

RELATIONSHIP BETWEEN VOCABULARY MASTERY, GRAMMAR MASTERY, AND TRANSLATION ABILITY

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Abstract: The aim of this research was to find out the relationship between vocabulary mastery, grammar mastery, and translation ability. The sample consisted of 75 EFL students in the fifth semester of English Department at the University of Islam Malang and the instrument was tests of vocabulary mastery, grammar mastery, and translation ability. The collected data were analyzed by Simple Linear Regression by applying IBM SPSS 20.0. The findings of this research showed that vocabulary and grammar mastery were determining factor for translation ability with r coefficient 0.900. It had $r^2 = 0.809$, it means that vocabulary and grammar mastery in the text contributes as much as 81% to the translation ability. Both of predictors have important role with value $F = 152.688$. When both were analyzed, vocabulary mastery played a stronger role in the translation ability with $t = 11.093$ while grammar mastery had $t = 7.909$ with the same significant value 0.000. Based on the significant interpretation, the correlation was on the very high correlation among three variables because the r-coefficient was in the range 0.80-1.00. Furthermore, the significant correlation between vocabulary mastery, grammar mastery, and translation ability showed that the students who have much knowledge in vocabulary and grammar, the easier for them to translate the texts.

Key Words : Correlation, vocabulary mastery, grammar mastery, translation ability

INTRODUCTION

Vocabulary is a list of words that can be used to express ideas or anything else that learners must use their vocabulary for. The learner will learn language more quickly if they have a large vocabulary. Updating vocabulary is important because when the learners do not know the vocabulary, they will difficult in speaking, writing, reading, and also translate the text Saricoban (2012). When the learners master in vocabulary, they will get a lot of advantages. The advantages are the vocabulary can improve the ability of the learners in reading English texts and also very helpful in honing English skills in good writing, reading, speaking, writing, and translating the text. Supporting by Klinger et al. (2007), the reader can easily construct the meaning

of the text by mastering a large vocabulary. In vocabulary mastery, there are productive and receptive vocabulary. Schmitt (2014) stated that receptive vocabulary competencies include listening and reading skills, while productive vocabulary competencies include speaking and writing skills. It means that difference between receptive and productive is when writing and speaking use vocabulary that they already know, while receptive is used when reading and listening.

Grammar is an important language component that must be learned, despite the fact that most native speakers are uninvolved in it. Nonetheless, native speakers must learn grammar because it is used during formal events. Because grammar is difficult, many students still do not pay attention to grammar when speaking or writing. If we, as EFL learners, do not look at the grammar, then we will make mistakes in translating the text, and there will be misunderstandings when they talk to native speakers. The most important thing in grammar is that we can use patterns well, such as what tense should be used in the past, what tense we should use now. If you are familiar with using these tenses, it will be easy to write English or speak to a native speaker. Grammar gives language users the control of expression and communication in everyday life. According to Huddleston (2010), grammar deals with the form of sentences and the smaller units such as words, phrase, and sentence. Mastering grammar will help the learners to express their emotions or ideas. Moreover, grammar also gives effect in written communication such as in translation. Grammar is a very important aspect of written language beside unity, coherence, and mechanics. Ungrammatical pieces of written language may show immaturity of language acquisition. Then, Penny (1996) stated that grammar does not only affect how units of language are combined in order to look right; it also effects of meaning. Therefore, people must comprehend the grammar in order to avoid misunderstanding towards the intended meaning.

In grammar, there are word, phrase, and sentence. A word is defined as the smallest element in a language structure that can be written or spoken, as well as a type of unity of thought or feeling used in language. In general, a word is a linguistic element composed of a collection of letters or units that have meaning and can function to form sentences, phrases, and clauses. This linguistic element is made up of one or more morphemes. Morpheme is the smallest grammatical unit with a meaning and is used to differentiate between plural, singular, past tense, and so on. A phrase is a set of words without a topic and a predicate. Phrase combine words into larger units

which can be used as phrase elements. For example, have adjectives, nouns, prepositions and adverbs, but it works as a big adjective modifying a substantive as a whole (or noun phrase). A sentence is a group of words that use to communicate an idea. Every sentence is formed from one or more clause and expresses a complete thought. There are four kinds of sentences in English simple, compound, complex, and compound-complex. Lehmann (2001) stated that sentence is sequence of selected syntactic items that are combined into one unit in a specific language according to a specific pattern of arrangement, modification, and intonation Lehmann

The translation is the process of changing from one language to another. Sarosdy et al (2006) claimed that translation was believed to be part of the fifth competency and one of the difficult competences. The goal is to act as a translator between the two languages, comprehending the message or information in one language and communicating the same information in the other. According to this description translation is the sixth language ability after reading, writing, listening and talking, according to this description. It is hard to master since it requires knowledge of two languages, source languages and target languages. Translation is a challenging activity because we must understand the procedures, methods, and techniques of translation. A book is one thing that can help learners broaden their knowledge. Having good translation skills allows the English learners to transfer the meaning of the texts correctly. So, it may make it easier for them to understand the text's main points. In contrast, if the learners are unable to translate the text properly, they will be confused and struggle to find the point of the text. As stated by Catford (1965) the replacement in one language of textual material (source language) with equivalent textual material in another language is called translated (target language). It is possible to define translation as rewriting the text without changing its meaning to demonstrate to students how to obtain information from the text.

As translators, they must be fluent in all languages. Translators should consider crucial elements such as vocabulary and grammar mastery. According to Newmark (1991), translators should assess the quality of the text before judging and translating, they should also be familiar with both literary and non-literary text criticism. In this definition, translation is a skill which of course requires a certain level of qualification on the part of the translator. A translator must understand the message written in a foreign language before translating it into the target language. To

explain further, a good translator is one of the most important factors in translation activities, so the success of this activity is depend on the translators' knowledge. They must pay closer attention to both the source and the target texts. As a result, they will be able to produce high-quality translations. The first goal of translation quality is to produce good translation. Based on Schaffner (1998), quality is a top priority in discussions about translations (as a product) and translation (as an activity). The goal of any translation activity, it has been stated numerous times, is to produce a good translation, a good target text.

The primary goal of translation is to produce good target text. The first sense is concerned with the role of the translator in converting the original or source language (SL) into another language text or target text (TL). The second sense is concerned with the translator's actual translation product (translation result). It means that the translator will translate the source language's message into a simpler language (target text) and a more meaningful message that the reader can understand. The outcome of the translation determines a translator's success or failure. It is possible that someone will run into problems while translating from a source language (SL) to a target language (TL). Failure to complete this activity could be attributed to students' lack of vocabulary knowledge or a lack of information. However, translating is a pleasurable activity because it allows us to experiment with words and sentences, particularly when translating from English to Indonesian. This activity will require the translator to combine previously learned words with new words in English with a different structure.

The translation process starts when the translator receives the original text and ends when the target language text is generated. Translators can improve their ideas without reducing the meaning of the original text. This activity is more than just a routine. According to Nababan (2003), the process is a gathering of conscious acts. The translation process is a range of cognitive tasks performed by the translator in order to translate communications into the target language from the source language. Therefore, translators should be careful because one error may have a wide range for the next stage. Nababan (2003) stated that translation process consists of three steps: analyzing, transferring, and restructuring. Before translating into the target language, a translator must read the message in the source language first.

Learning vocabulary is crucial. According to Subari (2013), vocabulary mastery can help students understand what a sentence means. The learners who have a lot of vocabulary will find it easier to understand and translate the text. Grammar and vocabulary are the crucial problem in translating the text. Supporting by Moentaha (2006) several translation problems related to grammatical categories, including forms of singular or plural nouns, aspects. Then, translation problem related to categories lexical including of meaning, differential and non-differential, and semantic. In this case, the researcher will investigate the correlation between vocabulary mastery, grammar mastery, and translation ability in the fifth semester of English Department at University of Islam Malang.

METHOD

Researcher used quantitative in researching this research. This means that researchers obtain and analyze data from students' scores from the variables of vocabulary, grammar and translation to determine the relationship between vocabulary mastery, grammar mastery, and translation ability in the fifth semester of the English Department at the University of Islam Malang. This research is a correlational study. Creswell (2012) says that correlational research is a quantitative design in which researchers use a statistical technique called correlation to describe and measure the relationship between two or more variables or sets of scores. So that, the researcher correlated three variables, they are vocabulary mastery as the X_1 variable, grammar mastery as the X_2 variable, and translation as the Y variable on students of Translation class at University of Islam Malang and analyzed the data by using Simple Linear Regression by applying IBM SP SS 20.0.

The subject of the research was 75 students from fifth semester in the English Education Department who take translation course. The instrument in this research is tests of vocabulary mastery which consist 15 questions, grammar mastery which consists 20 questions, and translation ability has 2 paragraphs of descriptive texts. In translation ability test, this gives a score not from researcher who conduct this research, but from other people. There are two assessors in these tests with accuracy and readability as the criteria for obtaining a translation score. The first criterion in the translation ability quality assessment is accurate. A translated text can be declared of

quality if the text is able to convey the message accordingly. Readability means that easy to understand so that the reader interest to read. To achieve a good level of readability is required. Target readers who don't know the original text can easily understand the sentence. Even though it is easy to understand, it could be that readable text is not able to convey the message accurately. Therefore, in addition to being easy to read, the translated text must remain accurate.

This study uses six grammatical patterns based on the text translated by the subject. There are simple present, simple past, adjective clause, degree of comparison, passive and active modals, and present perfect. Then the vocabulary uses 15 questions based on the text translated by the subject. Vocabulary questions use antonyms and synonyms. The researcher used SPSS 20.0 to validate the tests and used 0.05 as the level of significance. After validity process, all of the tests are valid because the significant value was less than 0.05. The reliability of grammar mastery was 0.744, vocabulary mastery was 0.803. Thus, based on the level of reliability, the tests have different level of reliability. Grammar mastery had very high reliability, vocabulary mastery had high reliability. From the result of reliability tests, it can be concluded that this type of assessment can be used for the next researcher.

FINDINGS AND DISCUSSIONS

The data from the three variables were collected through tests. Thus, it is possible to calculate mathematically the mean and the correlation of three variables through Simple Linear Regression. Then, the researcher counted the data by applying IBM SPSS and it had descriptive result showed on the following table.

Table Descriptive Statistics

	N	Minimum	Maximum	Mean	Std deviation
Grammar	75	40	95	70.60	12.246
Vocabulary	75	47	87	67.12	11.290
Translation	75	49	88	69.91	9.032
Valid N					
(listwise)	75				

This study had 75 students (N=75) as the total sample. The highest score of the students' grammar mastery test was 95 and the lowest was 40. The average score of the students' grammatical mastery was 70.60, with a standard deviation 12.246. Based on these data, there were 40 students who were below the average and 35 are above the average. The highest score on the vocabulary mastery test for students was 87, and the lowest score was 47. The students' vocabulary mastery scores averaged 67.12, with a standard deviation of 11.290. The results revealed that 37 students were below the mean and 38 students were above the mean. While the highest score on the translation ability test was 88, the lowest score was 49. The students' translation ability scores averaged 69.91. According to the results, there were 17 students who got score below the mean and 58 who got score above the mean.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900 ^a	.809	.804	4.000

Based on the table above, mastery of vocabulary and grammar mastery were determining factor for translation ability with r coefficient 0.900. It had $r^2 = 0.809$, it means that mastery of vocabulary and grammar mastery in the text contributes as much as 81% to the translation ability.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4885.072	2	2442.536	152.688	.000 ^b
	Residual	1151.774	72	15.997		
	Total	6036.847	74			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	13.273	3.285		4.040	.000
Grammar	.328	.041	.445	7.909	.000
Vocabulary	.499	.045	.624	11.093	.000

Based on both of tables above, both of predictors have important role with value $F = 152.688$ and significant value 0.000. When both were analyzed, vocabulary played a stronger role in the translation ability with $t = 11.093$ and significant value 0.000.

From explanation above, the result of this study about the correlation between students' vocabulary mastery, grammar mastery, and translation ability were significantly correlated. Thus, it could be deduced that vocabulary and grammar mastery influence their translation ability. This was proven with the result of data calculating of Simple Linear Regression that had r coefficient 0.900 which means that the three variables were on very high correlation with significant value 0.000.

According to the findings, there was a significant relationship between vocabulary mastery, grammar mastery, and translation ability in the fifth semester of English Department at University of Islam Malang. Thus, it assumed that vocabulary and grammar mastery influences the students' translation ability. The researcher proved it based on the result of data analysis by Simple Linear Regression by applying IBM SPSS 20.0. The correlation coefficient was 0.900, and it had F value 152.688 with significant value 0.000. Because the significant value was less than from 0.05, the research hypothesis, that there was a positive significant relationship between vocabulary mastery, grammar mastery, and translation ability was accepted. This research is in line with the previous studies. The first study was conducted by Subari (2014), the correlation had a r -coefficient 0.636 and the significant value 0.00.

It showed that the three variables were significantly correlated because the significant value was under 0.05. The second study also found that there was a significant relationship in high level between grammar mastery and translation ability. This study was conducted by Oktari (2019), the correlation had r-coefficient 0.797 and the significant value 0.00. It means that those two variables were significantly correlated because the value was under 0.05. Thus, it can be said that vocabulary and grammar mastery played an important role in improving the students' translation abilities. As a result, students who are proficient in vocabulary and grammar will have an easier in translating the text.

CONCLUSIONS AND SUGGESTIONS

Based on the results above, the students' vocabulary and grammar mastery affect their translation ability. The students who received better scores in vocabulary and grammar mastery also received better scores in translation ability. It means that vocabulary and grammar mastery is really important for students to translate a text easier. Good translators need to have a lot of vocabulary and also master in grammar to produce a readable and accurate text. Indeed, they have to more emphasis in improving vocabulary mastery because the result of this study showed that vocabulary mastery more given a high contribution to translation than grammar mastery. So, the students need to more increase their vocabulary mastery to be better in translation.

Following the conclusion, some suggestions are made to improve the students' vocabulary and grammar mastery in order to improve their translation ability. The first suggestion is for lecturers, they must provide general information about grammar and vocabulary related with text to be translated. Lecturers have a big responsibility to motivate students on the importance of vocabulary and grammar for translation ability. The main suggestion is for students, because vocabulary and grammar are crucial in translation ability. As a result, they must continuously upgrade their vocabulary and grammar knowledge so that they can easily translate the text. The final suggestion is for future researchers, because the researcher in this study conducted online research, so future researchers should conduct offline research to achieve a satisfactory result. Future researcher can be used two ways in instrument translation, from English text into Indonesian translation and from Indonesian into English translation.

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