CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, research problems, objective of the study, significance of the study, scope and limitations, hypotheses, and the definition of key terms.

A. Background of the Study

Vocabulary is a collection of terms that are recognized and used by persons to communicate with others in a particular language. Raya (2019) defines vocabulary as all members of a word in a language that are used by someone. Renandya (2002) defines vocabulary as a fundamental element of the language that serves as the foundation for reading, listening, writing, and speaking. According to Pikulsi & Templeton (2004), vocabulary is the number of words utilized, or recognized by a certain individual or group. As a result, vocabulary may be defined as a list or succession of words used to represent concepts or meanings in conversation. Based on this definition, vocabulary holds an important role in sharing ideas through writing and speaking.

In fact, most students pay less attention to vocabulary mastery when learning English. This is consistent with Asidiqi's studies (2018), which assert that students pay less attention to vocabulary achievement. Chamidah (2021) states that despite the fact that enhancing vocabulary mastery skills is crucial, students are still unaware of and give little thought to enhancing vocabulary learning tactics. Most students do not master the vocabulary of the material being studied; however, they are still too lazy to learn it (Wiralsi, 2020). Thornbury (2006) says that students

may use language to develop interactions with others, and they can also convey thoughts and concepts simply.

Vocabulary plays an essential role in understanding all aspects of English: reading, listening, writing, and speaking. This means that to acquire an understanding of English, students must master the vocabulary. In other words, it could be said that vocabulary is the basis of English. Mastering vocabulary assists in understanding the language. By having a good vocabulary, students can understand a text correctly and precisely. Students who have a large vocabulary find it easier to grasp the content (Bahri, 2018; Faliyanti, 2015). Febrisera (2021) explains that the purpose of vocabulary mastery is to improve language skills. To support their ability to comprehend the text, students need to learn a lot of vocabulary (Febrisera, 2021). Because vocabulary is one of the factors influencing writing skills, mastering it will be advantageous. Lack of language expertise will cause writing mistakes, difficulty in expressing ideas, and difficulty in choosing diction. Vocabulary also influences written communication, as in translation.

The process of converting the source language (SL) to the target language (TL) is referred to as translation. Having good translation skills is needed. As a result, the result of translation will be precise and correct. But most of the cases found involved students having difficulties translating English texts. It causes problems in translating the text. One of the influencing factors is a deficiency in vocabulary mastery. One of the things that causes students difficulty in translating English text is lack of vocabulary (Arono & Nadrah, 2019; Kusumayanthi, 2020). Saricoban (2012) says that updating vocabulary is critical since students will struggle to translate text if they do not know the vocabulary. Therefore, vocabulary mastery is

needed in order to assist students in understanding what is meant in the text (Subari, 2013). According to Kulsum (2020), even knowing the broad meaning of terms does not make it simpler to accurately interpret the text as a whole because translation takes more than just grasping the broad meaning of words; it also requires adjustment to the context and diction of the target language. Therefore, translation is a complex process that requires good English skills, especially vocabulary mastery.

Based on earlier observations at MAN 3 Kediri, the researcher discovered that English teachers still employed an old method of teaching, that is GTM (Grammar Translation Method). According to Setiyadi (2021), despite the introduction of several new methods, GTM remains a common methodology in teaching English for certain teachers. It is in line with Harmer and Jeremy (2007), who said that Grammar Translation Method (GTM) is still relevant. Despite the fact that it is not used as a method in the same way, most language learners translate their thoughts at various times and may learn a lot about foreign language by comparing portions of it to parts of their mother tongue.

According to As'ari et al. (2021), grammar translation method is a conventional language teaching method with an unbeatable practice quality. The method enables students to translate entire texts word for word and recall a wide range of grammatical rules and exceptions, as well as an enormous number of vocabulary lists. According to Benati (2018), the fundamental objective of instruction in grammar translation method is to achieve a high level of expertise in translation and grammatical accuracy.

Grammar translation method was employed by English teachers at MAN 3 Kediri because it was seen to be appropriate for the students of this school, particularly the eleventh-grade students. According to the English teacher at MAN 3 Kediri, most students do not grasp the lesson when the teacher tries to communicate in the target language. Because many students still have a low level of English, employing this method made teaching English much simpler. Because Grammar Translation Method (GTM) is still utilized by English teachers at MAN 3 Kediri, the researcher is interested in conducting more study on vocabulary and translation.

Many studies have been undertaken to assess the influence and relationship between vocabulary competence and the capacity to translate text. The research conducted by Ula et al. (2021) found that vocabulary and grammar mastery are factors that determine translation ability. This demonstrates that students with greater vocabulary and grammatical expertise will be better able to translate texts. The second study was conducted by Kulsum (2020). The result of this research indicates that the accuracy of the translation depends on the vocabulary mastered by the students. The third study was conducted by Putri (2021). This study discovered a relationship between vocabulary score and capacity to translate in the first grade of SMAN 4 Kediri. From this study, it is concluded that to have a good translation skill, students must master vocabulary first. The fourth study was conducted by Setiawan & Shalihah (2017). This study found a relationship between students' vocabulary proficiency and their ability to interpret written materials. Because vocabulary mastery and translation are closely related, English as a foreign

language (EFL) learners must improve their vocabulary skills to support their ability to translate English texts.

Departing from the previous studies that have been described, it is clear that there is a correlation between vocabulary and translation. However, the previous researchers have not yet provided evidence about whether there is still any correlation if it is studied among MAN (State Islamic Senior High School) students. Previous studies gave evidence only when it was studied in higher education (Setiawan & Shalihah, 2017; Ula et al., 2021), in English course students (Kulsum, 2020), and also in senior high school students (Putri, 2021). As a result, the researcher is eager to carry out this investigation to find more evidence on whether there is still any correlation if the research is carried out on MAN students.

B. Research Problems

The following assertions about research problems are based on the study's background:

1. How is the students' vocabulary mastery at MAN 3 Kediri?

2. How is the students' translation ability at MAN 3 Kediri?

3. Is there any correlation between students' vocabulary mastery and their ability to translate English text into Indonesian text at MAN 3 Kediri?

4. Is there any correlation between students' vocabulary mastery and their ability to translate Indonesian text into English text at MAN 3 Kediri?

5. Is there any correlation between students' ability to translate English text into Indonesian text and their ability to translate Indonesian text into English text at MAN 3 Kediri?

C. Objectives of the Study

Considering the research problems above, the objectives to be achieved in this study are:

1. To determine the students' vocabulary mastery score at MAN 3 Kediri

2. To determine the students' translation ability score at MAN 3 Kediri

3. To determine whether there is a correlation between students' vocabulary mastery and their ability to translate English text into Indonesian at MAN 3 Kediri

4. To determine whether there is a correlation between students' vocabulary mastery and their ability to translate Indonesian text into English at MAN 3 Kediri

5. To determine whether there is a correlation between students' ability to translate English text into Indonesian text and their ability to translate Indonesian text into English text at MAN 3 Kediri.

D. Significance of the Study

In particular, it should be expected that the findings of this research will contribute to:

1. The students

The study's findings are likely to assist students in measuring vocabulary mastery. Furthermore, it is intended to have a beneficial impact on students' translation abilities.

2. English teacher

The findings of this study can be utilized to assist English teachers in measuring vocabulary mastery. As a result, teachers may discover alternative ways to enhance students' vocabulary.

3. The next researcher

The findings of this study are expected to be beneficial references and guidelines for other researchers doing future translation skill research. It is also useful to inform readers about the relationship between students' vocabulary mastery and their translation ability at MAN 3 Kediri.

E. Scope and Limitation

The scope of this study is the correlation between vocabulary and students' abilities to translate texts. The researcher employs multiple-choice questions in the vocabulary mastery test, and the scoring formula devised by Arikunto (2013) is used. In order to assess translation skill, the researcher employs a translation test designed for students that is based on English text to be translated into Indonesian text and vice versa. The translation test is adopted from Putri's study (2021), and to analyze the translation test, the researcher adopts the criteria of translation by Machali (2009). The translation test focuses on literal translation (Rudolf Nababan in Fajria, 2015; Machali, 2009).

The limitation of this research is the students of the eleventh grade at MAN 3 Kediri in the academic year 2022-2023.

F. Hypothesis

A hypothesis test contrasts the null hypothesis and the alternative hypothesis, which are two opposing hypotheses. The null hypothesis (H_0) states that there is no correlation between the variables, whereas the alternative hypothesis (H_a) states that there is a correlation between the variables. If the null hypothesis is rejected, the alternative hypothesis is accepted. In this case, the hypotheses of this research are:

- Null hypothesis (H_0):

1. There is no correlation between students' vocabulary mastery and their ability to translate English text into Indonesian text at MAN 3 Kediri.

2. There is no correlation between students' vocabulary mastery and their ability to translate Indonesian text into English at MAN 3 Kediri.

3. There is no correlation between students' ability to translate English text into Indonesian text and their ability to translate Indonesian text into English text at MAN 3 Kediri.

- Alternative hypothesis (H_a):

1. There is correlation between students' vocabulary mastery and their ability to translate English text into Indonesian text at MAN 3 Kediri.

2. There is correlation between students' vocabulary mastery and their ability to translate Indonesian text into English text at MAN 3 Kediri.

3. There is correlation between students' ability to translate English text into Indonesian text and their ability to translate Indonesian text into English text at MAN 3 Kediri.

G. The Definition of Key Terms

Furthermore, in order to avoid any misunderstandings while reading the title of this study, the researcher must define the important terms. The terms are defined further below:

1. Vocabulary mastery

Vocabulary mastery refers to an individual's competency or comprehension of a list or collection of words in a language.

2. Translation ability

Translation ability refers to the capacity to transmit meaning from the source language, English, to the target language, Indonesian, and vice versa.