanita dari besi*, but idiomatically translated into *wanita yang berjiwa kuat*.

3) Process of Translation

A translator must be aware of the steps process of translating an information from one language to another. The process of translation, according to Nababan (2003, p. 25), consists of three steps; the first step is **analyzing**, the translator analyzes the grammatical relationship as well as the meaning of the words and combinations of words in the first step. The source and receptor languages' linguistic structures should be known and mastered by the translator. When examining the text, the translator should be aware of the meaning of difficult vocabulary and unfamiliar words, as well as the title, paragraph utilized, phrase, idioms, collocations, and so on.

Second step is **transferring**, After completing the analysis process, the following step is to transfer material from the source language to the target language in the mind of the translator. In other words, the translator should translate the source language's ideas into the target language without changing the source language's meaning. The translator must be cautious when substituting the message, and grammar competence is essential.and restructuring.

For the last step is **restructuring**, the purpose of the reorganization is reorganized in the last stage in order to make the final message totally acceptable in the receptor language. The translator should attempt to determine the source language's essential message and then recompose, which implies that the translator can freely translate material using his or her own words or sentences in order to produce the most appropriate communication in the target language.

C. Gender

This section discusses gender in SLA and gender in translation.

1) Gender in SLA

In L2 learning, women are more motivated than men, according to Jiang (2009). Women, on the other hand, have been found to have more favorable attitudes toward learning a foreign language and to be more interested in the target culture than men. Women, on average, learn languages faster and have a wider vocabulary than men. For example, girls have a vocabulary of 95 words at 16 months, whereas boys have a vocabulary of 25 words. A similar pattern is confirmed in the learning of many languages, including comprehension and production, as well as lexical and grammatical growth, a similar pattern is established. Boys, develop word combinations three months later on average than girls. At the stages of development when children learn new communication and language skills, the most significant inequalities between sexes become apparent (Kogan, 2018).

Studies of gender difference in young learners have shaped to the varieties of conclusions about the major characteristics of the learners in producing the language. Ellis (1994) in his book "Second Language Acquisition" stated that there was nothing conclusive in studies of gender differences in SLA achievement, attitudes and strategy use. His study of gender difference in second language learners inferred that there will be always different results and findings when it comes to investigate the learners' language characteristics based on the gender. Moreover, Gallego (2012) in his study of Primary and secondary EFL students in vocabulary development found that male and female learners display

similar behaviors in lexical learning. Since young learners are in their time to acquire their language proficiency, there is always possibility of the learners to have similar characteristic in their language learning before they reach their perfect abilities in producing the language.

Finally, Shakouri (2012) in his study of finding the age and gender influence in L2 acquisition discovered that both males and females are equipped with some predetermined tendencies that would be helpful for them to acquire some aspects of language much faster and easier. Both female and female learners of L2 have their own strengths that eventually help them to learn L2. The earlier studies above have proven that investigation of gender difference in language learners particularly the young learners have not reached the fixed results since the learners language are dynamic and can be changed over the period.

2) Gender in Translation

Gender has played its role in translation studies. Although rather rarely studied, it becomes a new filed to be studied more. Its related to some aspect such as language itself, the differences between male and female languages. It also related to the varieties of language that there are some varieties both male and female language. The differences between male and female language, varieties language influence the way of both male and female. But it is not dominantly or significantly occurred. According to Rani (2017) there are some aspects focused in order to know the differences between male and female translation production. For example, at some phrases could be said that between male and female's translation influenced by their gender. That because, females find it easy to learn literature and other social science; meanwhile, males find it easy to describe

complex problems such as mathematics, physics, and the other natural sciences. On the other hand, some phrases focused, gender affect in translation. As one can learn, the differences between women's and men's language has been written but nothing in particular has been proved. There are only pieces of the language where the women's and men's use of the language different. But these pieces were very important for this work where that study tried to prove that the translation done by a man and translation done by a woman differs according to particular patterns of language.

In 2010, Ahmadian investigated the relationship between translators' gender and their translation quality. She studied their different writing styles through translation process.150 BA translation students were requested to participate in this study (75 males and 75 females). The sample of this study took a translation task of two English paragraphs (expressive & informative) to be translated into Persian. The participants were, then, requested to write a paragraph in Persian.The results of the study manifested women who had expressive writing style, outperformed in translating the expressive and those with the informative one, was better in translating the informative text. However, results indicated that due to the slight difference between women's translation quality in the aforementioned texts and their writing style, no significant relationship was observed between the variables of interest.

LotfiKashmar (2013) examined the relationship between gender and theoretical knowledge of translation and practical skills on translation in Iranian translators. The theoretical test, a collocation composed of 30 multiple-choice items adopted from M.A and PhD entrance exam, held in the years 2011, 2012,

public and Azad University course in Iran." The practical exam was their term paper, so they answered carefully. Some parts of these texts were unseen and some others were seen because their proficiency on vocabulary was not important for this test and just the students' proficiency in practical translation was the main point". 35 MA students both males and females were asked to participate in this study. She applied two kinds of test: theoretical and practical. The finding of this study showed that students' practical skill in translation both male and female was better than their theoretical knowledge, but male's theoretical scores were better than females. Based on the results of this study, she concluded, that gender is an important factor on theoretical scores.

D. Previous Studies

Some researchers have explored the correlation between students' vocabulary mastery and their ability to translate English text into Indonesian. The researcher found some literature related to the problem, like in previous studies.

First, according to Subari (2013), students' vocabulary knowledge and their ability to translate English sentences into Bahasa Indonesian are highly correlated. As a result, it can be inferred that the English Department students at STKIP-PGRI Bandar Lampung have a positive and substantial relationship between their vocabulary mastery and their capacity to translate English sentences into Bahasa Indonesia in the third semester. This conclusion implies that a student's ability to translate will improve as their vocabulary competence improves. As a result, it was discovered that improving students' translating ability can be accomplished by increasing their vocabulary mastery.

The second study, Setiawan (2017), sought to establish a link between students' vocabulary mastery and their ability to translate. The results were obtained using a quantitative method. The participants were 40 sixth-semester Muhammadiyah Metro University students. The results revealed that the majority of the participants have a good command of the English language. Furthermore, the majority of the participants were able to communicate effectively in English. There was a link between vocabulary knowledge and translation abilities, according to the data.

The third study, Kulsum (2020), finds a correlation between vocabulary knowledge and translation accuracy among students in a translation class at ELFAST Pare Kediri with a high interpretation level. It means that the number of vocabulary words a student has a significant impact on their translation accuracy. As a result, the first step for students who want to enhance their translation accuracy is to expand their vocabulary. Then, enhance the importance of other factors that can influence translation accuracy, such as grammar or syntax, morphology, semantics, and so on.

Dealing with some previous studies above, it showed that vocabulary and translation are related to all of the skills and components of language. These cannot be separated from each other. Vocabulary and translation have a relationship with each other. These are important sub-skill in learning a language because we used them to learn and to transfer the meaning of the language. Therefore, the researcher had an idea to study about Correlation Among Students' Vocabulary Mastery and Their Translation Ability Based on Gender at EFL Classroom of IAIN Kediri.