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CORRELATION BETWEEN THE STUDENTS VOCABULARY MASTERY AND THEIR ABILITY IN TRANSLATING ENGLISH TEXT INTO INDONESIAN AT MAS AL-BAROKAH KOLESE
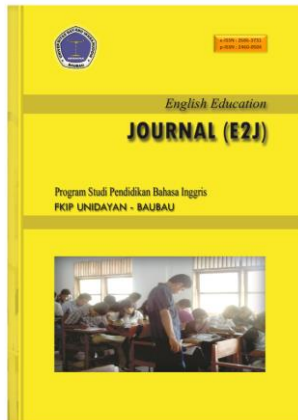
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Abstract
The formulation of the problem in this study is whether there is a correlation between students' vocabulary mastery and their ability to translate English texts into Indonesian at MAS Al-Barokah Kolese students. The purpose of this study was to determine whether there was a correlation between students' vocabulary mastery and their ability to translate English texts into Indonesian at MAS Al-Barokah Kolese students. Data collection in this study was carried out using a research instrument in the form of a test to students to determine the correlation between students' vocabulary mastery and their ability to translate English text into Indonesian. This research is a quantitative research. The subjects of this study were 27 grade 10 students of MAS Al-Barokah Kolese. Data were analyzed using Statistical Product and Service Solution (SPSS) version 22.0. Based on the results of research and data analysis, it was concluded that there was a correlation between students' vocabulary mastery and their ability to translate English texts into Indonesian from grade 10 students at MAS Al-Barokah Kolese. This conclusion is based on the results of statistical analysis which found a significance level of 0.996 with an r table value of 0.381. The rxy value is greater than the r table value (0.996> 0.381) and the significance value is less than (0.5) or in other words the Null hypothesis (HO) is rejected and the alternative hypothesis (H1) is accepted.

Keywords*:* abilities, mastery, relationships, students, translation, text, vocabulary.

Abstrak

Rumusan Masalah dalam penelitian ini adalah Apakah ada hubungan antara penguasaan Kosa Kata siswa dan Kemampuan mereka dalam menerjemahkan Teks Bahasa Inggris ke Bahasa Indonesia siswa MAS Al-Barokah Kolese. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara penguasaan kosakata siswa dengan kemampuan mereka dalam menerjemahkan teks bahasa Inggris ke bahasa Indonesia siswa MAS Al-Barokah Kolese. Pengumpulan data dalam penelitian ini dilaksanakan dengan menggunakan instrument peneltian berupa Tes kepada siswa untuk menentukan hubungan antara penguasaan kosa kata siswa dan kemampuan mereka dalam menerjemahkan teks Bahasa Inggris ke Bahasa Indonesia. Penelitian ini merupakan penelitian kuantitatif. Subjek penelitian ini adalah 27 siswa kelas 10 MAS Al-Barokah Kolese. Data dianalisis dengan menggunakan Statistical Product and Service Solution (SPSS) versi 22.0. Berdasarkan hasil penelitian dan analisis data, diperoleh kesimpulan bahwa ada hubungan antara penguasaan kosakata siswa dengan kemampuan mereka dalam menerjemahkan teks bahasa Inggris ke bahasa Indonesia dari siswa kelas 10 MAS Al-Barokah Kolese. Kesimpulan ini didasarkan pada hasil analisis statistik yang menemukan tingkat signifikansi sebesar 0,996 dengan nilai r tabel sebesar 0,381. Nilai rxy lebih besar dari nilai r tabel (0,996>0,381) dan nilai signifikansi lebih kecil dari (0,5) atau dengan kata lain hipotesis Null (HO) ditolak dan hipotesis alternatif (H1) diterima.

Kata kunci: hubungan, penguasaan,kosa kata, kemampuan, menerjemahkan,teks, siswa

1. INTRODUCTION

Language is a communication tool used to express someone's feelings or thoughts instantly or indirectly through sentences. Language also helps us connect with people from other regions. One of languages that we use frequently is English. English is a global language used by countries around the world to communicate with others. Some international websites also use English as the first second and foreign language.

English as a language has come abilities that ought to be analyze by way of the people who want to study a language. The ones abilities are listening, speaking, reading and writing. They are the simple language ability that we ought to found out, especially in learning a language. Beside of four abilities above, English also has sub-ability as like vocabulary, grammar, and pronunciation. These sub-abilities also have to be mastered through the individuals who want to learn English. Considered one of important sub-abilities is vocabulary.

Vocabulary, in addition to grammar and pronunciation, is one of languageelements considered necessary for language mastery. Vocabulary is defined as all the words in a particular language [1]. Vocabulary canbe defined as " words we must know to communicate effectively; words inspeaking (expressive vocabulary) and words in listening (receptive vocabulary)"[2].

Like what the experts said above, vocabulary becomes an important factor in learning languages. Vocabulary means the whole word that is used in a language so we must master to learn a language. When we master the words of a language, it will be easier for us to express our opinions, ideas or feeling in both writing and speech.

When we master the vocabulary, it means we convey the meaning of the language, in this case English. If you know the meaning, you must translate. Thus, the results of a translation can be transmitted both orally (causally) and in writing. If learners do not master the vocabulary of a language, they may think that they cannot translate well.

[3] described that the process of translation between two different written languages involves the changing of an original written text (The Source Text or ST) in the original verbal language (The Source Language or SL) into a written text (The Target Text or TT) in a different verbal language (The Target Language or TL).

Translation goals to make us easier to understand the means and cause of the language we learn. But in translate o language to any other language is not always a clean task; we must grasp the process technique and approach of translating. We also need to understand the form which means style proverbs idioms grammar mastery and the other that is a component of a language.

In teaching English as a foreign language student's mastery of vocabulary cannot be separated from the interest in translation. The translation is needed to realize what the teacher is explaining inside the classroom and it is used to clarify the thoughts of the scholars. It will be difficult for

scholars to study a language without understanding its meaning. Especially in learning English which is foreign language in Indonesia. Therefore, the translation can be very helpful in understanding the familiar English. However, students will not be able to translate the meaning of language anymore if they do not know a lot of the vocabulary of this language.

When conducting observations and interviews at MAS Al-Barokah Kolese. The main students in grade X are happy when learning English but a problem is found, namely the students' vocabulary mastery is still low so that there are still many students who have low mastery in translating English sentences well because of their lack of vocabulary and level of mastery of their reading section. So the researchers wanted to do a research entitled "Correlation Between the Students Vocabulary Mastery and Their Ability In Translating English Text Into Indonesian at MAS Al-Barokah Kolese".

1.1. Definition of Vocabulary

[4] stated that "vocabulary is" knowledge of the meaning of words. Learning vocabulary is an important thing as part of learning English or other foreign languages since students learn vocabulary first before hey master more complex structures. So one of the important components in teaching English in addition to grammar and pronunciation is vocabulary. We won't may be able to understand about what we listen speak read and write without know a lot of vocabulary.

According to [5] vocabulary is the vocabulary or whatever is owned by a language. According to Kridalaksana (2001:89) states that vocabulary is a wealth of words owned by a reader or writer of a language.

From some of the definitions of vocabulary above, the researcher concluded that vocabulary is an important aspect of the study of a language therefore vocabulary is very important due to the fact that we will cannot speak to these languages if we do not recognize them or if we lack vocabulary of language. Vocabulary is used to make our point and ideas clear with sentences or else we talk to others using language if we recognize the vocabulary.

1.2. Vocabulary Mastery

Vocabulary is an important part of language learning and teaching because without knowledge of vocabulary we cannot express our ideas and use words properly for listening, reading speaking and writing. Mastering words is easier than mastering the other components (grammar and phonology).

Talking about vocabulary, [6] states that vocabulary means a large collection of item. He also adds that learning vocabulary is important because it enriches someone knowledge of words. Furthermore, [7] says that vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about formula phrases and chunks, finding words inside them, and learning even more about those words.

Vocabulary understanding is information of a word now not only be implied definition, but also implied how that word suits into international. We recognize that vocabulary plays an critical role in a language, as a way to make an amazing language we ought to enhance vocabulary mastery.

Collins Cobuild Dictionary stated that mastery is studying or understanding something completely and having no trouble in the use of it. Mastery is also described because the whole control of understanding (Cambridge Increase Dictionary).

There are two styles of vocabulary mastery. They are passive and active. Passive vocabulary refers to sentences that students will recognize when they encounter them, but are unlikely to be able to create. While active vocabulary refers to vocabulary that students have been thought or learned by and anticipates allowing you to use.

As quoted by [8] there are several indicators of vocabulary proficiency; count nouns, abstract nouns, suffixes, roots, synonyms, context clues and punctuation. In this case, the countable noun can be used with un or un in the singular and ending in s/es for plural structures. Meanwhile, uncountable nouns are usually not used with a or an, but with the articles some and any.

As [9] stated that mastering vocabulary is an important a part of learning a second language. The importance of vocabulary is highlighted through the oft-

repeated statement that learns bring around dictionaries and not grammar books.

Vocabulary mastery could be very critical in learning English. By using having a high vocabulary it will help the students research the four simple abilities of English. By learning vocabulary it is able to help students to study and knowledge a language. If the students want to make conversation in a foreign language runs well, they ought to recognize a variety of phrases by analyzing vocabulary; they could write, study, concentrate or talk in the overseas language without problems. To acquire this aim, the scholars should master good enough quantity of English vocabulary and structure as well.

1.3. Aspect of Vocabulary

According to [10], there are three aspects of words such as from, meaning and usage. Also, for detailed explanation like follows:

a) Form. Each language is different from other languages; they may different in their language, pronunciation or spelling. In this respect, word formation means knowing how words are pronounced and written and how they can change form. First, learners need to know how words are pronounced (spoken form). Second, learners must know how to spell a word (written form). As Nation (2001) pointed out, one aspect of getting used to the written form of a word is spelling. Learners also need to be careful in this activity sometimes because it (the spelling of the word) does not match their pronunciation. Third, learners must also know all the parts of words that make up these specific elements (such as prefixes, roots, and suffixes).

b) Meaning. Nation says that meaning includes how form and meaning come together, in other words, the concept and elements it refer to, and the association that comes to mind when people think of a word or to a particular expression. It is recognizing lexical items that often have more than one meaning. Sometimes the word has meaning in context and they need to know sensory relationship. So they can know where they put a word in line with the meaning of the word itself.

c) Usage. The meaning of language depends on where it appears in much of speech. Here, Nation deals with the grammatical functional use of words or phrases, phrases commonly associated with language use, and any constraints used (of frequency, extent, etc.). Furthermore, [11] states that words not only have different meanings. However, they can also be stretched and twisted to suit a variety of contexts and uses. In this way, the meaning of the word is often extended through metaphors and idioms. It is also governed by collocation. Students need to recognize the metaphorical use of language and they need to know how words are linked together.

Based on the above explanation, the researcher concludes that in learning a language, we need to understand the word aspect or vocabulary of a language. We must learn the vocabulary of a language deeply. Because by knowing aspects of the vocabulary, the student not only knows the word of a language but he can also know how use the words this.

1.4. Parts of Vocabulary

Talking about types of vocabulary, [12] divides vocabulary into four parts:

1) Listening vocabulary; all the words her or she can recognize when listening to speech. They are the stock of words to which one respond with meaning and understanding in speech of others. Listening vocabulary influence how much they understand in class lectures, class discussion, etc.

2) Reading vocabulary is all the words her or she can recognize when reading. They are the words whish one responds the meaning and understanding in writing.

3) Writing vocabulary is the words her she or she can employ in writing. They are the words that come readily to one's finger. Writing vocabulary determine how clearly accurately they can express ideas in writing.

4) Speaking vocabulary is all the words her she can use in speech.

Furthermore, vocabulary is an important element in language mastering and teaching because without having knowledge of vocabulary, we cannot express our thoughts

and use the best phrases in listening, analyzing, speaking and writing. Vocabulary overall performance is easier than mastery of other components (grammar and phonology). Furthermore, According [13] vocabulary is all the words that a person knows or uses and it is all the words in a particular language.

Teaching vocabulary is clearly more than just presenting new words. There are some issues about vocabulary teaching. For example, students see a lot of words in the course. Some of them are used straight away, whereas the others are not. We have to remember that the students ability to use or understand words need a long time and process. However, we can learn a few lexical items that are most useful in particular situations and we try to master them first.

There are two styles of vocabulary mastery. They are passive and active. Passive vocabulary refers to sentences that students will recognize when they encounter them, but are unlikely to be able to create. While active vocabulary refers to vocabulary that students have been thought or learned by and anticipates allowing you to use.

1.5. Vocabulary Teaching

If the structure of language forms the skeleton of the language, it is the vocabulary that provides the important organs and the flesh [14]. Vocabulary necessary to give students things to remember when learning structures. Acquiring vocabulary is just as important as learning grammar. Parts of the problem with teaching vocabulary lies in place while having a uniform grammatical structure to be taught and at what levels, the teaching of vocabulary is not clearly specified in the curriculum.

Teaching vocabulary is a part of language teaching. According Harmer teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues too. It means that when a teacher teaches vocabulary to his students, he should know their characteristics so that be can choose suitable techniques or methods which make the students enjoy and active in learning vocabulary in the classroom. It will be to increase particularly their vocabulary mastery and their English ability in general.

1.6. Definition of Translation

Translation can be separated from learning foreign language. One of the main aims of teaching learning foreign language is to develop the student's ability to communicate or express in the target language. As form of communication, translation involves interaction and cooperation between people who makes it a very useful tool in foreign language teaching learning.

Translation is the system to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts [15].

[16] added: "translation is said to belong to the so-called too as fifth ability, it is far one of the complicated abilities. It is goal is to mediate between languages, to recognize the message or records in one language and to speak the equal content in the goal language".

In this explanation, translation is the fifth language ability after reading, writing, listening, and speaking. It is one ability that very complex method because this interest needs the information in two languages each of source and of goal. Translation is considered an act of communication. It objectives to convey that means to others without convert, alter, and change the meaning from source language.

[17] stated translation is a method which leads from a written deliver language text to an optimally identical aim language textual content and calls for the syntactic, semantic, stylistic and textual content pragmatic comprehension with the resource of the translator of the original text.

In translating a text from the source language into the target language, there are three levels to be considered, including the perception of the utterance in foreign language, processing of the result (e.g. identity of unfamiliar phrases), and the result itself. Failure to clear these degrees correctly may be due to the students poor one insufficient expertise of the foreign vocabulary or viable lack of information on rare phrases and stylistic labels in the dictionaries consulted.

In translating interest, it possible that a person facing some problems to translate from source language (SL) into a target language (TL). Failure to clean this interest can be because of the student's poor or insufficient

information of vocabulary or lack of information. But, translating is an interesting activity because we are play with a few phrases and sentences specially in translating English to Indonesian. This hobby may be task to mix and fit the words that the translator has obtained to the new phrases in English which has different structure.

Translation is a complex procedure. A translator who is involved with transferring the meaning will find that the goal language has a manner which desired. According to [18], procedure translation includes three steps are studying, shifting, restructuring. Firstly, a translator has to research the message of the supply language into only forms then transfer it into the goal language. Finally by restructuring it in the receptor language which is most suitable for audience whom they intend to reach.

Based on the explanation above, the researcher concluded that translating is not an easy job. It has a difficult procedure to make a good translation. We should realize the approach and the concepts in translating. We also must mastered lot of vocabularies to help us in translating because we are not just doing translating word but we translate the means and transfer a message from one language to some other language. Ability in translating can also help the scholars to improve and to train their ability in speaking, reading, listening, and writing, because all this ability is related is translation.

1.6. Types of Translation

Based on the purpose of translation, [17] categories translation into four types, namely:

a) Pragmatic Translation: it refers to the translation of a message with concerned with the accuracy of the information to be transmitted in SL Form and that it is not transmitted with other aspects of the original language version. For example, translation of information about repairing machinery.
b) Aesthetic-poetic Translation: it refers to a translation in which the translator into account the influence, feelings, and emotion of the original version, the aesthetic form used by the original author, as well as any information contained in the message. Example: translations of sonnets, rhymes, heroic couplets, dramatic dialogues and novels.
c) Ethnographic Translation: its purpose is to explain the cultural context of the SL and TL versions. Translators need to be sensitive to how words are used and need to know how words fit across cultures. For example, the use of the word "yes" versus "yeah" in America.
d) Linguistic Translation: is concerned with equal meanings of the constituent morphemes of the SL and grammatical form. Example: language in a computer programs and translation machine.

1.7. Performance in translating

The performance in translating a language into another language is indicated by the quality of translation result. A good translator, indeed, produces a good translation that meets some requirements, such as componential analysis, modulation, and descriptive equivalent functional equivalent. Functional equivalent, cultural equivalent, synonym, and paraphrase.

In translating a text from the source language into the target language, there are three stages to be considered, such as the perception of the utterance in foreign language, processing of the result (e.g. identification of unfamiliar word), and the result itself. Failure to clear these stages successfully may be due to the students poor or insufficient knowledge of the foreign vocabulary or possible lack of information on rare words and/or stylistic labels in the dictionaries consulted. Inevitably, translators and students translators encounter problems in the translation process. A translation problem may appear at any stage of the translation process. Students who find a problem in the source text can either ignore it or try to solve it. They ought to decide to solve it because they want the target readers to understand or receive the target text in a certain way, and this is only possible if they have a particular concept of translation in the back of their minds. If this concept did not exist, then there would not be an objective to achieve.

1.8. Fundamental Principles in Translation

Translation is a valuable means of promoting understanding between

individuals, groups, organizations and countries as well as a means of cultural transmission and the transfer of information and technology. There are a number of principles in translation according to [19], such as:

The translation should not be read as a translation. As a warning against unintentional interference from, this junction is valid and beneficial. However, when an authoritative text is linguistically renewed, and if the translator-editor or reviewer continues to believe that a translation is not should appear like that.

The translation should be as accurate as possible, as economical a possible, in terms of denotation and connotation, reference and pragmatism. Accuracy relates to the source language text, in the authors sense, or to objective truth implied by the text, or to that objective truth consistent with intellectual and emotional understanding of to the readers that the translator and/or client has in mind. This is the principle of a good translation; where it clearly begins to fall short, which is a mistranslation.

A translation is never completed. It is always slightly but drastically dependent on the interpret ant (in C.S. Peirce's experience) or different interpret ants, or the same one at another point of time and mood. Knowledge the textual content and its themes manner decreasing the language to its reference-points in reality, which approach now not handiest simplifying however also as it had been decentralizing it treating it as an object without a spectator, dehumanizing it.

1.9. Types of English Text

In English there are several kinds of text or commonly known as the genre. Classification genres in English are stimulated via several matters, such as: the cause to write the text, the function of the text, what the language structure (generic structure) of the text, what language features are used in the text.

Types of English text are studied as the main studying subject in English in senior high school. In learning forms of English text, we will talk about the generic structure and language features that used as material for compiling a text. This generic structure and language features in a text be differentiator for every types of text in English.

There are several types of English text, some of them are:

1) Report text

The purpose of this text is to present information about something like the (in general), as a result of systematic observations or analysis is described, may include natural phenomenon, environmental of man-made objects or social phenomenon. The generic structures of this text are:
a) General classification
b) Description
c) The dominant language features of this text are:
d) Introducing group or general aspects
e) Using conditional logical connection
f) Using simple present tense

2) Narrative text

The purpose of this text is for to entertain and appeal the reader by presenting stories or events that have conflicting issues and at the end of the story have a happy or even unhappy ending happiness. The generic structures of this text are:
a) Orientation
b) Complication
c) Resolution
d) Reorientation

The dominant language features of this text are:
a) Using past tense
b) Using action verb
c) Chronologically arranged

3) Descriptive text

The purpose of this text is to describe a particular person, place or thing in detail. The generic structures of this text are:
a) Identification
b) Description

The dominant language features of this text are:
a) Using simple present tense
b) Using action verb
c) Using adverb
d) Using special technical terms

2. METHOD OF THE RESEARCH
2.1. Design of the Research

This research used quantitative research by applying correlation method. Correlation research aims to determine whether there is a relationship between one variable and other variables. Therefore, researcher use a correlation design to find out more about the mastery of student vocabulary having a correlation with their ability to translate English text into Indonesian by MAS Al-Barokah Kolese.

There are two variables in this research, namely independent variable and dependent variable. The independent variable of this research is the student's vocabulary mastery. While the dependent variable of this research is the student's translation ability.

The time of this research is in the even semester in the school year of 2021/2022. This research will take place in MAS Al-Barokah Kolese. The population in this research is class X MAS Al-Barokah Kolese in the 2021/2022 school year. Based on data obtained from the school, the total population is 27 students consist of 1 class. The researcher has chosen class X as the sample of this research. This class consists of 27 students, with 15 students are male and 12 students are female. The researcher used total sampling as the technique of sampling that consists of 27 students. It means that all the population will become the sample of the research.

2.2. Instrument and Technique of Data Collection

The instrument in this research is test. In this case, the researcher conduct two kinds of tests, namely a vocabulary test and translation test to obtain data and information.

The first one is vocabulary test. This test used to determine student's vocabulary knowledge. Researcher uses multiple choice tests to measure student's vocabulary mastery. The test contains 30 multiple choices item test. The blueprint of the vocabulary test is as follow:

Table 1. The Instrument of Vocabulary Test

Test	Indicators	Number of Item	Item Number
Report	Nature	2	1,2
	Celebration	4	3,4,5,6
	Flora and fauna	2	7,8
	Metropolitan city	2	9,10
Narrative	Kingdom	3	11,12,13
	Economy	3	14,15,16
	Advise and warning	1	17
	Letter	3	18,19,20
Descriptive	Person	5	21,22,23,24,25
	Place	5	26,27,28,29,30

The second one is translation test. Translation test conducted by give a report text, narrative text, and descriptive text to the students. This test uses determine the ability of students to translate.

Table 2. The Scoring Guide of Translation Test

Aspects	Descriptions	Score
Style and Cohesion	If flows together flawlessly and form a natural whole	5
	It flows together well and forms coherent whole	4
	There are occasional awkward or oddly placed element	3
	It does not flow together and has frequent awkward or oddly placed elements	2
Structure of Language	Correct and appropriate	5
	Sometimes not appropriate but it doesn't influence with the meaning	4
	Appropriate enough and influence the meaning	3
	Difficult to understand	3
Comprehension of the Meaning	Very clear and effective	5
	Clear enough and effective	4
	Clear but not effective	3
	Not to clear	2
Choice of Words	Very appropriate	5
	Appropriate	4
	Less appropriate	3
	Not appropriate	2

The technique of collecting data in this research is to give tests to the students. The tests are given to the students after the researcher given the explanation about the purpose of the research and procedure of completing the instrument briefly.

1. Giving vocabulary test to the students and the research explains the procedures to answer the test. The researcher also gives a time to finish their test.
2. Giving translation test to the students and the researcher explains the procedures to answering the test. The researcher also gives a time to finish their test.
3. The result of the students test contained to the process of tabulating and analyzing with statistical calculating method.

2.3. Technique of Data Analysis

The technique used in analyzing the data about the correlation between students vocabulary mastery and their ability in translating English text into Indonesian at MAS Al-Barokah Kolese consist two techniques. They are Descriptive statistic and Inferential statistic. Descriptive statistic used to know the mean score of these two test. While inferential statistic used to know the correlation of student's vocabulary mastery and translation ability, the data analyzed by using statistical formula of SPSS.

3. FINDING AND DISCUSION
3.1. Finding

In the findings of this research, there were two kinds of data analysis that were presented. These are descriptive statistics and inferential statistics. The descriptive statistic displays the mean, median, mode, range, standard deviation, variance, minimum and maximum score of the student's vocabulary mastery and translation ability. While the inferential statistics present the testing of hypothesis.

3.1.1. Descriptive Statistic
a. Students' Vocabulary Mastery

Multiple choice tests were distributed to 27 students to determine their perception of vocabulary mastery. The test consists of 30 multiple choice tests. The explanation of the statistical analysis of the student's vocabulary mastery is as follows:

Table 3. Descriptive Statistics of the Students Vocabulary Mastery

No.	Items	Score
1	Mean	64.26
2	Median	73.00
3	Mode	40
4	Range	57
5	Variance	380.892
6	Std. Deviation	19.516
7	Minimum	33
8	Maximum	90

On the table above, it could be explained that mean score was 64.26, median was 73.00, mode was 40, range was 57, the variance was 380.892, standard deviation was 19.516, minimum score was 33 and maximum score was 90. Based on the scoring category guidelines presented in previous chapter, the mean score implies that the student's vocabulary test was 64.26.

The score distribution of the student's vocabulary mastery was then presented in the category based on the criteria provided in previous chapter. The frequency of each category of the student's vocabulary mastery was displayed on the following table:

Table 4. Criteria of the Students Vocabulary Mastery

No	Interval	Criteria	Frequency	Percentage
1	86-100	Excellent	5	18.5 %
2	66-85	Good	11	40.7 %
3	46-65	Enough	5	18.5 %
4	26-45	Poor	6	22.2 %
5	Under 25	Failed	-	0 %
	Total		27	100 %

Based on table above, it could be described that there was 5 students or 18.5 % was in the excellent criteria, 11 students or 40.7 % was in the good criteria, 5 students or 18.5 % was in the enough criteria, 6 students or 22.2 % was in the poor criteria and 0 % was in the failed criteria. Based on the table above, it could be concluded that the student's vocabulary mastery was good criteria.

b. The Translation Ability

The essay test was distributed to 27 students to find out their perception of the students translation ability. The test consists of 3 essays questions. The explanation of the student's translation ability statistical analysis is as follow:

Table 5. Descriptive Statistics of the Students Translation Ability

No.	Items	Score
1.	Mean	69.00
2.	Median	80.00
3.	Mode	80
4.	Range	50
5.	Variance	352.769
6.	Std. Deviation	18.782
7.	Minimum	40
8.	Maximum	90

On the table above, it could be explained that mean score was 69.00, median score was 80.00, mode score was 80, range score was 50, variance score was 352.769, standard deviation score was 18.782, minimum score was 40 and maximum score was 90. Based on the scoring category guidelines presented in previous chapter, the mean score implies that the students' translation ability was 69.00.

The score distribution of the student's translation ability was then presented in the category based criteria provided in the previous chapter. The frequency of each category of the student's translation ability was displayed on the following table:

Table 6. Criteria of the Students Translation Ability

No.	Interval	Criteria	Freq.	Percentage
1	86-100	Excellent	6	22.2
2	66-85	Good	10	37. 0
3	46-65	Enough	5	18.5
4	26-45	Poor	6	22.2
5	Under 25	Failed	-	0
	Total		**27**	**100**

Based on table above, it could be described that there was 6 students or 22.2 % was in the excellent criteria, 10 students or 37.0 % was in the good criteria, 5 students or 18.5 % was in the enough criteria, 6 students or 22.2 % was in the poor criteria and 0 % was in the failed criteria. Based on the table above, it could be concluded that the student's translation ability was good criteria.

3.1.2. Inferential Statistic

The inferential statistics presented the data as the result of hypothesis testing using SPSS version 22 by using the analysis Pearson product moment correlation. It is used to prove whether the hypothesis was rejected or accepted.

Table 7. The Analysis Pearson Product Moment Correlation

Correlations

		Vocabulary	Translation
Vocabulary	Pearson Correlation	1	.996**
	Sig. (2-tailed)		.000
	N	27	27
Translation	Pearson Correlation	.996**	1
	Sig. (2-tailed)	.000	
	N	27	27

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the correlation value between vocabulary mastery and the ability to translate English to Indonesian (r) is shown by Pearson correlation the results was 0.996. The correlation value indicates a high correlation between vocabulary mastery and translation ability. The results of a very high correlation between the two variables are aimed at the correlation coefficient is 0.996 which interval 0.800-1000. Interval refers to the interpretation table of the correlation coefficient given by [20] which has been attached to the previous chapter. The correlation was included in the positive correlation or unidirectional correlation because the Pearson correlation value was in a positive number. That is, if the variable X increases, the variable Y also increases.

The level of significance obtained in this investigation was 0.996, and the number of subjects 27 on r table was 0.381. this means that there is a correlation between the students vocabulary mastery and their ability in translating English text into Indonesian because of rxy> r table (0.996>0.381) or in other words, the null hypothesis (H0) which explains that there is no correlation between the students vocabulary mastery and their ability in translating English text into Indonesian or was rejected. While alternative hypothesis (Ha) that explain that there is a correlation between the student's vocabulary mastery and their ability in translating English text into Indonesian or was accepted.

3.2. Discussion

After conducting research, researcher found there was a correlation between the two variables, which are the vocabulary mastery and translation ability. Because the results of the data analysis showed that the correlation coefficient between the two variables was 0.996, this value was categorized into a very high correlation, and the number subject 27 on the r table was 0.381. This means that there is a positive correlation between the two variables (the student's vocabulary mastery and translation ability)

The calculating results indicate that correlation value was 0.996 which was automatically considered a very high correlation. So, it affects hypothesis testing that receives alternative hypothesis (Ha). This facto implies that the activity and frequency of students in vocabulary mastery contributes useful to increase their ability in translating English text into Indonesian. This means that if

student's increase of their vocabulary mastery, their translation ability will increase too. This clearly means that the students vocabulary mastery from class 10 students at MAS Al-Barokah Kolese positively with their translation ability in translating English text into Indonesian. Conversely, when students had badly in vocabulary mastery so they are also had badly in translation ability. Therefore, the correlation between the student's vocabulary mastery and their ability in translating English text into Indonesian of class 10 students at MAS Al-Barokah Kolese is a very high correlation rate.

In this case, the teachers must help their students increase their vocabulary lessons are not explicitly determined in the curriculum and in the process of teaching and learning. It aims to help students increase vocabulary masterly and will also help students to improve their translation ability.

Based on the explanation above, researcher concluded that vocabulary mastery had an important role in learning English, to develop our language skills (especially in translation ability). Like other languages, someone must be able to understand the words, not only words from the source language but also the equivalent words in the target language, especially in learning English. Vocabulary mastery is very useful for students in learning languages. These will help students understand text/section/book content. In addition, vocabulary mastery will help students have a better understanding of English text so they will be able to do a good translation.

Without having good vocabulary mastery competence, we cannot recognize whether the words stand alone or had affixes. In addition, a word in one language sometimes has more than one meaning in English. If students had good vocabulary mastery, it will be easier to them recognize or determine the most appropriate meaning of a word in sentence or in the text as a whole.

In conclusion, the students will understand more about the meaning of the words, words uses, and word formations by improving their vocabulary mastery. If the students understand and know about the meaning of the words, word use, and word information, their translation result be better. It means that, the better of student's

vocabulary mastery, the better their translation ability will be.

The results of previous studies also found there is Correlation Between the Students Vocabulary Mastery and Their Ability in Translating English Text into Indonesian. The previous is [21] in her thesis on Correlation between the Students Vocabulary Mastery and their Ability in Translating English Text into Indonesian in the twelfth grade of SMA Negeri 1 Tanate Riaja shows that there is a correlation between student's vocabulary mastery and their ability to translate English text into Indonesian. The finding showed that the mean score of students" vocabulary mastery was 65.64 it was classified as good category and the mean score of students "translation ability was 73,13 it was classified as good category. The correlation value of vocabulary mastery and translation ability (rxy) was 0,987 with the rtable value of Pearson Product Moment was 0,325. It showed that the correlation between the students" vocabulary mastery and their ability in translating English text into Indonesian was high because the rxy>rtable. It showed that there was a positive correlation both of them. It means that the better students" vocabulary mastery, the better their translation ability will be.

4. CONCLUSION

Based on the findings of the research and the data analysis, this research concludes that there was a correlation between the student's vocabulary mastery and their ability in translating English text into Indonesian from class 10 students at MAS Al-Barokah Kolese. This conclusion is based on the results of statistical analysis which finds significance level of 0.996 with an r table value of 0.381. The rxy value is greater than the r table value (0.996>0.381) and the significance value is less than (0.5) or in other words the Null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted.

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