CHAPTER II

LITERATURE REVIEW

The objective of the review of related literature is to provide a quick overview of what is linked to and covered in this research. This chapter reviews past studies on the correlation between students' vocabulary mastery and their ability to translate. This chapter also looks at various vocabulary and translation resources, especially in the context of teaching and learning.

A. Vocabulary

Vocabulary, as defined by Hatch and Brown (1995), is a list or collection of terms for a specific language or a list or collection of words that speakers of each language may use. According to this definition, vocabulary is a critical component in the communication process anytime one person wishes to convey or receive the meaning, intent, or purpose of another. Brown (2001) regards vocabulary items as a tedious set of terms that students must define and memorize. According to Penny Ur (1996), vocabulary is broadly defined as the terms people acquire in a different tongue. However, a new piece of vocabulary may consist of more than one word. In another definition, it is explained that aside from pronunciation and spelling, grammar, collocation, characteristics of meaning, and word construction, vocabulary is an essential aspect of language instruction.

Based on the definitions of vocabulary provided above, the researcher finds that vocabulary is a crucial component of learning a language. Thus, vocabulary is highly significant since students would be unable to communicate with that language if students did not know or lack the vocabulary of that language.

Vocabulary may help students grasp all terms used in communication. The learners would struggle to acquire the target language if they lacked vocabulary knowledge. Learners must comprehend the vocabulary of the target language in order to communicate successfully when speaking, listening, writing, and reading. Furthermore, vocabulary is essential for EFL students because it is the initial step in learning new language (Ambarwati et al., 2020).

1. Vocabulary Mastery

Hornby (2001) describes mastery as extensive knowledge or expertise in a certain subject or activity. According to McKeown et al. in Syarifudin et al. (2014), mastering a language entails understanding lexicon and phonological systems in both spoken and written languages. Collins (1979) explains that vocabulary mastery is the ability or full grasp of a list or collection of words that comprise the language and may be utilized by certain people, communities, and professions. Based on those explanations, it could be said that vocabulary mastery is the capacity to communicate meaning by combining skill and knowledge of words, and it is one of the components of language that students or language learners should master.

Vocabulary mastery is crucial to learning English. A large vocabulary will assist students in learning the four essential English skills. According to Subari (2013), understanding vocabulary can help students understand what a phrase implies. Students with a vast vocabulary will find it simpler to understand and translate the content. If students expect to communicate effectively in a foreign language, studying vocabulary and learning a huge number of words is a must. Students will be able to effortlessly compose, understand, attend to, and talk in a foreign language as a result.

According to the explanation above, nouns, verbs, adjectives, and adverbs are indications of vocabulary knowledge (Raya, 2019). Noun is a word that refers to person, location, object, or idea. Verb is part of speech that modifies the meaning of sentences by indicating the activity of subject. An adjective is a word that describes a noun or pronoun, which might be a person, location, animal, object, or abstract notion. Adverb is grammatical parts of speech that give meaning to other words other than nouns and pronouns.

2. Types of Vocabulary

Some theorists have proposed different sorts of vocabulary, such as: The first is that, according to Hiebert and Kamil (2005), vocabulary may be divided into two categories: oral vocabulary and print vocabulary. Oral vocabulary is a collection of words for which people understand the meaning when they hear or read them aloud. Second, print vocabulary includes terms for which people know the meaning, whether they write or read silently. People understand the meaning when writing and reading silently.

They also defined vocabulary in at least two ways: Productive vocabulary and receptive vocabulary. A productive vocabulary is a collection of words that one may utilize when writing or speaking. They are well-known, common, and often used terms. It denotes that active vocabulary is made up of words that come to people's minds quickly when using them in a sentence while speaking or writing. In this sense, productive or active vocabulary refers to the number of words that people use in their own written or spoken communication. It is used to convey meaning to others through spoken or written communication.

Receptive vocabulary is the set of words to which an individual may ascribe meaning when listening or reading. These are unfamiliar words that students seldom use. Receptive or passive vocabulary refers to words that students recognize and comprehend when they occur in context. It can also happen when students ask someone to speak something to assist them recall what the words mean. Students frequently learn receptive or passive vocabulary by listening or reading. When students read the text, they can discover the meaning of the words.

The second is that, according to Read (2000), active and passive vocabulary are the two main types of vocabulary. Active vocabulary is productive vocabulary. Individuals understand but do not use passive vocabulary. When people hear or read it, they comprehend it. On the other side, passive vocabulary is receptive vocabulary. Passive vocabulary is comprehended but not employed. People understand it when they hear or read it. Both sorts of terminology are plainly interchangeable. Although active vocabulary appears to be more significant in communication, the purpose of teaching foreign language is to expand both students' passive and active vocabulary as well as teach the four key language skills of speaking, writing, reading, and listening.

According to the definitions, the researcher recognizes two types of vocabulary knowledge: knowledge to comprehend the meaning and knowledge to understand the words. Oral and print vocabulary are included in knowledge of meaning, whereas knowledge of words comprises active or productive vocabulary as well as passive or receptive vocabulary. Productive or active vocabulary refers to the words that people employ when speaking or writing. Receptive or passive vocabulary refers to the words learned through listening and reading.

The third, Nation (2008), categorizes vocabulary into four groups based on how frequently it occurs in the languages, or its frequency, and how widely it occurs, or its range. The vocabulary is organized into four categories: high-frequency words, academic words, technical words, and low-frequency words. The four groupings are as follows:

High-frequency words. High-frequency words are commonly used in formal and informal situations in written and spoken language such as newspapers, conversation, novels, and academic writing. They encompass 80% of most written texts' running words and 90% of spoken texts' running words. The majority of high-frequency word lists are composed of roughly 2000-word families and are quite brief. In any type of vocabulary development program, these words should be at the top of the list of target words.

Academic words. Academic words are words that appear often in academic writing but do not appear on a list of 1000 or 2000 high-frequency words. These words are frequently used in newspapers, formal conversation, children's literature, academic writing, and other specialist material.

Technical words. Technical words are common in particular fields. These particular words are so specific to the topic area that people will recognize them. These are known as technical words. Technical words are mostly found in one area. However, a few words appear in various disciplines of study and may have the same or distinct meanings. Some of these technical words are included among the 2000 high-frequency words but are employed as particular words in a specialized sector.

Low-frequency words. Low-frequency words in a language are those with a low frequency of occurrence. They have a large number of word families, much

more than the other vocabulary levels, yet they are rarely used in most writings. Low-frequency words may appear in as little as 2% of the running text, or around one word out of every 50 running words.

B. Translation

Translation is the replacement of textual material in one language by equivalent textual material in another language (Catford, 1969). Hariyanto (2019) says that translation is the process of rewriting the text of the source language into the target language, either without modifying or changing the meaning of the text, thus the reader may comprehend the substance of the text. Translation is the act of establishing equivalency from one language to another, and the translator modifies the style and culture while translating the text without compromising the content (Savitri, 2018). Danbaba (2017) explains that translation is the process of re-telling the meaning of the original message as exactly as possible in the language into which it is being translated. Katy (2012) defines translation as re-telling the meaning of the original message as faithfully as feasible in a form that is natural in the language into which the translation is being produced. Translation, according to this definition, is the act of repeating what is said in another language exactly in the sequence in which it is uttered in the language in which the translation is performed without affecting the meaning.

Every language is unique. Each language has its own syntax as well as its own vocabulary and idioms. To communicate the meaning of the message, the translator must frequently utilize grammatical forms and terms that differ from those in the original language. The essential factor is that the message's meaning remains

unchanged. A translator's job is to translate the message's meaning rather than the words themselves. In order for a translator to provide a high-quality translation. As a result, the translator must translate the source text into the target text as closely as possible to what the author intended to express without altering the characteristics or style of the original text. Furthermore, because of the differences between the two languages, the literary translator usually struggles to keep the message and writing style consistent (Ria Aresta, 2018).

1. **Translation Ability**

Translation ability refers to capacity to translate source language into target language, thus readers of target language, particularly those who do not understand the source language, can also understand the message of source language. According to Setiani (2020), translation ability is the combination of skills, competencies, and intelligence required to change the meaning of the source language to its equivalent in the target language. It means that even if the grammatical structure of the sentence changes, the meaning of the source language must remain the same. As a result, the ability to translate is one of the capacities to transfer ideas or thoughts from one language to another, or from the source language to the target language.

2. **Kinds of Translation**

Some theorists have proposed specific forms of translation, such as: The first is that, according to Roman Jakobson (1959), there are three types of translation: intra-lingual translation, inter-lingual translation, and inter-semiotic translation. Intra-lingual translation is the conversion of one text into another

depending on the translator's interpretation, and both texts are written in the same language.

Example:

Sentence in English: Describe about this picture.

This phrase can be translated to: Explain about this image.

Inter-lingual translation. Inter-lingual translation is a real sense of translation. In this type, the translator rewrites the meaning or message of the SL text into the TL text.

Example:

Thank you (English): Terima kasih (Bahasa Indonesia)

Bonjour (French): Good Morning (English)

Inter-semiotic translation. Inter-semiotic translation includes the interpretation of a text into another form or sign system.

Example:

A piece of music interprets a poem

The image includes reference to the text

The film adaptation of a particular book

The second is that, according to Rudolf Nababan in Fajria (2015), there are ten forms of translation: word-for-word translation, free translation, literal translation, dynamic translation, pragmatic translation, esthetic poetic translation, ethnographic translation, linguistic translation, communicative translation, and semantic translation. The explanations are as follows:

Word-for-word translation. It is a type of translation that is just concerned with the word level. In this instance, the translator searches for the target language counterpart of the term.

Free translation. It does not necessarily deal with word or sentence equivalency. It is concerned with equivalency at the paragraph or discourse level. This translation style conveys the message at the paragraph or discourse level, although it is common for any translator to apply this sort of translation at the word or phrase level, such as when translating an idiomatic expression or proverb.

Literal translation. This translation falls between word-for-word and free translation. In this translation, the source language is translated word for word first, and then the word order is freely adjusted. This sort of translation is used when the sentence structures of the source and target languages differ.

Dynamic translation. It is known as normal translation. The message of the source language is translated into common expressions used in the target language. This translation pays special attention to the subtleties of the source language.

Pragmatic translation. It refers to message transmission that prioritizes accuracy in delivering information included in the target.

Esthetic poetic translation. It is the polar opposite of pragmatic translation. The translator not only delivers factual information, but also perceptions, emotions, and sensations by keeping the esthetic of the source language in this type of translation. It is sometimes referred to as literal translation.

Ethnographic translation. The translator conveys the social background of the source language in this form of translation. If there is no equivalency between certain terms in the source language, those phrases are retained.

Linguistic translation. It is defined as translation in which some implicit linguistic information from the source language is made visible in the target language. It is commonly used to solve difficulties in the source language, such as ambiguity.

Communicative translation. It is primarily concerned with message transmission. It differs from other styles of translation in that it additionally addresses the impact of the translation on the readers or listeners; it necessitates the translation's form, meaning, and purpose.

Semantic translation. It is similar to communicative translation but with a distinct focus. Semantic translation focuses on word equivalence while keeping the original language's cultural component. This type of translation seeks to communicate the source language's contextual meaning as closely as possible to the target language's syntactic and semantic structure.

The third is according to Machali (2009), there are two kinds of translation: translation that is oriented on the source language (SL) and translation that is oriented on the target language (SL). The source language-oriented translations are:

Word-for-word translation. The target text words are directly placed under the source text version. Words in the source text are translated out of context, and cultural words are transferred as they are. Generally, this method is used as a pre-translation stage (as a gloss) in very difficult text translations or to understand the mechanism of the source language.

Literal translation. The closest equivalent in the target text is found using the grammatical construction of the source language, but the lexical translation, or words, are carried out separately from the context.

Faithful translation. This translation corresponds to the original text's intent and purpose, so the result of the translation sometimes feels stiff and often strange.

Semantic translation. This translation considers the aesthetic elements of the source language text by compromising the meaning as long as it is within reasonable limits. In addition, words that are only slightly culturally charged can be translated into neutral words or functional terms.

The target language-oriented translations are:

Adaptation. Adaptation is the most free translation and is closest to the target language. Usually this type of translation is used in the translation of drama or poetry to maintain the theme, character, or plot, but this type of translation involves a change from the culture of the source language to the culture of the target language, in addition to the source language being rewritten and modified into the target language.

Free translation. This translation emphasizes substance above form in the source language text. This translation is usually in the form of a paraphrase, which might be either longer or shorter than the original.

Idiomatic translation. This translation aims to reproduce the message in the source language text, but often by using a sense of familiarity and idiomatic expressions not found in the original version. Thus, there is a lot of distortion of the nuances of meaning.

Communicative translation. This translation attempts to recreate the contextual meaning in such a manner that both the language and content aspects may be comprehended immediately by the reader.

3. Process of Translation

Hariyanto et al. (2016) explain that what is meant by the translation process is a model that is intended to explain the internal thought process that is carried out when translating. Nida and Taber (1982) describe the translation process, that is, dynamic translation. In this process, there are three stages: analysis, transfer, and restructuring. Suryawinata (1989) explains that:

Analysis or understanding stage. At this stage, the existing sentences are analyzed according to grammatical relations, the meaning of words or word combinations, textual meaning, and even contextual meaning. This is a reverse transformation procedure.

Transfer stage. In this stage, the translated content has been processed in the translator's mind and transmitted from the source language (SL) to the target language (TL). At this stage, no words have been formed, but everything takes place in the translator's imagination.

Restructuration stage. In this stage, the translator tries to find equivalent words, expressions, and sentence structures that are appropriate in TL thus the contents, meanings, and messages contained in the SL text can be fully conveyed in TL.

Evaluation and revision stages. After receiving the translation results in the source language (SL), the results are assessed or compared to the original text again. If it is still not appropriate, then do a revision.

4. Strategy of Translation

According to Hariyanto et al. (2016), translation strategy refers to the translator's strategies for translating words, groups of words, or even whole

sentences if the phrase cannot be broken down into smaller parts to be translated. Translation strategies are sometimes referred to as translation procedures in certain translation literature. The strategies are:

Addition. The addition here is the addition of words in BSa because the BSa structure requires it. Additions of this type are not a matter of choice but a necessity. Consider the following example:

BSu: Saya Guru

BSa: I <u>am a</u> teacher.

In the example above, the words "am" and "a" must be added for the sake of acceptance of the BSa structure.

Subtraction. Subtraction means that there is a reduction in the structural elements of the Bsa. Such as addition and subtractions are mandatory. Consider the following example:

BSu: Her husband <u>is an</u> engineer.

BSa: Suaminya insinyur

Transposition. This translation strategy is applied to clauses or sentences. Transposition, unlike the previous two strategies, may be considered either a necessity or a choice. Transposition is required if the meaning of SL cannot be conveyed without this strategy. If the transposition is purely for linguistic style, it is an alternative. This means that even without transposition, the meaning of SL can already be accepted by TL text readers. Consider the following examples:

BSu: It is a great mistake to keep silent about the matter

BSa: Berdiam diri tentang masalah itu merupakan kesalahan besar

Modulation. Modulation is a strategy used to translate phrases, clauses, and sentences. The message of the SL statement is viewed differently by the translator (Newmark, 1988). When translating words with literal meanings does not give a sensible or flexible translation, this strategy is utilized. Consider the following example:

BSu: I broke my leg.

BSa: Kakiku patah

In the example above, the translator considers the problem from the perspective of the object "feet", not from the standpoint of the subject "I".

C. Related Studies

Many studies have been undertaken to assess the influence and relationship between vocabulary competence and the capacity to translate texts. As previous studies relate to the issues, the researcher selects some literature.

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 to translate texts. The second study was conducted by Kulsum (2020). The result of this study 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 good translation skills, students must master vocabulary first. The fourth study was conducted by Setiawan and 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 abilities in translating English texts.

In dealing with some of the previous research mentioned before, it was discovered that vocabulary and translation are linked to all of the abilities and components of language. These two are inextricably linked. There is a correlation between vocabulary and translation. These are crucial sub-skills in language learning since students employ them to acquire and transmit the meaning of the language. As a result, the researcher came up with the concept of investigating the correlation between EFL students' vocabulary mastery and translation ability in the eleventh grade of MAN 3 Kediri.