THE CORRELATION BETWEEN THE MASTERY OF ENGLISH VOCABULARY AND THE ABILITY IN TRANSLATING ENGLISH TEXT INTO INDONESIAN ACHIEVED BY ENGLISH STUDENTS OF THE ISLAMIC STATE COLLEGE OF PALANGKA RAYA

THESIS

Presented to the department of the education of the Islamic State College of Palangka Raya in partial Fulfilment of requirement for the Degree of Sarjana Pendidikan Islam

Arranged By :

Nurkholis
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THE ISLAMIC STATE COLLEGE OF PALANGKA RAYA
THE DEPARTEMENT OF EDUCATAION THE STUDY PROGRAM OF ENGLISH EDUCATION
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OFFICIAL NOTE
Care :   The thesis examination   Palangka Raya,   June 2009

To, Director of the Islamic
State College of Palangka
Raya
In
            Palangka Raya

Peace be unto and God's mercy and blessing as well

By reading and analyzing of your thesis revision, we think that your thesis in the name of:

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Can be examined in partial fulfillment of the degree of Sarjana Pendidikan Islam in English Education of the Department of Education of the Islamic State College of Palangka Raya.

Thank you on your attention.

Peace be with you and God's blessing

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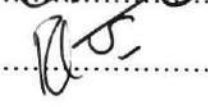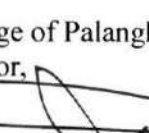
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This thesis entitles **THE CORRELATION BETWEEN THE MASTERY OF ENGLISH VOCABULARY AND THE ABILITY IN TRANSLATING ENGLISH TEXT INTO INDONESIAN ACHIEVED BY ENGLISH STUDENTS OF THE ISLAMIC STATE COLLEGE OF PALANGKA RAYA** in the name NURKHOLIS and his Student Registration Number is 030 112 0107. It has been examined in examining team of the Islamic State College of Palangka Raya on:

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Date : 4th May , 2009

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ABSTRACT

ABSTRACT

Nurkholis, 2009.   THE CORRELATION BETWEEN THE MASTERY OF ENGLISH VOCABULARY AND THE ABILITY IN TRANSLATING ENGLISH TEXT INTO INDONESIAN ACHIEVED BY ENGLISH STUDENTS OF THE ISLAMIC STATE COLLEGE OF PALANGKA RAYA Advisor (I) Drs. H. Abdul Qodir, M.Pd (II) Hj. Ristati, M. Hum

ABSTRACT

In this thesis, the writer look for the correlation between the mastery of English vocabulary and the ability in translating English text achieved by the English students of Palangka Raya Islamic State College on Academic years 2005. The writer was interesting to research this case because basically translating is acquired skill that must be applied and influenced by many factors. One of them is mastering vocabulary. In writer's mind, the students will be easy to translate if they master many vocabularies but likewise they will be difficult to translate if they master a little vocabulary. Based this opinion the writer done this case to be proved.

The problem of the study of this thesis is, Is there any correlation between the mastery of English Vocabulary and the ability in translating English Text into Indonesian? Based on the problem of the study so the objective of the study is to look for the correlation between the mastery of English vocabulary and the Ability in translating English text into Indonesian. The population of this research is all of the English students on academic years 2005 that number of 32 it consist 11 male and 21 female and the and using total sample . The Approach of the study uses the quantitative approach. This research has two variables that are independent variable (variable X) it is mastery of English vocabulary and the dependent variable (variable Y) it is the ability in translating English text. The collection data uses the observation, documentation and test and to analyze the data by using product moment formula.

The research result showed that based on the last calculation between variable X and variable Y was negative. It meant both variables had the weakest correlation or it was ignored. The value of r_{xy} was 0.075 so that H_a was refused and H_o was received. Based on df was found 0.361>0.075<0.449 so, it meant it was low correlation but correlation was positive. The calculation contribution of variable X to variable Y showed that the value of KP was 0.56 % it meant contribution variable was able to contribute to variable Y 0.56 % and the others 99.44 % was influenced by other aspects. And based on the calculation of t_{value} was 0.07 and t_{table} was 1.697. so it meant $t_{value} \leq t_{table}$ even so Zero hypothesis was received and alternative hypothesis was refused.

NURKHOLIS, 2009. HUBUNGAN ANTARA PENGUASAAN KOSAKATA BAHASA INGGRIS DAN KEMAMPUAN MENTERJEMAH TEKS BAHASA INGGRIS KEDALAM BAHASA INDONESIA OLEH MAHASISWA BAHASA INGRIS STAIN PALANGKA RAYA
Pemimbing (I) Drs. H. Abdul Qodir, Mpd (II) Hj. Ristati, M. Hum

ABSTRAK

Di Dalam skripsi ini penulis mencari hubungan antara penguasaan kosakata bahasa Inggris yang dihubungkan dengan kemampuan menterjemah teks bahasa Inggris kedalam, bahasa Indonesia pada mahasiswa bahasa Inggris tahun akademik 2005. penulis merasa tertarik terhadap penelitian ini, karena pada dasarnya meneterjemah merupakan pengalihan bahasa yang harus didukung banyak faktor yang antara lain yaitu didukung dengan penguasaan kosakata. Nampaknya dari pemikiran peneliti muncul pernyataan bahwa mahasiswa akan lebih mudah menterjemah jika menguasai banyak kosa kata dan sebaliknya akan lebih sulit jika kurang kosakata. Berdasarkan pernyataan ini Penulis ingin mengetahui kebenarannya. Sehingga penulis melakukan penelitian tentang jududl diatas.

Adapun rumusan masalah dalam skripsi ini adalah adakah hubungan antara penguasaan kosakata bahasa Inggris dengan kemampuan menterjemahkan teks bahasa inggris kedalam bahasa Indonesia? Berdasarkan rumusan masalah ini maka tujuan penelitian ini adalah untuk mengetahui ada tidaknya hubungan antara penguasaan kosakata dan kemampuan menterjemahkan teks bahasa Inggris kedalam Bahasa Indonesia. Populasi dalam penelitian ini adalah seluruh mahasiswa Bahasa Inggris tahun akademik 2005 yang berjumlah 32 orang terdiri dari 11 laki-laki dan 21 perempuan. Dalam pengmabilan sample penulis menggunakan sample penuh *total sample.* model penelitian yang digunakan adalah kuantitatif. Dalam penelitian ini yerdapat 2 variabel variabel X deisebut sebagai independent variabel yaitu penguasaan kosakata dan variabel Y disebut variabel dependent yaitu kemampuan menterjemah. Pengumpulkan data menggunakan yeknik observasi, dokumentasi dan tes. Untuk analisis data menggunakan rumus *product moment.*

Hasil penelitian menunjukakkan bahwa berdasarkan perhitungan akhir antara variabel X dan variabel Y menunjukkan negative. Artinya kedua variabel mempunyai hubungan yang sangat lemah (diabaikan) atau tidak ada hubungan anatara penguasaan kosakata terhadap kemampuan menterjemah. Nilai r_{xy} = 0,075. sehingga Ha ditolak dan Ho diterima. Dicocokan dengan nilai df diperoleh nilai "r" = 0.361>0,075<0,449 sehingga diperoleh bahwa hubungannya sangat rendah tetapi hubungannya berbetuk positive. Kemudian berdasarkan perhitungan konstribusi variabel X terhadap variabel Y nilai KP = 0,56 % artinya bahwa variabel X hanya mampu memberikan konstribusi terhadap variabel Y sebesar 0, 56 % sedangkan sisanya dipengaruhi oleh faktor lain. Kemudian berdasarkan uji

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Alhamdullilah and praise belong to Allah SWT the Almighty, because his blessing and mercy, finally the writer is able to complete this thesis entitled: **THE CORRELATION BETWEEN THE MASTERY OF ENGLISH VOCABULARY AND THE ABILITY IN TRANSLATING ENGLISH TEXT INTO INDONESIAN ACHIEVED BY THE ENGLISH STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA**

This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan Islam (S.Pd.I) in the English education, the department of education, the Islamic State College (STAIN) of Palangka Raya. Many people who have contributed support, assistances, and guidance of various sides, therefore the writer says the special thanks to:

1. Dr. H. Khairil Anwar, M.Ag, as the director of The Islamic State College of Palangka Raya.
2. Hj. Hamidah, M.A as the Chair of Tarbiyah Department.
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4. Hj.Ristati, M.Hum, as the second advisor for guidance, encouragement, and suggestion.
5. Dra. Halimah, M.Pd, for encouragement and suggestion.
6. All of friends who helped during the completion of thesis.

Finally, the writer awakes that this thesis is not perfect; there are many mistakes and errors. Therefore, the writer would like to ask the readers to criticize or to enlighten on these mistakes and errors. The writer would greatly appreciate any constructive criticisms of this thesis from the readers.
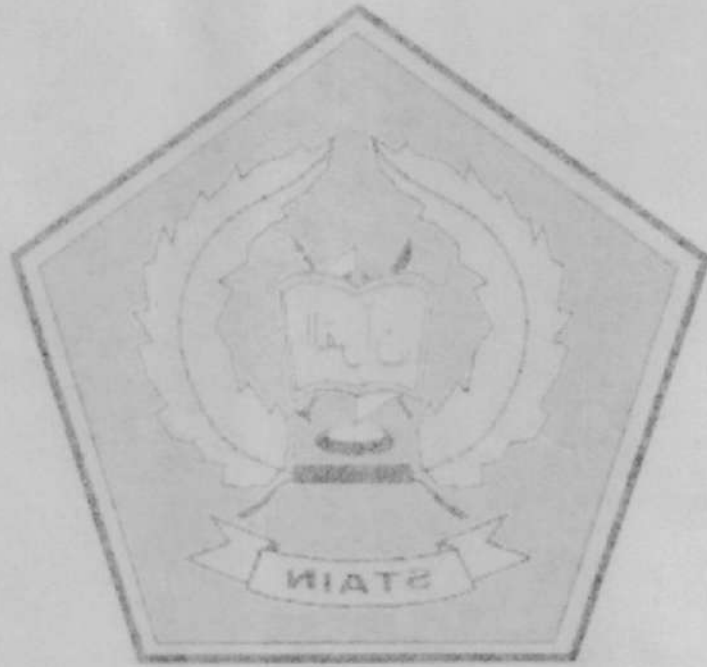
The writer hopes that this thesis will be useful for the readers in generally and for the writer specially. May Allah bless us forever.

Palangka Raya, May 2009
Writer

Nurkholis
030 112 0107

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DECLARATION OF AUTHENTICATION

DECLARATION OF AUTHENTICATION

DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitles **THE CORRELATION BETWEEN THE MASTERY OF ENGLISH VOCABULARY AND THE ABILITY IN TRANSLATING ENGLISH TEXT INTO INDONESIAN ACHIEVED BY THE ENGLISH STUDENTS OF ISLAMIC STATE COLLEGE OF PALANGKA RAYA** is truly my own writing. If it is not my own writing so, it given a citation and shown in the list references.

If my own declaration is not right in this thesis, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, Juni 2009

My own declaration,

NURKHOLIS
030 112 0107

MOTTO

MOTTO

MOTTO

DUNIA YANG LEBIH AMAN DAN DAMAI
LEBIH SEIMBANG DAN TERATUR, GIRANG
DAN BAHAGIA
UNTUK ITU, PERTAMA-TAMA,
PENERJEMAH SENDIRI HARUS
MENGETAHUI DAN MEMAHAMI TUGASNYA
(Sultan Takdir Alisjahbana)

DEDICATION

DEDICATION

DEDICATION

This thesis dedicated to:

My beloved father Parlan who always supports my study

My beloved Mother Sarni who always gives me love and affection

My beloved brothers, kristianto, and Nurkhabib, who is always loyal to support and support my study

my beloved young brother Kurniawan who always supports and motivate me

My beloved friends on my academic (2003) who have supported and gave the suggestion

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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is not only the principal medium that human beings use to communicate with each other but also it is as the tool that links people together and binds them to their culture. To understand our humanity, all of the human being in this world should understand the language that makes them human. The study of language is a very practical and very challenging, therefore the study of language have to be done by all of human being.

> W.F. Bolto in Clark et. al, states that the ability to use language is the most distinctive characteristics of human beings, and yet most people take their language ability for granted, never considering its richness an complexity. In the following article from a farthcominbook, W. F. Bolton, Professor of English at Douglas college, analyzes the distinctive properties of human language and explains the intricate mechanisms involved in speech briefly introduces some of the principal topics and aspects of language study that are treated more fully in the article, that follow.[1]

And then English is regarded as an international language that is used in some countries as their national language. Many sciences are also written in English. Almost every school in every country learns English and it is as important subject so that the students have to learn it. So by mastering English, the students are expected to be able to get information such as knowledge, art, technology development and about anything that are useful for them. Allah SWT

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[1] Virgina P. Park, *Language Introductionary Reading*, New York:ST. MARTIN'S PRESS, 1981, P.3

1

has created different tribes, nations, and languages in this world in order that people are able to know each other by using various languages as the tool of communication. It is like said in Holly Qur'an the Ar-rumm .Sura [30]: 22 as follows:

$$\text{وَمِنْ ءَايَٰتِهِ خَلْقُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَٰفُ ٱلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَأَيَٰتٍ لِّلْعَٰلَمِينَ ﴿الروم: ٢٢﴾}$$

"And his signs are the creations of heavens and earth and diversity of your tongues and Colors. Surely, there are signs in this for all the worlds.²

In Indonesian, English is regarded as foreign language. To learn English the students have to be through the process of learning language as second language. Moreover English is regarded as an essential language for this time and in the fact many people use it. As an essential language, English has four basic competences that consist of listening, speaking, reading, and writing. These basics need to be developed in learning and teaching English process. To develop four basic skills, it is needed the knowledge that support it such as grammar, vocabulary mastery, pronunciation, often speaking English, often translating the text, often reading books, often writing in English, etc.

The writer thinks that in every learning language, vocabulary is one of the most important things. It can help the students to achieve of their mastery

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² Al-Quran Terjemahan, CV. DIPONEGORO, Y. 2000, P.324

of language easier. Because during learning English the students will face many kinds of English vocabulary such as noun, adverb, adjective, pronoun, verb, preposition, interjection and conjunction or it is often called as part of speech. Students must know all parts of this case.

Beside vocabulary, in learning English has been known about translation too. Translation is an applied skill of language mastery. To acquire translation skill, the students have to know about at least two languages, which are used in the process of transferring the message from source language (SL) into target language (TL). Translation is impossible unless it is a bilingual. The source language is the language used in an original work or text, while the target language is a second language used of new, adapted work or text. Sometimes target language is also called receptor language. in this case, Source Language (SL) is English language and target language (TL) is Indonesian.[3]

According to Widyamartaya, translation is very important in the process of exchanging information and new achievement.[4] without translating, the scientists' candidates or scientists may have problems to follow the development of knowledge. It proves that translation is not only needed by developing countries, but also advanced countries. Dick Harto stated who quoted by Wydiamartaya that is quoted by Norainah stated:

[3] Iwan Fauzi, *How To Be Good Translation,*Palangka Raya: No Pub;ish, P.i
[4] A. Widimartaya, *Seni Menerjemahkan,* Yogyakarta: Kasinius, 1989. P.9

Kebutuhan menterjemahkan buku bukanlah tanda keterbelakangan, justru sebaliknya, tanda keterbukaan, tanda kegiatan hendak ikut serta dalam tukar-menukar informasi. " "(the need of translating book is not underdevelopment, likewise badness, the symbol of give information each other)" [5]

It can be concluded that the essence of learning of foreign language is translating. It is impossible for us, as Indonesian people, to learn English without translating it into Indonesian. In the English books, of course the translator will find some kinds of text that has difference patterns of each text, such as narrative text, expository text, description text and argumentative text which all of the texts are very useful for us. Here the writer chooses the kind of expository text in education text to complete the research.

The writer assumes that to translate the translators need mastering vocabulary because something to be transferred is meaning the source language, which is represented by the words. Will mastering vocabulary be able to help the students in the translating the texts? And do the students master many vocabularies easier to translate? It needs to be proved. The writer knows that when the students are translating English text, they will find the kinds of vocabularies and they must translate them. It is similar with Michael McCarthy states:

> English vocabulary has a remarkable range, flexibility, and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than the other languages. For example, alongside kingly (from Anglo –Saxon) we find royal

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[5] *Ibid,* P. 9

(from French) and regal (from Latin). There are many such sets of words, which add greatly to our opportunities to express subtle shades of meaning at various levels of style.[6]

And then this research include in structure and reading class, because the writer will research vocabulary and translating which the writer hopes the students with their ability of mastering vocabulary, graduating from structure IV, reading IV and translation subject are able to translate English text to Indonesian easier. Both reading and structure are also the students' modal in translating English text besides mastering vocabulary. And when they will translate the text they will analyze the text using grammatical and reading.

Finally In order to know the correlation of two factors that are the mastery of English vocabulary and the students' ability of translating English text, so the writer is interested in presenting the study entitle: **THE CORRELATION BETWEEN THE MASTERY OF ENGLISH VOCABULARY AND THE ABILITY OF TRANSLATING ENGLISH TEXT ACHIEVED BY THE ENGLISH STUDENTS OF STAIN PALANGKA RAYA IN ACADEMIC YEAR 2005/2006**

B. Problem of the Study

Based on the background of the study, the writer would like to present and formulate the main problems of the study as follows:

Is there any significance correlation between the mastery of English vocabulary and the ability in translating English text?

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[6] Michael McCarthy, et.al, *English Vocabulary in Use,* Jakarta: Erlangga, 2001.P.2

C. The Objective of the Study

The objective of the study as follows:

To know the significance correlation between the students' ability of mastery vocabulary to the students' ability of translating English text

D. The Significances of the Study

There are some significances of this study, such as:

1. By this study, the writer would obtain a useful knowledge of the students' mastery of English vocabulary and translating English text

2. To give contribution in solving problems especially in translating the English

3. For the students, to know their extent of the mastery English vocabulary and translating English text

4. As information in interrelated instituted (College) in developing English Program in the future

5. As the one of references to the next research

E. Variable of the Study

This study has two variables namely the mastery of English is as independent variable (X) and the ability of translating text is as dependent variable (Y).

The design of variables is bellow:

Subject   Subject

```
┌──────────────────────┐            ┌──────────────────────┐
│     Variable (X)      │            │     Variable (Y)      │
└──────────┬───────────┘            └──────────┬───────────┘
           │                                    │
           ▼                                    ▼
┌──────────────────────┐            ┌──────────────────────┐
│  English Vocabulary   │            │    Translating text   │
└──────────┬───────────┘            └──────────┬───────────┘
           │                                    │
           ▼                                    ▼
┌──────────┐                        ┌──────────┐
│   Test   │                        │   Test   │
└────┬─────┘                        └────┬─────┘
     │                                    │
     ▼                                    ▼
┌──────────┐     ┌─────────────┐   ┌──────────┐
│  Score   │────▶│ Correlation │◀──│  Score   │
└──────────┘     └─────────────┘   └──────────┘
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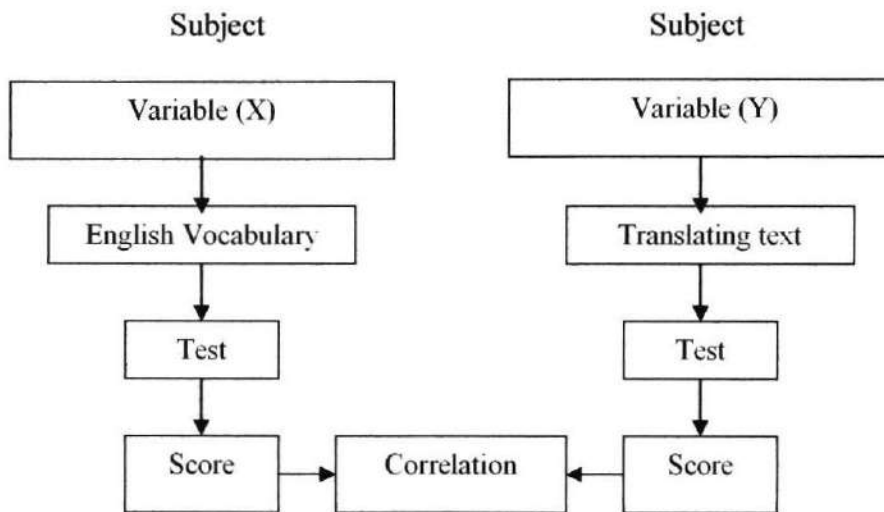
F. Definition Concept of Measurement

To know the level of the students' Achievement of mastery English vocabulary and translating English text, the writer uses the valuation scale that is used in STAIN Palangka Raya.

Table 1.1
Valuation scale[7]

Mark value	Letter value	Heavy value	Predicate
80-100	A	4	Excellent
70-<80	B	3	Good
60-<70	C	2	Enough
50-<60	D	1	Less
0-<50	E	0	Fail

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[7] Pedoman Akademik Dan Kurikulum STAIN Palangka Raya, 2003.P.1

G. Framework of the Discussion

To make this research to be systematic, so in this research need the framework of the discussion. It is as follow:

Chapter I   : Introduction consists of background of the study, formulation of the study, the objectives of the study, the significance of the study, variable of the study, definition concept of Measurement, frame work of the study, hypothesis, and design of the research. Every sub gives the explanation about the need of the sub for example in background of the study gives about the reasons of the title of this study, and formulation of the study gives formulation about main problems that will be looked for in this study etc.

Chapter II : Review of related literature that consist of the concept of correlation, ability, vocabulary, kind of vocabulary, the features of analytical exposition text/ verb often use in this text, translation definition, types of translation, process of translation, types of text, expository text, Analytical and hortatory exposition text and its explanation.

Chapter III : The result of research that consist of the description of research place, Analysis of variables, that consist of the scoring of vocabulary, and translating, the average of vocabulary and translating, the criteria and percentage of vocabulary, the criteria and percentage of translation, calculation of correlation, KP, and t_{value} calculation.

Chapter IV: Closure that consist of conclusion and suggestions.

H. Hypothesis

According to Arikunto *Hypothesis adalah suatu jawaban yang bersifat sementara terhadap permasalahan penelitian, sampai terbukti melalui data yang terkumpul.* (Hypothesis is provisional answer to problem of the study until it can be proved by collected data).[8]

Here the writer will use the Ha and Ho hypothesis based on objective of the study they are:

Ha. There is significance positive correlation between the mastery of English vocabulary and the ability of translating English text.

Ho. There is not significance positive correlation between the mastery of English vocabulary and the ability of translating English text.

I. Research Methodology

1. Approach and Type of the Study

The research used "Quantitative Method" that the design has purpose to explain and to know about the correlation between the mastery of English vocabulary and to the students' ability in translating of English text for the English students of STAIN Palangka Raya in academic years 2005/2006

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[8] Suharsimi Arikunto, *Prosedur Penelitian*, Jakarta: PT. Rineka Cipta, 2002, P. 64-65

2. Population and Sample

a. Population

The population of this study is all of English students of STAIN Palangka Raya in Academic years 2005/2006.

Table 1. 2
The Population Distribution of the Research.[9]

No	College	Program	Academic years	Male	Female	Total
1.	Islamic State College	English Education Program	2005/2006	11	21	32

Source data: from the Data of Academic years 2005/2006

b. Sample

Margono states that sample is a part of population. Because the sample is lower than 100 people so, the writer takes total sample

3. Source of Data

According to Arikunto, *Sumber Data adalah subjek darimana data diperoleh.* (Source of data is the subject where the data found).[10]

So, in this study, the source of the data consists of:

a. Person (for test object)

b. Place (observation)

c. Paper (documentation)

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[9] From Data list of English Students on Academic Years 2005
[10] Suharsimi Arikunto, *Manajemenn Penelitian,* Jakarta: PT. Renika Cipta, 2003, P.116

4. Data Collecting Procedure

a. Observation

Observation is used to see directly the something that is relevant with the research.

b. Test

By test the writer will measure the students' achievement of their ability in mastering vocabulary and in translating English text after that the result of test will be correlated. Even so it will be known the correlation between both mastery of English vocabulary and the ability in translating English text into Indonesian.

According to Margono, test is a set of stimulus that is given to someone with the purpose to get answering that the basic of number score determined.[11]

c. Documentation

This technique is used to collect written data, which related to the research. The data will be as follows:

1). The amount of the English students on academic years 2005/2006 of STAIN Palangka Raya.

2). The value Result of translation (KHS of translation)

3). The value result of vocabulary (KHS of Vocabulary)

4). The result of vocabulary test

5). The result of translation test

---

[11] Margono, *Metodologi Penelitian Pendidikan*, Jakarta: PT. Renika Cipta, 2003, P. 118

5. Instrumentation Try Out

Try out is used to measure to the suitable instrument and the students' ability in mastering English vocabulary and translating the English text. Before the writer does the try out, the writer arranges the procedure of the instrument that will be used to test the students that consist of:

1. Planning, it consists of purpose formulation, determining the variable and categorizing the variable

2. The writing of test items

3. Editing, it consists of work basic, answer key. Etc.

4. Try out

5. Analyzing the result

6. Doing the review of test items

The ways to do try out are:

1. Preparing the test

2. Choose the sample

3. Determining the time allocation

4. Giving the test items

5. Doing try out

6. Asking the answer and

7. Correction

6. Instrumentation Validity

a. Content Validity

According to Heaton, a good test should posses validity: that is it should measure what it is intended to measure and nothing else.[12] If a test does this, it said to be valid. All of the test items must relate to what students learned. In this study the instrument for collecting the data must be valid. It means the items in the instrument are equal and proportional in their distribution as the indicators of test.

The following table shows the content specification of the instrument where the item distributed to the students.

Table 1. 3
Content Specification of Items in Research Instrument

No	Indicators	Number
1.	Vocabulary test	50 items
2.	Translating analytical of expository English text	2 text items consist of 50 sentences

b. Face Validity

The type of face validity, if the test items look right to other testers, teachers, indicators, and test. The type of the test items, which will use in this research, can be suitable to the others at the same level that is Islamic State College.

To face validity of the test items as follows:

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[12] J.B. Heaton, *English Language Test,* Longman, 1974, P.X

1. For vocabulary, the test will use objective test in matching items type

2. For translating, the test will use subjective test

3. Kinds of the test items consist of vocabulary and translating English analytical of expository text

4. Language used is English

5. The test items are suitable with syllabus of English vocabulary and syllabus of translation for students of Islamic State College.

c. Construct Validity

The item test is constructed based on the material given in classroom namely English vocabulary and translating the text. The instrument measures certain specific of the English text, it means how the instrument ability can cover the indicators of English vocabulary and English text.

To know the validity of the test item is used the techniques of correlation biserial point as follows;

$$r_{pbi} = \frac{M_p - M_t}{SDt} \sqrt{\frac{p}{q}}$$

Where:

r_{phi} = Angka Indeks Korelasi Point Biserial (The index number of Biserial point correlation

M_p = Mean (Nilai rata-rata Hitung) The score that achieved by the testee who answered right that is being looked for the correlation by the test as the whole

M_t = mean score total, yang berhasil dicapai oleh peserta tes (that success to be achieved by the testee)

SD_t = Deviasi Standar total (Total standard deviation) of total score

P = Proporsi peserta tes (testee) yang menjawab betul terhadap butir soal yang sedang dicari korelasinya dengan tes secara keseluruhan. (The testee's proportion who can answer true of items that is being looked its correlation with the test wholly.[13]

To know the level of test validity, the result was correlated to he criteria of r value they are:

0,800 - 1,000 : very high validity

0,600 - 0,799 : high validity

0,400 – 0,599 : fair validity

0,200 – 0,399 : low validity

0,000 – 0,199 : very poor validity.[14]

To know how to look for the validity of test items, it is the example of vocabulary instrument try out No. 2

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[13] Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo, 2005, P. 258.
[14] Riduwan, *Metode & Teknik Menyusun Thesis*, Bandung: ALFABETA, 2004, P.110

$$r_{pbi} = \frac{M_p - M_t}{SDt} \sqrt{\frac{p}{q}}$$

$$rphi = \frac{35,12 - 34,2}{4,38} \sqrt{\frac{p}{q}}$$

$$r_{pji} = \frac{35,12 - 34,2}{4,38} \sqrt{\frac{0,8}{0,2}}$$

$$r_{phi} = \frac{0,92}{4,38} \sqrt{4}$$

$$r_{phi} = 0,21 \times 2$$

$$r_{phi} = 0,42$$

So based on the calculation items above it was known r_{phi} was 0,42 so that it is fair validity criteria.

7. Instrument Reliability

It is used to prove that the instrument approximately believed to be used as the tool of collecting the data because it is regarded well. The reliable instrument will give the believed data.

Reliability correlates with the instrument can give the same result to the object that will be measured repeatedly in the same time.

To know the reliability of the instrument test, here will be used the formula as Follow:

$$R_{11} = \left(\frac{n}{n-1}\right)\frac{St^2 - \sum Pq}{St^2}$$

Where:

R_{11} : coefficient of test reliability

n   : number of item

st^2 : total variants

$\sum pq$: result of square between p and q.[15]

Here the example of reliability calculation of vocabulary try out as follow:

$$R_{11} = \left(\frac{n}{n-1}\right)\frac{St^2 - \sum Pq}{St^2}$$

To find out the mean total;

$$\sum Xt^2 = \sum Xt^2 - \left(\frac{\sum Xt}{N}\right)^2$$

$$11888 - \left(\frac{342}{10}\right)^2$$

$$11888 - 1169,64$$

$$Xt = 10718,36$$

$$St^2 = \frac{\sum Xt^2}{N} = \frac{10718,36}{10} = 1071,836$$

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[15] Suharto, *Metodologi Penelitian Dan Pendidikan Bahasa,* Jakarta: Depdiknas, 1998, p. 126

$$R_{11} = \left(\frac{50}{50-1}\right)\frac{1071,8-10,5}{1071,8}$$

$$R_{11} = \frac{50}{49}\left(\frac{1061,3}{1071,8}\right)$$

$$102 \times 1,94 = 1,00$$

8. Index Difficulty

It is used to know the level of difficulties of test, the writer will use F.V as Follow:

$$F.V = \frac{R}{N}$$

Where:

F.V = index of the difficulties

R = the number of correct answer

N = the total of the students.[16]

The criteria of index difficulty such as:

F.V : 0, 00-0, 30 difficult

: 0, 30-0, 70 Fair

: 0, 70-1, 00 Easy.[17]

Here was example of index difficulty for vocabulary on item No. 5

It is known that:

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[16] J.B. Heaton, *Ibid,* P. 172
[17] Suharsimi Arikunto, *Prosedur Penelitian, ibid,* P. 167

R = 6   N = 10

$$F.V = \frac{R}{N}$$

$$F.V = \frac{6}{10}$$

$$F.V = 0,6$$

It was gotten that item No. 29 was 0, 6 and it was fair item

And to know all of result of index difficulties can be seen on Appendix of Index difficulties.

9. Data Analysis Procedures

To analysis the data obtained, the writer will use the formula as below:

a. Calculated the students' score by using the formula

$$S = \frac{n}{N} \times 100$$

Where:

S = students' score

n = number of true answer

N = number of test items.[18]

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[18] Depdikbud, *Kurikulum Pedoman Khusus Bahasa Inggris Madrasah Tsanawiyah*, Jakarta: Direktorat Jenderal Agama Islam, 2004,

b. To find out the average score of the students' mastery, the writer will use the formula as bellow:

$$M = \frac{\sum X}{N}$$

Where:

M = mean

X = the Sun of Score

N = number of the students. [19]

c. To find out the correlation coefficient of the students' mastery on English vocabulary and the ability in translating English text, the writer will use the formula as bellow:

1). By Product Moment Formula

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

Where:

r_{xy} = index correlation (r) product moment

X = total of entire score X (variable X)

Y = total of the entire score Y (variable Y)

XY = total result of multiplication between score X and score Y

N = the number of sample. [20]

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[19] Chabib Thoha, *Teknik Evaluasi Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 2003, P. 94
[20] Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: PT. Grafindo Persada, 2005, P. 190

2). By using interpretation orientation.[21]

Table 1. 4
Interpretation Orientation

Besarnya "r" Product moment (r_{xy})	Interpretation
0,00-0,20	Between variable X and variable Y certainly there is correlation, but this correlation is so weak or lowest so that it is ignored or between correlation X and Y is Nothing
0,20-0,40	Between variable X and variable Y there is weak and low correlation
0,40-0,70	Between variable X and Variable Y there is enough correlation
0,70-0,90	Between variable X and variable Y there is strong and high correlation
0,90-1,00	Between variable X and variable Y there is strongest and highest correlation

3). To know the contribution of the variable X to variable Y is used the formula:

$$KP = r^2 \times 100\%$$

Where:

KP = determinant coefficient score

r   = correlation coefficient score.[22]

4). To know the value of t_{hitung} is used the formula:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

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[21] *Ibid*, P. 193

[22] Riduwan, *Metode & Teknik Menyusun Tesis*, Ibid, P. 138

Where:

t_{hitung} = nilai t (value t)

r　　= the score of coefficient correlation and

n　　= The number of sample.[23]

[23] *Ibid,* P. 38

CHAPTER II

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CORRELATION, VOCABULARY, AND TRANSLATION

A. The Concept of Correlation

Based on Kamus Besar Bahasa Indonesia, *"korelasi adalah hubungan timbal balik atau sebab akibat."*[24] (correlation is cause and effect relationship). According to Sudijono *"korelasi didalam statistic sering diterjemahkan dengan hubungan antara dua variable atau lebih."* (correlation is relationship between two or more variables).[25]

Based on two definitions above it can be concluded that Correlation is to look for the causal relationship between two or more aspects that are related. This relationship could be in different supporting variables or not. In this case the writer could analyze the possibility and the influence of each other in this study.

B. The Concept of Ability

The ability to master vocabulary and translate is skill, so it must be practiced in studying language. According to Hornby ability is the mental or physical capacity, power or skill required to do something.[26]

According to Mr. Echol Ability is *kecakapan, bakat, dan kemampuan.*[3] (capability, talent and skill).[27]

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[24] DEKDIBUD, *Kamus Besar Bahasa Indonesia,* Jakarta : Balai Pustaka, P. 461
[25] Anas sudijono, *Pengantar Statistik Pendidikan,* Ibid, P. 179
[26] Hornby, *Oxford Learners Dictionary,* New York: Oxford University Press, 1995, P. 2

And then Tarigan said that *"ketrampilan hanya dapat diperoleh dan dikuasai dengan jalan praktek dan banyak latihan. (skill can be gotten and mastered with the application and practices)*[28].

C. Vocabulary

Vocabulary has important role in learning language. By mastering many kinds vocabularies it is expected to be able to help the students' achievement in their learning. Vocabulary *adalah himpunan kata yang dikethaui maknanya dan dapat digunakan oleh seseorang dalam suatu bahasa. vocabulary is words arranging that known the meaning and it can be used by somebody in language).*[29]

According to Hornby, Vocabulary is (1) the total number of word in language and (2) all of the known to person or used in particular book or subject and (3) a list of words with their meaning especially one that accompanies a text book (1) in foreign language.[30]

So based on two definition above it can be explained that vocabulary is the total number of words in language that arranging and it is known by person and it an be used in language as orally or written.

Furthermore Fuzianti states that ;

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[27] John. M. Echol and Shadily, *Kamus Inggris-Indonesia,* Jakarta, PT. Gramedia Pustaka Utama, 2000, P. 2

[28] Norainah, *The Student's ability in Translating Paragraphs,* Thesis, Ibid, P. 5

[29] http://alamsetiaadi08.wordpress.com/upaya-peningkatan-vocabulary-siswa-dengan -media. (on line 3[th] April 2009)

[30] Hornby, *Oxford Advanced Learners Dictionary,* Ibid, P. 137

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one communicative effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning. (Endang Fuzianti, *Teaching English as a Foreign Language II*, Surakarta: Muhammadiyah University Press).[31]

From this statement can be understood that if one have little vocabulary so one can not communicative efficiently. One will get troublesome to express his/her ideas both oral and written text. So that vocabulary is regarded essential important thing in learning language.

D. The Materials of Vocabulary

Vocabulary is essential thing in learning language. Without mastering vocabulary, seemly the learners will get the trouble in learning language. According to Ricard (in Purba, 1990: 20) vocabulary is the one of the most important aspect of the foreign language learning. Further, vocabulary is the meaning associated with spelling word, the focus in the meaning. So the learner have to know about vocabulary if they want to get success in their learning language. Vocabularies are varieties. Here, The level of vocabulary is for advanced students of STAIN Palangka Raya that based on the subject profile of vocabulary used by the lecturers. In the subject profile of vocabulary contents some core materials that is tough by lecturers to the students as follow; Functions

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[31] Endang Fuzianti, *Teaching English as Foreign Language,* Surakarta: Muhammadiyah Uiversity Press, 200. P

words, contents words, Parts of speech, Derivational and inflectional affixes, Blending words, Clipping words, Acronyms, Synonyms, Antonyms. Here the writer does not mention all of the parts of the materials given to the students and just mention some parts that are regarded urgent, that are such as:

1. Parts Of Speech

According to Hartanto, et al. Parts of specech *is delapan bagian dalam tata bahasa Inggris* (the eight parts of speech in English gramatical).[32] they consist of:

a. Noun

Example: table, chairs, gold, door, window, computer, etc.

b. Pronoun

Example: I, You, we, They, she, he, it, me, him, her, your my

c. Adjective

Examples: good, pretty, fine, bad, happy, sad, long, short etc.

d. Verb

Example: to paint, to write, to read, to run, to jog, to see. etc

e. Adverb

Example: there, here, rapidly, sometimes, seldom, never, tomorrow.

f. Preposition

Example: at, on, in, under, bellow, beneath, above, from. etc

g. Conjunction

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[32] John s. Hartanto, et.al, *Accurate, Brief and Clear English Grammar,* Surabya: INDAH, P. 9

Example: and, but, both.....and, also, as well as, so. etc.

h. Interjection

Example: farewell!, good heavens!, thank god!, here goes! Etc.

2. Acronyms

Acording to Hornby Acronym is a word formed the first letters of a group of words.[33]

An Example:

a. UNESCO: United Nations Educational Scientific and Cultural Organization.

3. Synonyms

According to Hornby, Synonym is a word or phrase with the same meaning as another in the same language.[34]

For example:

Shut and close

Big and huge

Beautiful and pretty etc.

4. Antonyms

According to Hornby, Antonym is a word that is opposite in the meaning to another words.[35]

For example:

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[33] Hornby, Ibid, P. 11
[34] Ibid, P. 1212
[35] Ibid, P. 44

Old - young or new

Long - short

Black - white, etc.

Because the writer would show to research the analytical text, so the kind of vocabulary should be related with the analytical language features of exposition text where the students in academic years 2005/2006 will translate the analytical text.

The language features of analytical exposition text are:

1. Emotive Word

   Emotive word is one of features in analytical of expository text, where emotive word such as alarmed, worried,

2. Words that qualify statements

   In analytical of expository text the words that used to qualify statements such as; usual, probably

3. Words that link arguments

   Words that is used to link arguments in analytical text such as; firstly, as well, however, on the other hand, because, and therefore.

4. Present Tense

   Analytical of expository text usually uses Present tense, so kind of this text usually uses present tense. In present tense uses verb I (infinitive verb). According to Hartanto states:

Present tense di gunakan untuk menjelaskan peristiwa yang terjadi di waktu sekarang dalam bentuk sederna atau suatu pekerjaan/perbuatan yang dilakukan berulang, atau kebiasaan sehari-hari, atau peristiwa/perbuatan yang tidak berkaitan dengan waktu.[36]

(Present tense is used to explain the event happens for this time in the simple form or habitual action or the event/habitual that not linked with the time)

The formula of present tense:

S + Verb I + O/Complement	S + to be (is, are, am + complement

Examples:

a. Cars show its speed

b. A car shows its speed. Etc.

c. I am here

d. you are students

e. she is active

f. I am proud, etc.

So based on the formula and the sample above it can be conclude that present tense use Verb 1 and if the subject is plural verb is not added by s or es and subject is singular, verb is added by s or es. And then present tense uses to be is, are, and am. To be (is) is used when the subject uses he, she, and it. To be (are) is used when the subject is you, they and we. To be (am) is use when the subject is I.

According to Hartanto Verbs can be divided to be three kinds that are; transitive verbs, intransitive verbs, auxiliary verbs.

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[36] John S. Hartanto, et.al. Ibid, P. 249

1. Transitive Verb

   According to Hartanto "transitive verb *adalah kata kerja yang membutuhkan objek atau pelengkap penderita*. (Transitive verb is verb that need the object or complement).[37]

   For example;

   kill, eat, dislike, bit, desire, give, bring, buy, send, show, and tell. Etc

2. Intransitive verb

   According to Hartanto "Intransitive verb *adalah kata kerja yang tidak memerlukan objek atau pelengkap penderita*. (Intransitive verb is verb that needn't object or complement).[38]

   For example;

   walk, run, fly, sleep, cry, flow, go, breathe, and kiss etc.

3. Auxiliary verb

   According to Hartanto et. al. "Auxiliary verb *adalah kata kerja bantu, yang diletakkan di depan klata kerja pokok untuk membentuk bentuk waktu (tense), ragam gramatikal (voice) dab modus (mood)*. (Auxiliary verb is helping verb that is putted in the front of main verb to form tense, voice and mood).[39]

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[37] Ibid, P. 188
[38] Ibid, P. 192
[39] Ibid, P. 197

For example:

Can, could, may, might, must, shall, should, will, would, ought to etc.

5. Compound and Complex Sentence

a. Compound sentence

According to Johan in Norainah' thesis states that *Kalimat majemuk setara ialah kalimat yang merupakan gabungan dua atau lebih kalimat tunggal (induk kalimat) dengan kata-kata penghubung yang menghubungkan hal-hal yang setara pula seperti; and, but, or, so.*[40]

(Compound sentence is combination of two sentence or more (main sentence) with the connective that connect the equal sentence such as; *and, but, or, so*)

It means that compound sentence is combination two or more simple sentence with connective to connect equal sentence likewise.

Examples:

1). Bali is a beautiful island *and* there are many visitors there. (Bali adalah (sebuah) pulau yang indah dan ada banyak pengunjung disana).

2). Today, the bank is closed *so* I can not take money (hari ini bank tutup, jadi saya tidak bisa mengambil uang)

b. Complex Sentence

According to Johan in Norainah' thesis states that *"kalimat majemuk bertingkat ialah kalimat yang mempunyai lebih dari satu subjek dan predikat yang terjadi karena adanya anak-anak*

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[40] Norainah, The students' Ability in translating Paragraph, Thesis, Ibid, P. 18

kalimat/sub klosa disamping induk kalimat/klosa utama.(Complex sentence is the sentence that has more than one subject and predicate because there are sub clauses in main clauses).[41]

There are three types in complex sentence, they are:

1). Main clause + Adjective clause

Adjective clause has function as information of addition toward noun in the front of it. According Azar an adjective clause modifies a noun. It describes or gives information about a noun.[42] It meant that adjective clause can not stand alone as a sentence. An adjective clause is a dependent clause and a main clause is an independent clause. So, a main clause can stand alone as a sentence. Using who, whom, which, that in adjective clause where:

who or whom is used for person

which is used for thing and animals

That is used for person, thing and animals.

Examples:

a). I saw someone who lives in Bogor

(saya melihat seseorang yang tinggal di Bogor)

b). The book which I bought were very expensive

(buku yang saya beli itu sangat mahal)

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[41] Ibid, P. 19

[42] Betty Schramfer Azar, *Understanding and Using Grammar,* Jakarta Barat: Binapura Aksara, 1993, P. 238

2). Main clause + adverb clause

Adverb clause function as information, here the writer takes only a part of adverb clause they are adverb clause of time, adverb clause of place, and adverb clause of manner.

Examples of adverb clause of time:

a). He field asleep while he was reading English book

(Dia tertidur ketika sedang membaca buku bahasa inggris)

b). I saw her AS she waiting the taxi

(Saya melihat dia ketika dia sedang menunggu taxi)

Examples of adverb clause of place

a). You should stay where you are

(Kamu seharusnya tinggal dimana kamu berada)

b). wherever the go, people welcome them

(Kemanapun mereka pergi, orang-orang menerima mereka)

Examples of adverb clause of manner

a). You can do it As you like

(Kamu bisa melakukannya sebagaimana kamu suka)

b). He drives car As if he were in a race)

(dia mengendarai mobil seolah-olah dia dalam perlombaan)

3). Noun Clause

According to Azar in Norainah Thesis states that a noun clause is a dependent clause and it can not stand alone as a sentence. It must be connected to an independent clause (a main clause).[43]

Examples:

a). I know where he lives

(Saya tahu dimana di tinggal)

b). I know that the world is round

(saya tahu bahwa dunia ini bulat)

E. Translation

According to Nida and Taber Translation consist in reproducing in the receptor language the closet natural equivalence of a source language message, firstly in the term of meaning and secondly in the term of style.[44]

And then according to Catford that translation is the replacement of textual material in one language by equivalent textual material in another language.[45]

Based on two definition above can be comprehended that translation is replacement of source language to receptor language that has the closet natural equivalence in the term of meaning and style.

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[43] Norainah, *The Students Ability in Translating the Paragraphs*, Ibid. P. 21

[44] Cholliludin, *The Technique of Making Idiomatic Translation*, Bekasi: Visipro, 2005, P. 3

[45] Zuchridin Suryawinata and Sugeng Hariyanto, *Translation Bahasa Teori dan Penuntun Praktis*, Malang: Penerbit Kinisius, 2000. P. 11

F. Types of Translation

According to Brislin (1976: 3-4) categorizes translation into four types, namely:[46]

1. Pragmatic Translation

   It refers to the translation of a message with an interest in accuracy of the information that meant to be conveyed in the source language form and it is not concerned with other aspects of the original language version. The clearest example of pragmatic translation is the translation of the information about repairing a machine.

   Example:

   For printing photographs, illustrations, use of high-resolution paper, Glossy Photo Paper or High Glossy Photo Film is recommended. These media provide better colors reproduction and brighter colors than plain paper.

   Terjemahannya;

   "Untuk mencetak foto dan illustrasi atau gambar, gunakan kertas dengan resolusi tinggi, yaitu kertas foto glossy atau disarankan menggunakan kertas kertas film glossy yang memiliki resolusi tinggi. Media ini akan menghasilkan hasil warna gambar yang lebih baik dan lebih jelas daripada menggunakan kertas biasa.

2. Aesthetic-Poetic Translation

   This refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form

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[46] Cholliludin, Ibid, P. 4.

used by the original author, as well as any information in the message. The examples of this type are the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

Example:

The rising sun is found not to be the rising sun.

It is the world, which goes around.

The bachelor is found no to be a bachelor

It is the flower that thought he was a liar.

The love that shines collides with the lust and desire she fears.

And the bachelor flies to the skies to get the dice to show in front of her eyes.

But he dies and she dies.

If we can't say good bye eye to eye.

Then we don't have to cry.

But actually I want to cry.

For you must fly high up in the sky.

Leaving me alone here high and dry.

There will be no more lullabies.

Recited with a tone of shy.

Terjemahannya;

Matahari terbit ternyata bukan matahari terbit.

Dunialah yang sebenarnya mengorbit.

Sang bujangan ternyata bukan seorang bujangan.

Si bujanganlah yang menganggapnya pengarang.

Cinta yang bersinar bertabrakan dengan birahi dan hasrat yang dia takutkan.

Dan sang bujangan terbang kelangit 'tuk mengambil dadu untuk ditunjukan dudepan matanya.

Namun, sang bujangan mati dan sang bunga pun mati

Kalaulah kita tak bisa ucapkan selamat tinggal bertatap muka.

Maka janganlah kita menangis.

Namun, sebenarnyaaku benar-benar ingin menangis.

Karena kau harus terbang tinggike angkasa.

Tinggalkan aku sebatang kara.

Tak akan ada lagi nyayian nina bobo.

Yang dinyayikan mali-malu.

3. Ethnographic Translation

   The purpose of ethnographic translation is to explicate the cultural context of the source and TL versions. Translators have to be sensitive to the way words are used and must know hoe the words fits into cultures. *An example is the use of the word 'yes' versus 'yea' in America.*

4. Linguistic Translation

   This is concerned with equivalent meaning of the constituent morphemes of the source language and grammatical form, *an example is language in a computer program and machine translation.*

According to larson (1984: 15) Translation classified in to two main types, namely; form-based translation and meaning-based translation.[47]

1. Form-Based Translation (Literal Translation)

Form-based translation attempts to follow the form of the source language and is known as literal translation. An interlinear translation is a completely literal translation. For some purposes, it is desirable to reproduce the linguistic feature of the source text, as a linguistic study of that language. Although these literal translations may have very useful for purposes related to the study of the SL, they are of little help speakers of the receptor language who are nonsense and has little communicative value. The literal translation can be understood if the general grammatical forms of the two languages are similar.

Example:

a. Nutritional care is personalized for each individual, but the concepts of nutritional care also involve everyone in a group situation

Terjemahannya;

Gizi perawatan adalah personalisasi untuk tiap individu, tapi konsep dari gizi nperawatan melibatkan setiap satu dalam sebuah kelompok.

b. Good nutrition

Nutrisi baik

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[47] Ibid, P. 22

2. Meaning-Based Translation (Idiomatic Translation)

Idiomatic translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called as idiomatic translation. Idiomatic translation uses natural forms of the receptor language both in t he grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his or her goal.

Example:

a. Nutritional care is personalized for each other individual, but the concepts of nutritional care also involve everyone in a group situation.

Terjemahannya;

Pemeliharaan gizi disesuaikan bagi tiap individu, tapi konsep pemeliharaan gizi itu sendiri melibatkan semua pihak dalam situasi kelompok.

b. Good nutrition

Terjemahannya;

Gizi yang baik

c. Clear, bright, eyes, not unduly sensitive to light

Terjemahannya;

Mata cerah dan terang, tidak terlalu sensitif terhadap cahaya etc.

After seeing the types of translation above, so the writer tends to use the idiomatic translation type in this research.

Furthermore according to Larson (1984: 17) who quoted by Suryawinata that the types level of translation can be drawn such as:

+-----------+---------+----------------+--------------------+-------------+--------------+
*Sangat harfiah Harfiah   Campuran   mendekati idiomatic   **idiomatis**   Sangat bebas*

(Very literal) (literal) (mix translation) (almost idiomatic)   (idiomatic)   (free translation)

Based on the diagram above can be explained that the types of translation can be divided to be some types and level. It is from the very literal until very idiomatic. The left corner is very literal it describes that this types is still following the source language. And the idiomatic types in the right side describes that this type follow the meaning of the source language. It is high level based on the diagram above. So the translator must be careful and comprehend about the meaning wish in this type.

F. The Principles of Translation

Every translator must have principle to do translating, because many kind of translation such explained above. The principle of translation attempts to direct the translator to translate the source language to target language. So in this term is discussed about the principles of translation. Suryawinata states that:

> *"Yang dimaksud prinsip-prinsip penerjemahan adalah seperangkat acuan dasar yang harus dipertimbangkan oleh para penerjemah. Didalam dunia penerjemahan tidak ada satupun prinsip dasar yang berlaku umum. Setiap prinsip mempunyai syarat, setiap acuan mempunyai tumpuan. Meskipun begitu, secara garis besar dapat*

dikatakan bahwa pemilihan prinsip-prinsip harus didasari dengan ragam-ragam terjemahan. " (It meant by the principles of translation is the things that become basic principle that must be considered by translator. Every principle has the requirement and every reference need the basic. Although like this, the principles must be based on the varieties of translation).[48]

Based on the varieties of translation it can be groped into two large groups that are:

1. The group that is loyal to source language text (SL) it meant that the translators loyal to the writer of SL and they translate based on SL.

2. The group that is loyal to target language text (TL). It meant that the translator is loyal to the TL and they translate based on the TL.

To understand more about two kind of these, it can be seen based on diagram below:

Penulis   *pembaca*
Teks BSu   *teks Bsa*
(Source language)   (Target language)

Penerjemahan (translation)
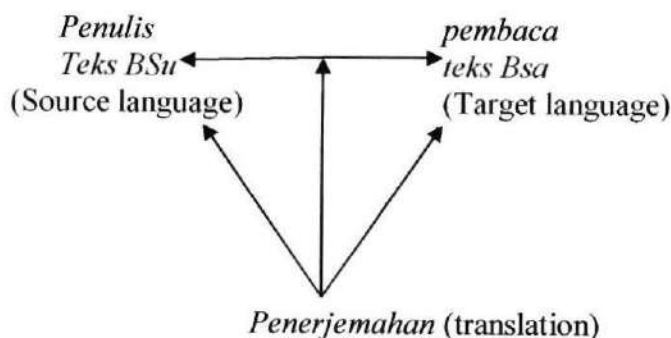
In this diagram can be seen that the position of translator in the middle. So they can choose to translate by using source language (the writer of source language) or target language (the reader of target language). So that

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[48] Ibid, P. 57

acoording to Suryawinata that the principles of translation can be divided in two two, as follows:[49]

1. The principles of translation that is loyal to source language text that consist of:

   a. *Terjemahan harus memakai kata-kata teks bahasa sumber* (the translation must use the source text words)

   b. *Kalau dibaca, terjemahan harus seperti terjemahannya* (if read, the translated must be nature)

   c. *Terjemahan harus mencerminkan gaya bahasa teks BSu,* (the translated must describe style of source language)

   d. *Terjemahan harus mencerminkan waktu ditulisnya tek asli.* (the translated must describe contemporary of the author).

   e. *Terjemahan tidak boleh menambah atau mengurangi hal-hal yang ada di teks bahasa sumber* (translated can not add or decrease the things in the source language texts)

   f. *Genre sastra tertentu harus dipertahankan didalam penerjemahan* (the sastra genre must be depended in translating.

2. The principles of translation that is loyal to target language text

   a. *Terjemahan harus memberikan ide teks BSu, dan tidak perlu kata-katanya.* (translated must give the idea of the source language text and needn't its words)

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[49] Zuchridin Suryawinata & Sugeng Hariyanto, *Ibid,* P. 59-61

b. *Kalau dibaca, terjemahan harus seperti teks asli dalam hal keluwesannya* (if it read, translated must be like nature teks)

c. *Terjemahan harus memiliki gayanya sendiri* (the translated must be in its style)

d. *Terjemahan harus menggambarkan waktu dan saat teks BSu itu diterjemahkan* (the translated must describe the time when the text translated)

e. *Terjemahan boleh menambah atau mengurangi teks BSu* (the translated can add or decrease source language text)

f. *Terjemahan tidak harus mempertahankan genrenya* (the translated must not depend its genre).

G. Process of Translation

Translation process is sequence action where the translator applies the insight, art, ability, and the habit to transfers from source language to the target language. To be able to translate a source language to target language, a translator must know the meaning of words and structure well, from this case, De Maar in Widiyamartaya, states that to translate English text, the translator need to do these steps as follow:

1. *Membaca dan mengerti karangan itu* (read and understand the text)
2. *Menyerap segenap isinya dan membuatnya menjadi kepunyaan kita* (analyzing all of the content and make it to ours)

3. *Mengungkapkannya dalam langgam bahasa kita dengan kemungkinan perubahan sekecil-kecilnya akan arti atau nadanya.* (Expressing it in style of our language probably of smallest change of its means and its intonation).[50]

According Nida and Taber (1969: 33) that quoted by Suryawinata describe the translation process to be three stapes as follow:

1. Analysis

2. Transfer

3. Restructuration.[51]

This process is illustrated as follows:

Bentuk (form)　　　　　　　　bentuk (form)
Teks BSu (source text)　　　　　Teks BSa (target text)
　　↓　　　　　　　　　　　　　↑
Analisis (analysis)　　　　　restrukturisasi (restructuration)
　　↓　　　　　　　　　　　　　↑
Isi teks BSu ——— transfer ——→ isi teks BSa
(Source text content)　　　　　(Target text content)
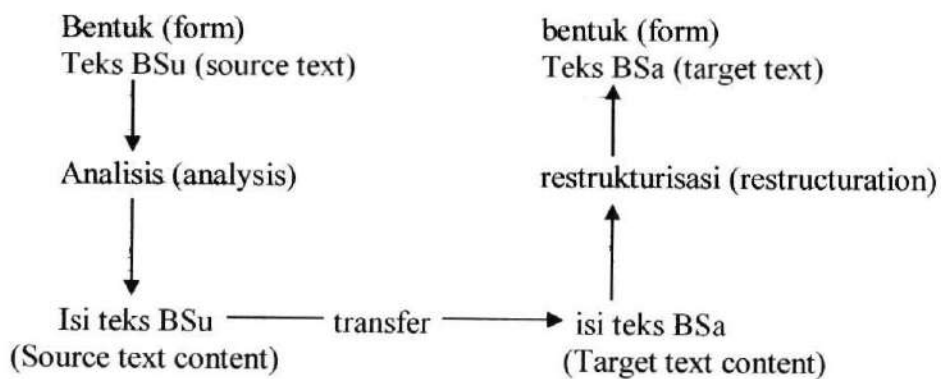
In this process consist of three steps that are analysis, transfer and restructuration. In analysis stage, the translator need to analyze the text source (SL) to (a) the grammatical correlation (b) the meaning of word and the sequence of the sentencies for comprehending the whole meaning of the text content. The result of this stage the mean of source language has been understood. After this it

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[50] Widyamartaya, *ibid,* P. 15
[51] Zuchridin Suryawinata and Sugeng Hariyanto, *Ibid,* P. 18

is transferred to the translator's mind from source language (SL) to target language (TL). And the last, in the restructuration stage, its meaning is rewritten to target language (BSa) based on the rule of target language.

G. Genre of English Text

Many types of English text where all of the texts are very import: t for us because through the text we can get useful thing such as knowledge, information, news, description of thing, and the others. According to Hornby, Text is the main written or printed part of a book or page, contrasted with notes, illustrations etc. Acoording Pardiyono, *text is konteks penggunaan bahasa bentuk lisan (spoken) dan tertulis (written).*[52]

Based on Pardionos' book, there are many types of text that consist of genre of description text, genre of recount text, genre of procedure text, genre of explanation text, genre of discussion text, Genre of exposition text, genre of anecdote, genre of news item text etc.

All of types of texts are very important for us so that we need to learn it, but here the writer choose one genre of text that become the writer's interest option to need of research that is Genre of exposition text.

1. Genre of Exposition Text

According to Martin that is quoted by Qamariyah, Exposition is seen as a kind of written language that contains the arguments of why a thesis has

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[52] Pardiyono, *Teaching Genre-Based Writing,* Yogyakarta: ANDI, 2007. P.

been proposed. Exposition is the most common of genre used in particular or written form, which most of people read and write; for example in magazines, articles, newspaper, editorial, brochures and to forth with the main purpose to pursue the audience about what is being state as an issue. The content of exposition is to explain something, make a clear idea, and prove a fact or series of facts. Therefore it needs the real evidence to convince the readers to believe in.[53]

Example:

Increase in the prices of fuels has resulted in the 'social disaster', although it is rationally planned to improve the social welfare of the people.

Increase in prices of fuels results in the increase in the cost of transport. Transportation is the core of economic development and safety. The more expensive cost of transport will surely result in the more expenses to pay by the suppliers or distributors. The condition will result in the more expensive products to sell people as to compensate the cost spent on the transport.

Increase in prices of fuels results in the increase of prices in many consumed-daily living products, such as food and beverage products, clothing products, products for schooling, etc. this negative impact is unavoidable because the production of those products will certainly cost more.

The more expensive cost of living, which is not accompanied by the increase in income of the people, will result in the 'imbalance life', ad this means 'disaster' more people begin to increase their expenses, more children can not go to schools, and more companies begin to close down the production activities, as people begin to lose their buying power.

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[53] Zaitun Qamariyah, *Reading Ability in Identifying Analytical and Hortatory,* Thesis, Palangka Raya, 2007, p. 18

Briefly, increase in the prices of fuels has resulted in the more expensive cost of daily living needs, which possibly leads to 'socials disaster'

Based on Qamariyah' Thesis there are two types of exposition text as follows:

a. Analytical exposition

According Martin in Zaitun' thesis states that analytical exposition is a form of text-type which persuades the readers that a thesis has been formulated and sudarwati, et.al explain that analytical exposition text is seen as form of text-type that relies or arguments. Its social function is to persuade the readers about the arguments or the issue presented.[54]

The generic structure of analytical expositions is organized in three stages:

1). Statement of position (Thesis)

This stage introduces topics. It indicates the writer's position, and previews the outlines of the main arguments to be presented

2). Arguments

This stage consists of points and elaboration sequence, or out lining the main arguments. The number of point may vary, but each of them must be supported by discussion and evidence (which is the elaboration of the points)

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[54] Ibid, P. 19

3). Reinforcement of the statement of position (veriteration)[55]

This last stage restates the position more forcefully in the light of argument presented. In other words, it restates writer's position.

Language features of analytical exposition are;

1). Emotive words such as alarmed, worried

2). Words that qualify statements, such as: usual, probably

3). Word that links arguments such as: firstly, however, on other hand, therefore

4). usually present tense

5). Compound and complex sentences.[56]

Example:

Title	**Integrated Pest Management**
Thesis	There is no best way to deal with pest in agriculture. Pesticides are commonly used, but this way causes many problems, combining different management operations are the most effective ways to control pests.
Argument I	Firstly, the chemical in pesticides my build up as residues in the environment. This reduces the guilty of form produce.

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[55] Ibid, P. 19
[56] Ibid, P. 19

Argument II As well, pest can gradually become resistance to pesticides. This means that newer and sometimes stronger ones have to be developed.

Argument III some pesticides affect not forgets animals such as fish and bees. This affects the natural balance.

Argument IV   also aiming to completely wipe out agriculture pest may be very expensive. Sometimes pest damages cost less than the method of control.

Argument V   Lastly, understanding the ecology of the area helps a lot in pest control. Natural enemies can be used to controls a pest pesticide should be chosen that doesn't affect the natural enemies.

Reiteration   Therefore, integrated pest manage meant is a save and more effective option in agriculture.

b. Hortatory Exposition

According to Martin in Zaitun' Thesis states that hortatory exposition text is the text that convinces the readers to do what the thesis recommend, and in general hortatory text either are spoken or if written, exhibit a number of characteristic of spoken English in the other opinion, Purwati, et. al. Also explain that hortatory exposition text is a form of text

type which is designed to persuade the readers about something which should or should not be the issue of argument or case.[57]

The generic structure of hortatory exposition text consist of three parts as follow:

1). Thesis: announcement of issue concern

2). Arguments: reason for concern, leading to recommendation

3). Recommendation: statement of what ought or ought not to happen.

The language features of hortatory exposition are:

1). Emotive word such as: Alarmed, worried

2). Words that qualifies statements, such as: usual, probably

3). Word that links arguments such as: firstly, however, on the other hand, therefore

4). Usually present tense

5). Compound and complex sentence

6). Modal verbs/adverb; Can, may, certainly, get, stop

7). Subjective opinion using pronoun, I and we.[58]

Example:

Thesis   :when we buy a mobile phone, we have to think about the advantages as well as the disadvantages. By doing so, we will be able to use a wise decision.

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[57] Ibid, P. 21
[58] Ibid, P. 22

Argument I : if we decide to buy a mobile phone, we can start asking ourselves the usefulness of the equipment. We may ask, "Do we want it for our prestige or for its usefulness?"

Argument II : after we decided to use a mobile phone, we should make a choice on the type of mobile phone. With the various *choices in the* market, we would decide the one that meets our needs. We must know what we need.

Argument III : as the consequence of its high operational costs, we have to pay more for a mobile phone compared to fixed telephone. That is why we have to think carefully before we decide to use it. Therefore we only use the mobile phone for important talks. It will not be wise if we use it for a chat with friend.

Recommendation : with all the consequence of the mobile phone, we indeed should give serious consideration before using it, they are:

1. Ask yourself, "Do I really need it at the moments?"

3. Buy the mobile phone that suits your budget

4. Prioritize the function of the mobile phone for you, rather than its features that may interest you

5. Use the mobile phone for important talk.

CHAPTER III

CHAPTER III

CHAPTER III
THE RESULT OF RESEARCH

A. **The Description of Study Site**

1. The Description of STAIN Palangka Raya Generally

   STAIN Palangka Raya was established on 1997 based on established building No. 01/23/456/Kepres/II/1997 it is on 1 January 1997. STAIN Palangka Raya is Located in Palangka Raya G. Obos Street of Complex Islamic center. In the first time, STAIN Palangka Raya is Tarbiyah Al-Jami'ah Palangka Raya. And then in its developing, STAIN Palangka Raya always get Supporting from the religion Islamic Preachers and the Moslems society to become great institution that is able to answer all of the problems and give the development of human resoouce developmant especially in the Central Borneo-Palangka Raya.

   STAIN Palangka Raya' weight area is $\pm$ 8,285 Ha and it is located in Complex Islamic center Palangka Raya. Besides STAIN Palangka Raya has the land that is prepared to develop the education with the weight area is 56 Ha and it is located in G. Obos Street Km. 8.

2. The Description Of English Education Program

   The Education Program is opened on March 2, 2001 with SK (decision letter) No. 45/218/2002 dated on February 23, 2001. Next, English Education Program gets the license from Bagais Ditjen with the number DJ. 1/101/2007

dated March 20, 2007. After this the English Education Program gets Accreditation B from BAN-PT, with SK-BAN-PT No. 020/BAN-PT/Ak-X/S1/IX/2007.

B. Analysis of Variables

    1. Students' Mastery of English Vocabulary

After the researcher has done the vocabulary test, the writer score to each student by using the formula:

$$S = \frac{n}{N} \times 100$$

Where:

S = Students' score

n = Number of true answer

N = Number of test items.

Based on the calculation of variable X was found $\sum X = 2324$ and $\sum X^2$ =173016.

Table 3.1.
Distribution of Students' Achievement Criteria of Mastery Vocabulary of English Students of Islamic State College of Palangka Raya.

Mark value	Letter value	Heavy value	Predicate
80-100	A	4	Excellent
70-<80	B	3	Good
60-<70	C	2	Enough
50-<60	D	1	Less
0-<50	E	0	Fail

Based on the valuation scale that is used on Islamic State College of Palangka Raya can be seen that from thirty-two of English students, Based on the calculation of vocabulary on Appendix was known that there are twelve students found score in *excellent criteria*. This based on the valuation scale that is used in Islamic State College of Palangka Raya. The excellent criteria based on the valuation scale of Islamic State College of Palangka Raya are *80-100*. There are nine students that found the *good criteri*a. This based on the valuation scale that is used in Islamic State College of Palangka Raya. *Good criteria* are 70-<80, there were five students who were in *enough criteria*. Based on the valuation scale of Islamic State College of Palangka Raya in *enough criteria are 60 - <70* and there were six students who were on *less criteria*. Based on valuation scale of STAIN Palangka Raya, the *less criteria are 50 -< 60*. From all of the students nothing get in *criteria fail*, criteria fail is 0 - <50.

Table 3.2.
Distribution Frequency and Presentation Scores of the Students' Mastery of English Vocabulary Achieved by the English Students of Islamic State College of Palangka Raya.

No.	Mark value	Predicate	Letter value	F	P (%)
1.	80-100	Excellent	A	12	3.75%
2.	70-<80	Good	B	9	28.125%
3.	60-<70	Enough	C	5	15.625%
4.	50-<60	Less	D	6	18.75%
5.	0-<50	Fail	E	0	0%
Total				32	100%

Based on the data above it can be explained that there were 3. 75 % students who acquired score 80-100. Then, there were 28.125 % students who acquired score 70-<80. There were 15.625% students who acquired score 60-<70. There were 18.75% students who acquired score 50-<60 and nothing the students acquired score 0-<50.

2. Students' Ability in translating English text

After the researcher has done the translating test which is used to know the students' achievement in translating English text. The researcher scores each student. Because they translate use idiomatic strategy so the researcher scores their achievement by idiomatic scoring strategy that is every sentence. Every sentence has value 1 of 50 sentences in two kind of the English text. The students' ability in translating English text to Indonesian can be seen based on result of the test. To score the translating tests the researcher using formula:

$$S = \frac{n}{N} \times 100$$

Where:

S = students' score

n = number of true answer

N= number of test items.

From the calculation of translation test was gotten that $\sum Y = 2258$ and

$\sum Y^2 = 165436.$

Table 3.3
Distribution of Students' Achievement Criteria of Translating English
Text Based on Valuation Scale used
in Islamic State College of Palangka Raya.

Mark value	Letter value	Heavy value	Predicate
80-100	A	4	Excellent
70-<80	B	3	Good
60-<70	C	2	Enough
50-<60	D	1	Less
0-<50	E	0	Fail

Based on the valuation scale that is used on STAIN Palangka Raya can be seen that from thirty-two of English students, there are eleven students found score in *excellent criteria. The excellent criteria* based on the valuation scale of STAIN Palangka Raya are *80-100.* There are nine students that found the *good criteri*a. This based on the valuation scale that is used in STAIN Palangka Raya. The excellent criteria in *good criteria* are 70-<80, there were seven students who were in *enough criteria.* Based on the valuation scale of STAIN Palangka Raya in *enough criteria are 60 - <70* and there were two students who were on *less criteria.* Based on valuation scale of STAIN Palangka Raya, the *fewer criterions are 50 -< 60.* There were three students who get in *criteria fail,* criteria fail is 0 - <50.

Table 3.4
Distribution Frequency and Presentation Scores of the Students' Ability of Translating English Text Achieved by the English Students of Islamic State College of Palangka Raya.

No.	Mark value	Predicate	Letter value	F	P (%)
1.	80-100	Excellent	A	11	34.375 %
2.	70-<80	Good	B	9	28.125 %
3.	60-<70	Enough	C	7	21.875 %
4.	50-<60	Less	D	2	6.25 %
5.	0-<50	Fail	E	3	9.375 %
Total				32	100 %

Based on the data above it can be explained that there were 34.375 % students who acquired score 80-100. Then, there were 28.125 % students who acquired score 70-<80. There were 21.875 who acquired score 60-<70. There were 6.25% students who acquired score 50-<60 and there were 9.375% who acquired score 0-<50.

C. The Average Score of the Students' Mastery on English Vocabulary

To find out the average score of the students' mastery, the writer used the formula as bellow:

$$M = \frac{\sum X}{N}$$

Where:

M = mean

X = the Sun of Score

N = number of the students.

It is known that:

M = mean

X = 2324

N = 32

So, it can be counted as bellow:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2324}{32}$$

M   **=   72.625.**

So, the average score of the students, mastery of English vocabulary was **72.625.**

So, based on the valuation scale used in Palangka Raya Islamic State College, the average score of the students' mastery of English vocabulary on Academic Years 2005 were in good criteria (70-<80).

D. The Average Score of the Students' Ability in Translating English Text

To find out the average score of the students' ability in translating English text that is used the formula as bellow:

$$M = \frac{\sum X}{N}$$

Where:

M = mean

X = the Sun of Score

N = number of the students.

It is known that:

M = mean

X = 2258

N = 32

So based this formula can be counted as bellow:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2258}{32}$$

$$M = 70.562$$

So, the average score of the students' ability in translating English text was **70.562.**

Based on valuation scale used in Palangka Raya Islamic State College (STAIN), the average score of the students' ability in translating English text on Academic Years 2005 were in good criteria (70-<80)

E. Correlation Between the Students' Mastery of English Vocabulary to Translating English Text into Indonesian Achieved by the English Students of Islamic State College of Palangka Raya

To find out the correlation coefficient of the students' mastery of English vocabulary and the ability in translating English text is used the Product Moment Formula as below:

$$r_{xy} = \frac{n\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\left(\sum Y^2\right) - \left(\sum Y\right)^2\right\}}}$$

Where:

r_{xy} = index correlation (r) product moment

X = total of entire score X (variable X)

Y = total of the entire score Y (variable Y)

XY = total result of multiplication between score X and score Y

N = the number of sample.

From the calculation of variable X and Y, It was known that:

N = 32

$\sum X$ = 2324

$\sum Y$ = 2258

$\sum XY$ = 164372

$$\sum X^2 \quad = 173016$$
$$\sum Y^2 \quad = 165436$$

Based on the calculation of correlation between variable X and variable Y above, it can be known of each variable. Based on the product moment will be found the product of $r_{xy,}$ as follow:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{32 \times 164372 - (2324 \times 2258)}{\sqrt{\{32 \times 173016 - (2324)^2\}\{32 \times 165436 - (2258)^2\}}}$$

$$r_{xy} = \frac{5259904 - 5247592}{\sqrt{(5536512 - 5400976)(5293952 - 5221225)}}$$

$$r_{xy} = \frac{12312}{\sqrt{135536 \times 195388}}$$

$$r_{xy} = \frac{12312}{\sqrt{2648210710}}$$

$$r_{xy} = \frac{12312}{162733.2} = r_{xy}$$

$$r_{xy} = 0.075$$

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Based on the calculation above, it was found that the total of variable X and variable Y was 0.075, so between the both variables, there was low correlation. So the hypothesis H_a is ignored and hypothesis H_o is accepted where between the students' ability in mastery English vocabulary has the low correlation with the students' ability in translating English text. It means that there is not correlation between the students' ability of mastery English vocabulary to the students' ability in translating English text.

And the result was looked at from interpretation orientation as follows:

Table 3.5
Interpretation orientation

Besarnya "r" Product moment (r_{xy})	Interpretation
0.00-0.20	Between variable X and variable Y certainly there is correlation, but this correlation is so weak or lowest so that it is ignored or between correlation X and Y is Nothing
0.20-0.40	Between variable X and variable Y there is weak and low correlation
0.40-0.70	Between variable X and Variable Y there is enough correlation
0.70-0.90	Between variable X and variable Y there is strong and high correlation
0.90-1.00	Between variable X and variable Y there is strongest and highest correlation

Based on interpretation orientation that is stated by sudijono, if the value of r_{xy} is on 0.00 – 0.20 so, Between variable X and variable Y certainly there is correlation but this correlation is so weak or lowest so that it is ignored or between correlation X and Y is Nothing correlation. The result of

the calculation that was counted by Product Moment above showed that the result was 0.075. It is not enough 0.20 yet. So that H_o is accepted and Likewise Hypothesis H_a is ignored.

To prove the value of "r" Based on the calculation degree of freedom was know that:

Df = N-nr

N = 32

Nr = 2

df = 32 - 2 = 30.

So based on the significant level was illustrated as follows:

Table 3.6
Value of "r" and Significant level

Df (degree of freedom)	The number of correlated variables	
	2	
	Value "r" on significant level	
	5%	1%
30	0.361	0.463

Even so, it was known the result of "r" = 0.361 > 0.075 < 0.449

It can be explained that the value of "r" was smaller than 5% and it was smaller than 1%. As the result, the value of "r" was low correlation or nothing correlation but the correlation was positive.

To know that it has the positive correlation, it can be seen from the graph bellow;

Graph 1.
The students' Score of Mastery Vocabulary

Y (Number of students)

0-50   51-60   61-70   71-80   80-100   X (Vocabulary score)
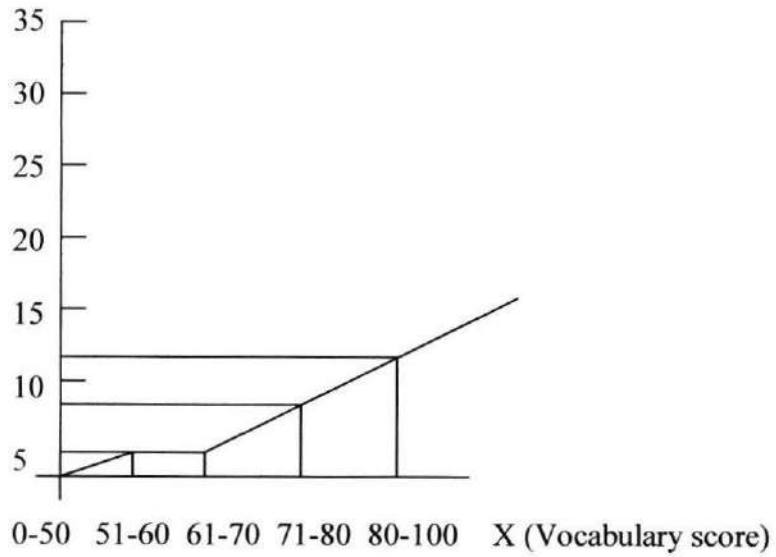
Graph 2.
The Students' Score of Translating English Text.

Y (Number of students)

0-50   51-60   61-70   71-80   80-100   X (Translation score)
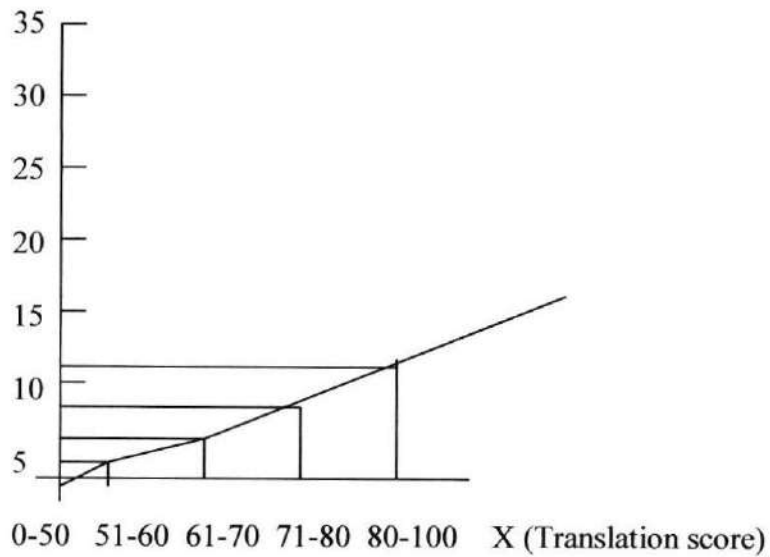
So, it can be combined become one graph as follows:

Graph 3.
The combination of students' score of vocabulary and translating English text.
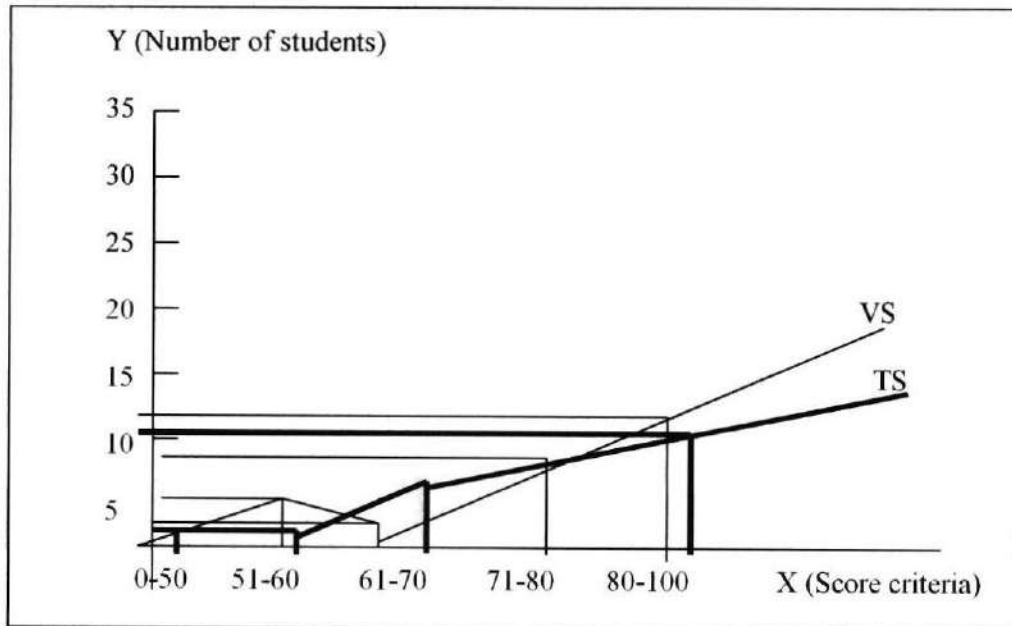
Explanation:

VS : Vocabulary Score

TS : Translation Score

Based on the graph above can be seen that variables, mastery vocabulary and the ability in translating English text were on parallel direction. So, if both variables were on parallel direction, so the correlation was positive although it was low.

And than to know the contribution of the variable X to the variable Y is used the formula as below:

$KP = r^2 \times 100 \%$

Where:

KP = Nilai Koefisien Determinan (determinant coefficient score)

r = Nilai koefisien korelasi (correlation coefficient score)

$KP = 0.0752 \times 100 \%$

$KP = 0.005625 \times 100 \%$

$KP = 0.56 \%$

So, it means that the variable X (mastery of English vocabulary) gives the contribution to the students' ability in translating the English text for the English students on Academic years 2005 was 0.56 % and 99.44 % is influenced by the other aspects.

To know t_{value} is used the formula as below;

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

Where:

t_{vakue} = nilai t (the t value)

r   = Nilai koefisien korrelasi (the score of coefficient correlation)

n   = Jumlah Sampel (the number of sample)

The criteria of the test:

if tvalue $\geq t_{table}$ so refused Ho, it means it is significant and

If t $_{valueg} \leq t_{table}$ received Ho, it means it is not significant

So that by the formula above it was known that:

r = 0.075

n = 32

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

$$t_{value} = \frac{0.075\sqrt{32-2}}{\sqrt{32-0.075^2}}$$

$$t_{value} = \frac{0.4}{5.656} = 0.07$$

Based on the calculation above, $\alpha = 0.05$ and n = 32 so, df = n - 2 = 32 − 2 = 30 and t_{table} was 1.697.

So, it can be seen than $t_{value} \leq t_{table}$, so that the result was the Ho is accepted and Ha is refused. In this case that variable X mastery English vocabulary does not ensure the students to do good translation, and many others aspect can help the translation skill. Translation is complex skill where the translator should be able to practice and master anything that can help the good result of translating, like; comprehending grammatical, mastering vocabulary, often practice to translate the text, often reading the text and the other. Seemly it is not enough to result good translating if the translator only master vocabulary but likewise they must master the other aspect that help them in translating.

CHAPTER IV

CHAPTER IV

CHAPTER IV
CLOSURE

A. Conclusion

In the result of the study showed that the students' score of mastery English vocabulary and translating English text are varieties. The students who get good score in vocabulary not ensure them to get good score in translating. Based on the total calculation of variable X (mastery English vocabulary) and variable Y (the ability in translating English text) was negatively significant. It means that between mastery vocabulary and translating English text has the lowest correlation or it can be said ignored. So between two variable is nothing correlation. The result of r_{xy} was 0.075. It showed that zero hypothesis (H_o) was received and Alternative Hypothesis was refused.

Based on the df was found $0.361 > 0.075 < 0.449$. It can be explained that the value of "r" was smaller than 5% and it was smaller than 1%. As the result, the value of "r" was low correlation or nothing correlation but the correlation was positive.

Based on the contribution calculation of the mastery vocabulary (variable X) was able to give contribution to the ability in translating (virile Y) 0, 56 % and 99.44 % were influenced by the other aspects. And based on the calculation of t_{value} was found 0.07 or and t_{table} was 1.697 it meant that if $t_{value} \leq t_{table}$ so zero Hypothesis (H_o) was accepted and alternative hypothesis (H_a) was refused.

B. Suggestion

1. The students are expected not only master many vocabularies but also they should often practice about anything that can help them to increase their knowledge in translating such as often reading, writing and often translating the many kinds of English text by using the types of translation and also comprehend the structure of the text.

2. They do not feel satisfied by only mastering vocabulary was enough to help them in making good translating but they should learn the other aspects that support the translating activity.

3. The students should practice in idiom form as in vocabulary form or in idiomatic translation form.

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APPENDIX

APPENDIX

Appendix

Distribution Scores of Vocabulary

No.	Codes	Scores	
		X	X^2
1.	N01	50	2500
2.	N02	56	3136
3.	N03	82	6724
4.	N04	58	3364
5.	N05	72	5184
6.	N06	66	4356
7.	N07	56	3136
8.	N08	78	6084
9.	N09	84	7056
10.	N10	76	5776
11.	N11	74	5476
12.	N12	74	5476
13.	N13	78	6084
14.	N14	82	6724
15.	N15	90	8100
16	N16	84	7056
17.	N17	74	5476
18.	N18	74	5476
19.	N19	82	6724
20.	N20	86	7396
21.	N21	80	6400
22.	N22	62	3844
23.	N23	64	4096
24.	N24	84	7056
25.	N25	62	3844
26.	N26	70	4900
27.	N27	52	2704
28.	N28	52	2704
29.	N29	80	6400
30.	N30	88	7744
31.	N31	86	7396
32	N32	68	4624
		$\sum$ 2324	$\sum$173016

Appendix

Distribution Scores of Translation

No.	Codes	Y	Y^2
		Scores	
1.	N01	80	6400
2.	N02	72	5184
3.	N03	90	8100
4.	N04	54	2916
5.	N05	72	5184
6.	N06	72	5184
7.	N07	54	2916
8.	N08	80	6400
9.	N09	86	7396
10.	N10	72	5184
11.	N11	80	6400
12.	N12	90	8100
13.	N13	80	6400
14.	N14	70	4900
15.	N15	46	2116
16	N16	36	1296
17.	N17	66	4356
18.	N18	62	3844
19.	N19	68	4624
20.	N20	76	5776
21.	N21	84	7056
22.	N22	66	4356
23.	N23	82	6724
24.	N24	74	5476
25.	N25	66	4356
26.	N26	32	1024
27.	N27	64	4096
28.	N28	80	6400
29.	N29	76	5776
30.	N30	86	7396
31.	N31	68	4624
32.	N32	74	5476
		$\sum$ 2258	$\sum$165436

Appendix

THE Calculation Correlation between Variable X and VARIABLE Y

No.	Subjects	X	Y	X^2	Y^2	XY
1	2	3	4	5	6	7
1	N01	50	80	2500	6400	4000
2	N02	56	72	3136	5184	4032
3	N03	82	90	6724	8100	7380
4	N04	58	54	3364	2916	3132
5	N05	72	72	5184	5184	5184
6	N06	66	72	4356	5184	4752
7	N07	56	54	3136	2916	3024
8	N08	78	80	6084	6400	6240
9	N09	84	86	7056	7396	7224
10	N10	76	72	5776	5184	5476
11	N11	74	80	5476	6400	5920
12	N12	74	90	5476	8100	6660
13	N13	78	80	6084	6400	6240
14	N14	82	70	6724	4900	5740
15	N15	90	46	8100	2116	4140
16	N16	84	36	7056	1296	3024
17	N17	74	66	5476	4356	4884
18	N18	74	62	5476	3844	4588
19	N19	82	68	6724	4624	5576
20	N20	86	76	7396	5776	6536
21	N21	80	84	6400	7056	6720
22	N22	62	66	3844	4356	4092
23	N23	64	82	4096	6724	5248

24	N24	84	74	7056	5476	6216
25	N25	62	66	3844	4356	4092
26	N26	70	32	4900	1024	2240
27	N27	52	64	2704	4096	3328
28	N28	52	80	2704	6400	4160
29	N29	80	76	6400	5776	6080
30	N30	88	86	7744	7396	7568
31	N31	86	68	7396	4624	5848
32	N32	68	74	4624	5476	5032
		$\sum 2324$	$\sum 2258$	$\sum 173016$	$\sum 165436$	$\sum 164372$

Appendix

The Result of Vocabulary Validity

mp	mt	SDt	P	q	rpbi	interpretation
36.28	34.5	5.04	0.7	0.3	0.537	valid
35.85	34.5	5.04	0.7	0.3	0.407	valid
35.75	34.5	5.04	0.8	0.2	0.496	valid
35.55	34.5	5.04	0.9	0.1	0.625	valid
36.23	34.5	5.04	0.6	0.4	0.419	valid
35.85	34.5	5.04	0.7	0.3	0.407	valid
36.66	34.5	5.04	0.6	0.4	0.523	valid
35.87	34.5	5.04	0.8	0.2	0.544	valid
35.22	34.5	5.04	0.9	0.1	0.429	valid
35.85	34.5	5.04	0.7	0.3	0.407	valid
36.43	34.5	5.04	0.6	0.4	0.467	valid
36.23	34.5	5.04	0.6	0.4	0.419	valid
36.35	34.5	5.04	0.6	0.4	0.448	valid
36.45	34.5	5.04	0.7	0.3	0.588	valid
35.85	34.5	5.04	0.7	0.3	0.407	valid
35.97	34.5	5.04	0.8	0.2	0.583	valid
36.31	34.5	5.04	0.6	0.4	0.438	valid
35.86	34.5	5.04	0.7	0.3	0.410	valid
36.75	34.5	5.04	0.6	0.4	0.545	valid
35.84	34.5	5.04	0.7	0.3	0.404	valid
35.55	34.5	5.04	0.8	0.2	0.417	valid
37.83	34.5	5.04	0.6	0.4	0.806	valid
36.54	34.5	5.04	0.6	0.4	0.494	valid
36.28	34.5	5.04	0.7	0.3	0.537	valid
36.14	34.5	5.04	0.7	0.3	0.495	valid
35.75	34.5	5.04	0.8	0.2	0.496	valid
36.45	34.5	5.04	0.6	0.4	0.472	valid
37.28	34.5	5.04	0.7	0.3	0.838	valid
36.31	34.5	5.04	0.6	0.4	0.438	valid
35.85	34.5	5.04	0.7	0.3	0.407	valid
37	34.5	5.04	0.6	0.4	0.605	valid
36.16	34.5	5.04	0.6	0.4	0.402	valid
35.87	34.5	5.04	0.7	0.3	0.413	valid
36.16	34.5	5.04	0.6	0.4	0.402	valid
36.62	34.5	5.04	0.8	0.2	0.841	valid

36.5	34.5	5.04	0.6	0.4	0.484	valid
35.88	34.5	5.04	0.7	0.3	0.416	valid
35.98	34.5	5.04	0.7	0.3	0.446	valid
36.54	34.5	5.04	0.6	0.4	0.494	valid
36.17	34.5	5.04	0.6	0.4	0.404	valid
35.54	34.5	5.04	0.8	0.2	0.413	valid
35.99	34.5	5.04	0.8	0.2	0.591	valid
36.71	34.5	5.04	0.7	0.3	0.667	valid
36.16	34.5	5.04	0.6	0.4	0.402	valid
35.87	34.5	5.04	0.7	0.3	0.413	valid
36	34.5	5.04	0.8	0.2	0.595	valid
35.62	34.5	5.04	0.8	0.2	0.444	valid
36.71	34.5	5.04	0.7	0.3	0.667	valid
37.83	34.5	5.04	0.6	0.4	0.806	valid
37	34.5	5.04	0.7	0.3	0.754	valid

Appendix

The Result of Translation Validity

mp	mt	sdt	p	q	rpbi
35.65	34.2	4.38	0.6	0.4	0.404
35.12	34.2	4.38	0.8	0.2	0.420
35.47	34.2	4.38	0.7	0.3	0.441
35.71	34.2	4.38	0.7	0.3	0.524
35.73	34.2	4.38	0.6	0.4	0.426
35.64	34.2	4.38	0.7	0.3	0.500
35.09	34.2	4.38	0.8	0.2	0.406
35.12	34.2	4.38	0.8	0.2	0.420
35.72	34.2	4.38	0.6	0.4	0.423
35.38	34.2	4.38	0.7	0.3	0.409
35.96	34.2	4.38	0.6	0.4	0.490
35.36	34.2	4.38	0.7	0.3	0.403
35.85	34.2	4.38	0.6	0.4	0.460
35.38	34.2	4.38	0.7	0.3	0.409
35.71	34.2	4.38	0.7	0.3	0.524
35.45	34.2	4.38	0.8	0.2	0.571
35.68	34.2	4.38	0.6	0.4	0.412
35.57	34.2	4.38	0.7	0.3	0.475
35.81	34.2	4.38	0.6	0.4	0.448
35.57	34.2	4.38	0.7	0.3	0.475
35.54	34.2	4.38	0.8	0.2	0.612
35.76	34.2	4.38	0.6	0.4	0.435
35.91	34.2	4.38	0.6	0.4	0.476
35.88	34.2	4.38	0.7	0.3	0.583
35.83	34.2	4.38	0.6	0.4	0.454
35.25	34.2	4.38	0.8	0.2	0.479
36.33	34.2	4.38	0.6	0.4	0.593
36.57	34.2	4.38	0.7	0.3	0.822
35.83	34.2	4.38	0.6	0.4	0.454
35.65	34.2	4.38	0.7	0.3	0.503
36.33	34.2	4.38	0.6	0.4	0.593
35.44	34.2	4.38	0.7	0.3	0.430
35.39	34.2	4.38	0.7	0.3	0.413
35.66	34.2	4.38	0.6	0.4	0.407
36.12	34.2	4.38	0.8	0.2	0.877

35.66	34.2	4.38	0.6	0.4	0.407
36	34.2	4.38	0.7	0.3	0.625
35.48	34.2	4.38	0.7	0.3	0.444
36.33	34.2	4.38	0.6	0.4	0.593
35.66	34.2	4.38	0.6	0.4	0.407
35.08	34.2	4.38	0.8	0.2	0.402
35.67	34.2	4.38	0.8	0.2	0.671
36.16	34.2	4.38	0.6	0.4	0.546
36	34.2	4.38	0.6	0.4	0.501
36.14	34.2	4.38	0.7	0.3	0.673
35.5	34.2	4.38	0.8	0.2	0.594
35.25	34.2	4.38	0.8	0.2	0.479
35.47	34.2	4.38	0.7	0.3	0.441
37	34.2	4.38	0.6	0.4	0.780
35.37	34.2	4.38	0.8	0.2	0.534

Appendix

The Index Difficulties of Vocabulary

No Items	The level of the Difficulties	
	Indexes	Criteria
1.	0.6	Fair
2.	0.8	Easy
3.	0.7	Fair
4.	0.7	Fair
5.	0.6	Fair
6.	0.7	Fair
7.	0.5	Fair
8.	0.7	Fair
9.	0.8	Easy
10.	0.7	Fair
11.	0.6	Fair
12.	0.7	Fair
13.	0.6	Fair
14.	0.7	Fair
15.	0.8	Easy
16.	0.6	Fair
17.	0.7	Fair
18.	0.6	Fair
19.	0.7	Fair
20.	0.5	Fair
21.	0.6	Fair
23.	0.6	Fair
24.	0.6	Fair
25.	0.7	Fair
26.	0.6	Fair
27.	0.6	Fair
28.	0.8	Easy
29.	0.7	Fair
30.	0.6	Fair
31.	0.5	Fair
32.	0.7	Fair
33.	0.7	Fair
34.	0.6	Fair
35.	0.8	Easy
36.	0.6	Fair
37.	0.7	Fair
38.	0.7	Fair
39.	0.6	Fair

40.	0.6	Fair
41.	0.6	Fair
42.	0.8	Easy
43.	0.6	Fair
44.	0.6	Fair
45.	0.6	Fair
46.	0.8	Easy
47.	0.8	Easy
48.	0.7	Fair
49.	0.6	Fair
50.	0.8	Easy

Appendix

The Index Difficulties of Translation

No Items	The level of the Difficulties	
	Indexes	Criteria
1.	0.7	Fair
2.	0.7	Fair
3.	0.8	Easy
4.	0.5	Fair
5.	0.7	Fair
6.	0.6	Fair
7.	0.8	Easy
8.	0.7	Fair
9.	0.9	Easy
10.	0.7	Fair
11.	0.6	Fair
12.	0.6	Fair
13.	07	Fair
14.	0.5	Fair
15.	0.7	Fair
16.	0.4	Fair
17.	0.6	Fair
18.	0.7	Fair
19.	0.6	Fair
20.	0.7	Fair
21.	0.8	Easy
23.	0.6	Fair
24.	0.7	Fair
25.	0.7	Fair
26.	0.8	Easy
27.	0.6	Fair
28.	0.7	Fair
29.	0.6	Fair
30.	0.7	Fair
31.	0.6	Fair
32.	0.6	Fair
33.	0.7	Fair
34.	0.6	Fair
35.	0.8	Easy
36.	0.6	Fair
37.	0.7	Fair
38.	0.8	Easy

39.	0.7	Fair
40.	0.6	Fair
41.	0.7	Fair
42.	0.8	Easy
43.	0.7	Fair
44.	0.6	Fair
45.	0.7	Fair
46.	0.8	Easy
47.	0.8	Easy
48.	0.7	Fair
49.	0.6	Fair
50.	07	Fair

Appendix

The List Names of Research Subject

No.	Code	Name
1.	N1	Any Novita Sari
2.	N2	Ahmad
3.	N3	Bakti Nursiam
4.	N4	Diah Pertiwi
5.	N5	Endang Susilawati
6.	N6	Erfaillah
7.	N7	Firlana Bakti OK.
8.	N8	Heri Supratama
9.	N9	Heny Apriani
10.	N10	Istianah
11.	N11	Ika Putri Ayuningsih
12.	N12	Jumiati Rabiah
13.	N13	Juliansyah
14.	N14	Lailatin Mukarramah
15.	N15	Lusda Rosalina
16.	N16	M. Cholik
17.	N17	Marlina Astria
18.	N18	Melita Rahmadani
19.	N19	M. Misbah
20.	N20	Masyasyarah
21.	N21	Nanik halimah
22.	N22	Nurjennah Fitriyanti
23.	N23	Novi
24.	N24	Sumirah
25.	N25	Selfina Oktaroyani
26.	N26	Susi Susilawati
27.	N27	Somingan
28.	N28	Syaiful Ansari
29.	N29	Titin Berlian
30.	N30	Utin martina
31.	N31	Wahyu Eka Pratiwi
32.	N32	Yusuf Frendy Tabarat

Appendix

The students' activity in vocabulary test
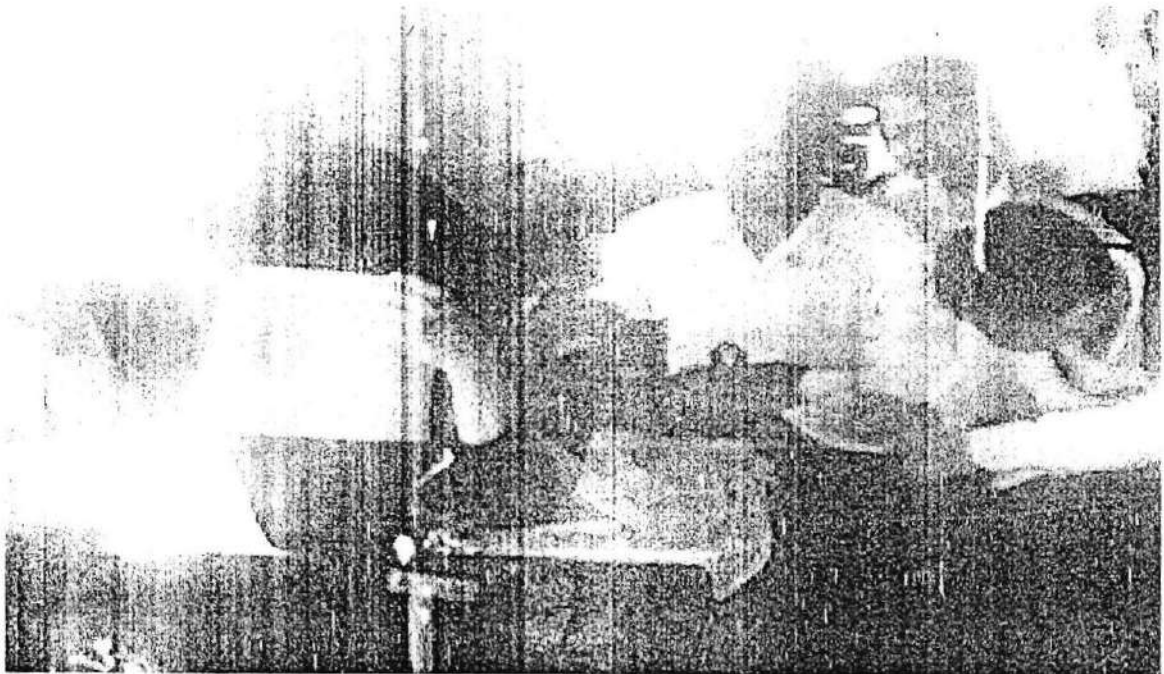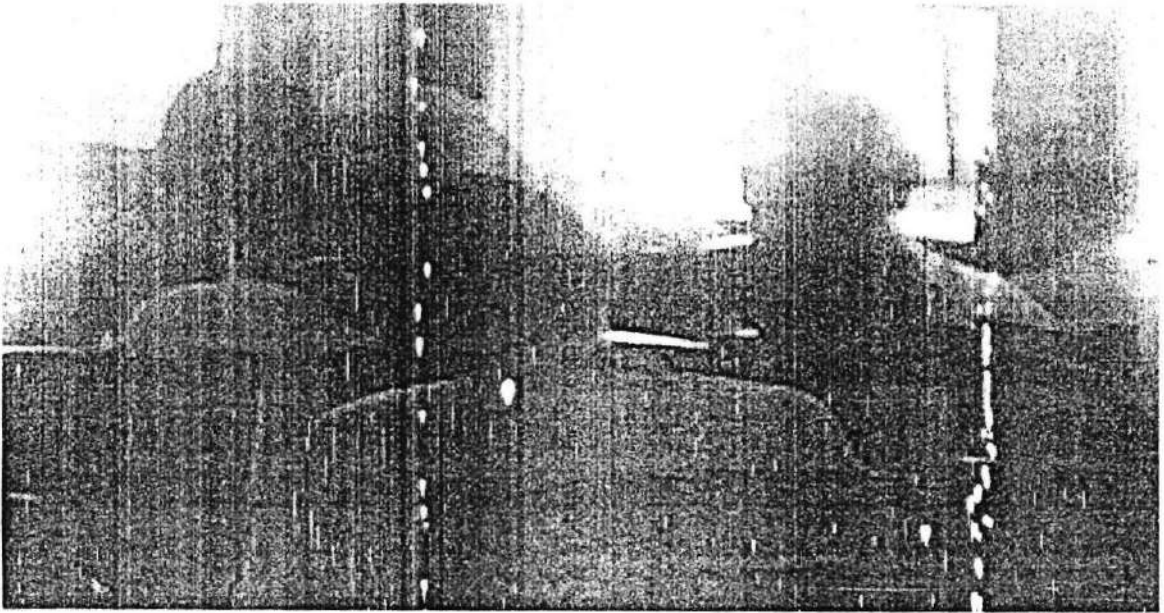

The students' activity in vocabulary test
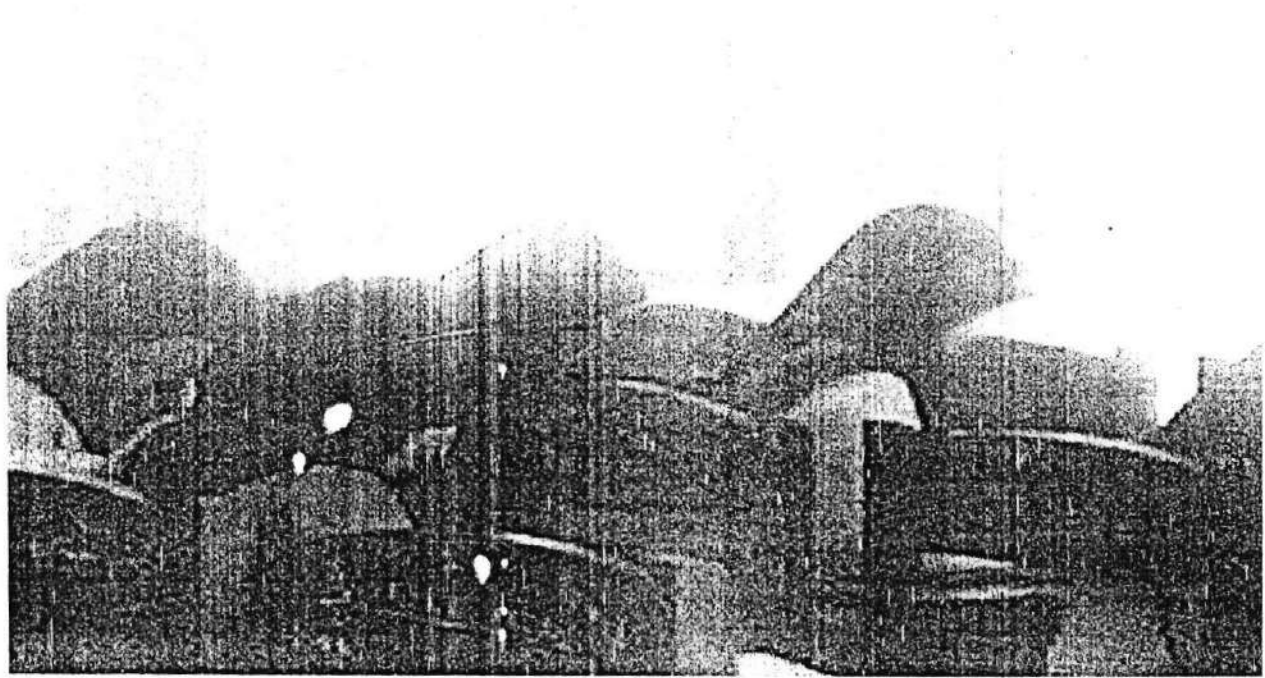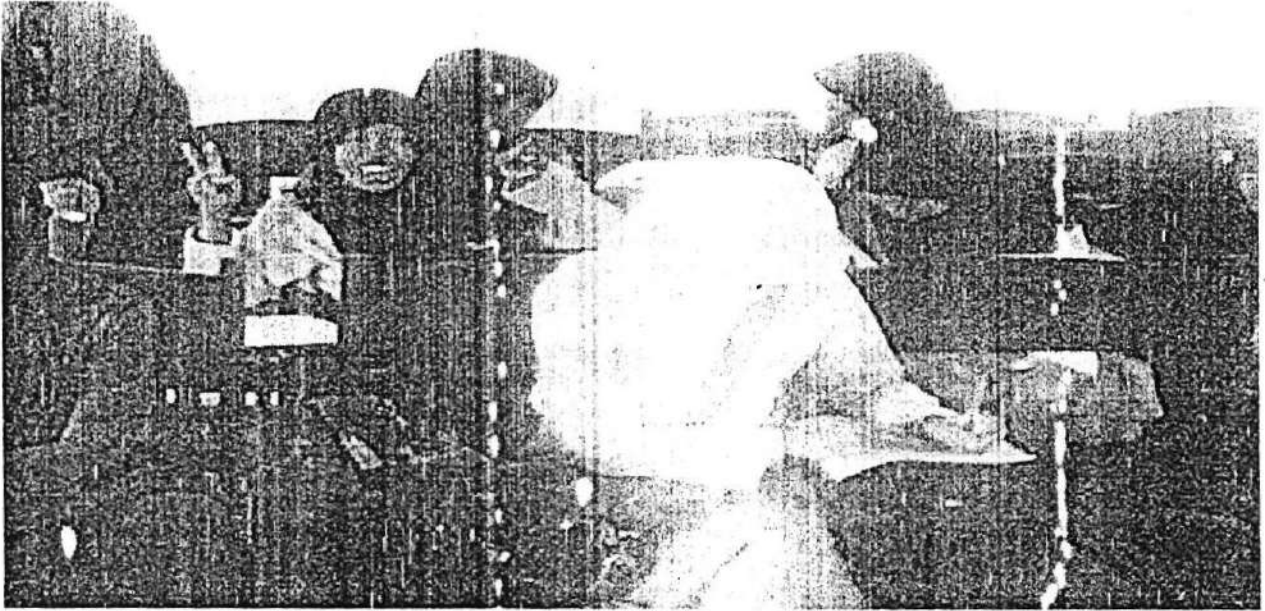
Appendix

The students' activity in translation test

Appendix

Name   :
SRN   :
Subject   : English Vocabulary
Level   : Advanced study of English education study program in STAIN Palangka Raya
Time   : 1 x 90 minutes

Instruction: Supply the missing word in the text based on the clue

| - A three | - food | - biggest | -mammalian | -the | -are | -one |
| - Secure | - world's | - it | -we | -link | -ago | -more | -but |

From birth to death, 1)............is a dominant factor in our lives. In single year, on 2)............- meal-a-day basis, most of us eat well over 1000 meals. We know that the food 3) .... eat is necessary for our very being-we know it provides the energy for the quite breathing at night and the full activity of the day. We know too that 4) .... builds, maintains, regulates muscles and bones, nerves and brain, eyes, hair and all our physical being.

But food does much 5)..............than nourish, for most of us enjoy eating. Food makes us feel 6)............and happy; we use food as a 7)...........in our friendship, as an expression of pleasure during our holidays, and as a symbol of our religious life.

Food is the world's 8).............. business. A large part of the 9).......... work is concerned with the growing, processing, and preparation of food. In the United states 10)..............farm worker produces enough food for 25 persons, but think of all the people who work in the factories that process the food, in the markets that sells the food, or in restaurants, institutions, and homes that serve the food. We have food in abundance an in variety.

Dr. Margaret Klinowska of the 11)............. Ecology Research Group at London University; Dr. Jeremy Cherfas, science writer.

Whales, dolphins and porpoises 12)............ all cetaceans: they live in water, 13)..............they are Mammals. About two thousand years 14)............the Greek philosopher, Aristotle, recorded the fact that whales

sometimes strands themselves for no apparent reason; they run aground on 15)...... beach.

Instruction : Mark true (T) or false (F) of word underlined!

16. ☐ <u>from</u> birth to death, food is a dominant factor in our life
in this case, <u>From</u> is as a noun

17. ☐ we know that the food we eat is not <u>necessary</u> for our very being
in this case, <u>Necessary</u> is as an adjective

18. ☐ in some countries of the world the fourths or more or the working population is not <u>directly</u> concerned with growing food
in this case, <u>directly</u> is adverb

19. ☐ good nutrition alone can't <u>guarantee</u> good health but without good nutrition health can not be at it best
in this case, <u>guarantee</u> is a noun

20. ☐ Whales, dolphins and porpoises are <u>all cetaceans</u> that live in water
In this case, <u>all cetaceans</u> are an adjective

Instruction : Match the English with Indonesian word

21. ☐ Disturbance   22. ☐ Obliterates   23. ☐ Apparent

24. ☐ Precisely   25. ☐ Experience   26. ☐ Institutions

27. ☐ Abundance   28. ☐ Regulates   29. ☐ Secure

30. ☐ Concerned

---

a. Berharga   b. menghapuskan   c. lembaga   d. berlimpah-limpah
e. pengalaman f. mengenai/ kuatir   g. mengatur   h. terjamin   i. Nyata/jelas

Instruction: choose the correct answer of this in filling the missing word with the suitable word

31. the whales ....themselves for apparent reason

  a. Float   c. swim

  b. Strand   d. sink

32. A magnet is an object, usually of iron, which can.........other object toward it

  a. Draw   c. paint

  b. Describes   d. stand up

33. Most of world's people ....the greater part of their working days and most of their income for food

  a. Get   c. stop

  b. Spend   d. finish

34. we know that the food we.........is necessary for our very being

  a. Spend   c. run out off

  b. Eat   d. finish

35. good nutrition alone can not...............good health, but without good nutrition health can not be at its best

  a. guarantee   c. produces

  b. result   d. make

36. however, by long experience, the whales do...........familiar with the are

  a. become   c. similar

  b. different   d. like

37. a magnetic field is the space ....the magnet in which there is magnet force

  a. land   c. yard

  b. ground   d. around

38. they don't know.............. where they are, nor can they "orient" themselves

  a. price   c gradually

  b. correctly   d. precisely

39. food.........us fell secure and happy

  a. remember   c. make

  b. recognize   d. is also to

40. From this brief introduction you can .:.....that good nutrition depend upon the understanding, knowledge and cooperation of many people.

    a. comprehend   c. see

    b. remember   d. recognize

Synonym

Instruction: Choose the alternative (A, B, C, D) which is closet in meaning to the word on under of the page!

41. Provides

    A. Set up   B. make Sacrifice   C. make available   D. cooperates

42. Necessary

    A. Frigate   B. trusts   C. essential   D. much shopping

43. Pattern

    A. Form   B. model   C. inaugural   D. principle

44. Usually :

    A. Almost never   B. startle   C. customarily   D. suddenly

45. Maintains

    A. Keep   B. surprised   C. provides   D. come up

46. Seems

    A. Curse   B. apparently   C. absolutely   D. rather

47. Sometimes

    A. Gradually   B. once in a while   C. go often   D. get seldom

48. Produces

    A. Yield   B. equip   C. get away   D. expand

49. Manage

    A. Publish   B. arrange matter   C. relay   D. get away

50. Describes

    A. Portray   B. design   C. explode   D. covet

Instruction: Please translate the text in every sentence by using idiomatic translation!

FOOD, NUTRITION AND HEALTH

From birth to death, food is a dominant factor in our lives. In single year, on a three- meal-a-day basis, most of us eat well over 1000 meals. We know that the food we eat is necessary for our very being-we know it provides the energy for the quite breathing at night and the full activity of the day. We know too that it builds, maintains, regulates muscles and bones, nerves and brain, eyes, hair and all our physical being.

1. From birth to death, food is a dominant factor in our lives.

2. In single year, on a three- meal-a-day basis, most of us eat well over 1000 meals.

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4. The food we eat is necessary for our very being.

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6. it provides the energy for the quite breathing at night and the full activity of the day.

7. We know too that

8. It builds, maintains, regulates muscles and bones, nerves and brain, eyes, hair and all our physical being.

But food does much more than nourish, for most of us enjoy eating. Food makes us feel secure and happy; we use food as a link in our friendship, as an expression of pleasure during our holidays, and as a symbol of our religious life.

9. But food does much more than nourishes, for most of us enjoy eating.

10. Food makes us feel secure and happy;

11. We use food as a link in our friendship, as an expression of pleasure during our holidays, and as a symbol of our religious life.

Food is the world's biggest business. A large part of the world's work is concerned with the growing, processing, and preparation of food. In the United states one farm worker produces enough food for 25 persons, but think of all the people who work in the factories that process the food, in the markets that sells the food, or in restaurants, institutions, and homes that serve the food. We have food in abundance an in variety.

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16. in the markets that sells the food,

17. In restaurants, institutions, and homes that serve the food.

18. We have food in abundance an in variety.

Most of the world's people spend the greater parts of their working days and most of their income for food. In some countries of the world ... more or the working population is directly concerned with growing ... ye... seldom manages to grow quite enough. Tonight millions of the world's people will go to bed more or less hungry. Is it any surprise that these people are discontented, diseased, and die early death?

19. Most of the world's people spend the greater parts of their working days and most of their income for food.

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From this brief introduction you can see that good nutrition depends upon the understanding, knowledge and cooperation of many people. Good nutrition alone cannot guarantee good health, but without good nutrition health cannot be at its best.

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25. Good nutrition depends upon the understanding, knowledge and cooperation of many people.

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27. But without good nutrition health cannot be at its best.

Paragrah II

Whales, dolphins and porpoises are all cetaceans: they live in water, but they are Mammals. About two thousand years ago the Greek philosopher, Aristotle, recorded the fact that whales sometimes strands themselves for no apparent reason; they run aground on the beach. It seems that the whales have been trying to follow a kind of contour map, which shows the earth's magnetic fields. A magnet is an object, usually of iron, which can draw other objects towards it, either by its own natural properties, or by an electric current being passed through it. A magnetic field is the space around the magnet in which there is magnet force. The earth's magnetic field is varies, and these "distortions" or differences produce a pattern like hills and valleys. If there is a lot of iron in the rock the magnetic field is stronger (more magnetism); if there is less iron, it is weaker, whales can not fix their absolute position they don know precisely where they are. Nor can they "orient" themselves.

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41. whales can not fix their absolute position

42. They don't know precisely where they are.

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However, by long experience, the whales do become familiar with the are; they have a thorough knowledge of the different oceans. Dr. Klinowska believes that whales have some method of calculating time, she describes this as a "kind of biological clock.' The whales use the regular changes in the earth's magnetic field to set their clocks. If there is an unexpected magnetic disturbance, which obliterates the regular change, then the whales can not re-set their clock, and they get lost.

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