THE CORRELATION BETWEEN STUDENTS VOCABULARY ACQUISITION AND THE ABILITY IN TRANSLATING NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS OF MAN 1 TANJUNG PURA IN ACADEMIC YEAR 2016/2017

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Abstrak

Translating is one of the language skill play very important role to everyone who wants to enlarge their knowledge in translating many texts in English. One of the text is taught in this subject is about narrative text. Then to be able to translate the narrative text well, the students must have ability to memorize vocabularies. They will not be able to translate a text without vocabulary acquisition. Vocabulary acquisition is one of way to improve the student ability in translating narrative text.

The objective of research was aimed to find out the correlation between students vocabulary acquisition and the ability in translating narrative text of eleventh grade students of MAN 1 Tanjung Pura in academic year 2016/2017. The population of this research was the 2016/2017 eleventh grade students of MAN 1 Tanjung Pura. There were 260 students of the eleventh years. The sample of this study is only one class of eleventh grade students. It was XI IPA 1 which consist of 30 students as an experimental group. This research was an experimental research. The writer would like to find out the correlation between students vocabulary acquisition and the ability in translating narrative text. The research was started by giving pre-test, treatments, and post-test to experimental group. The data of the test were analyzed by using person product moment to know the correlation between vocabulary acquisition and the ability in translating narrative text.

In the pre-test, the average score of the vocabulary acquisition test was 62.33 and in the post-test, the average of the translating narrative test was 89.8. Based on the score, it could be seen that the score of post-test was higher than pre-test. The result of the calculation statistical hypothesis test that showed $r_{value}$ was higher than $r_{table}(0.90 > 0.361)$ where the formula of significance level 5%. Therefore, there was significant correlation between students vocabulary acquisition and the ability in translating narrative text of eleventh grade students of MAN 1 Tanjung Pura in academic year 2016/2017.

keywords: vocabulary acquisition, translating narrative text

1. INTRODUCTION

Vocabulary is one components of the language which support the other skills such as speaking, reading and writing so that the first step in learning language is mastering some words as the basic element of the language learning. To support the idea.

Concerning with vocabulary, the students confuse in memorizing the words. Memorizing the words only is not success for the students to learn vocabularies but they have to pay attention the context of sentence. A student often pay attention to the teacher while he / she is speaking English in the classroom, listen to the radio, watch the television program, and admire the knowledge of the mention. There have been various techniques of teaching vocabulary applicable and each of them has the advantages and disadvantages over the other.

Translating is one of the language skill play very important role to everyone who wants to enlarge their knowledge in translating many texts in English. One of the text is taught in this subject is about narrative text. Then to be able to translate the narrative text well, the students must have ability to memorize vocabularies. They will not be able to translate a text without

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vocabulary acquisition. Vocabulary acquisition is one of way to improve the student ability in translating a narrative text.

Therefore, the writer is interested in conduct a research with the title “The Correlation between Students Vocabulary Acquisition and The Ability in Translating a Narrative Text of Eleventh Grade Students of MAN 1 TanjungPura in Academic Year 2016/2017”. The writer identifies some problem of this research. They are:

- The students confuse in memorizing the words.
- The students feel difficult to understanding the English narrative text.
- The students often do not know what topic of the text.
- The students are unable to understand the words with multiple meaning and appropriate meaning of the key words.

In this case, the writer will conduct this research on The Correlation between Students Vocabulary Acquisition and The Ability in Translating a Narrative Text of Eleventh Grade Students of MAN 1 TanjungPura in Academic Year 2016/2017.

Based on the description above, formulation of the problem of this research is formulated as the following: “Is there any correlation between vocabulary acquisition and the ability in translating a narrative text of eleventh grade students of MAN 1 TanjungPura in academic year 2016/2017?”

The objectives of this research are as follows: To find out that there is correlation between students vocabulary acquisition and the ability in translating narrative text.

Based on the background of the study, in this research the writer will like to draw some contributions. They are as follows:

1. The Theoretical Benefits
   a. As study materials for subsequent research in the same issue.
   b. As study contribution to increase the completeness of the library especially regarding student learning outcomes.

2. Practical Benefits
   a. The students have a good achievement and skill when they are speaking, writing, listening, and reading in English.
   b. The teacher can enhance the students’ ability in English by using this term.
   c. The writer herself will have various experience and knowledge about the linguistics features in conducting this research.

Translation in transfer idea or message from one language into another language, or change into source language into the target language, it is necessary interested in meaning a new word. In simple definition of “Translation is a process of finding a TL (Target Language)
equivalent for an SL (Source Language) utterance”. A translator has to understand the written message in the native language before transferring it into the target language.

“There are two main kinds of translation. One is form based translation and the other is meaning based translation. From based translation attempts to follow the form of the source language and is known as literal translation. Meaning based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language”. Such translation is called idiomatic translation. Moreover add that an interlinear translation is a completely literal translation.

For some purpose, it is desirable to produce the linguistic feature of the source text, as for example, in a linguistic study of that language although these literal translations may be very useful for purpose related to the study of the source language, they are of little help to speakers of the receptor language who are interested in the meaning of the source language text.

Translation is a complicated process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can be expressed even though it may be very different from the source language form. A faithful translator will not translate word for word. There are two things are necessary for a good translation an adequate understanding of the original language (the source language) and which one translating (the receptor language). There are four steps of translation process: analysis, transferring, restructuring, evaluation and revision.

“Ability is potential or power to do something physical or mental or special nature power to do something well”. From statements above the writer concludes that ability is someone’s basic (power, potential and skill) which by it can bring someone to the progress and safety.

The term “ability” in this writing is the power of the students to understand the material given by the teacher in the classroom and the ability of students’ learned about vocabulary and translation.

Narrative text is a kind of the text to tell the story in the past. Narrative is a description of event and story such as in a novel, fables or legends in the past that has purpose to entertain the reader. You are using narrative when you want to tell your story that happened to you at school or at work, when you tell someone a joke.

“The steps for constructing a narrative text are: orientation, complication, resolution. “There are many different types of narrative texts, among others: humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction.

Vocabulary is the collection of words that an individual knows. There is no language exist without words. Words design or symbol of ideas well as the means to enhance peoples' thought. Vocabulary is one components and supporting elements to the mastery of four languages, listening, speaking, reading and writing. The role of vocabulary cannot be ignored in learning English in order to comprehend the target language.
Without grammar very little can be conveyed, without vocabulary nothing conveyed. Vocabulary is very important in learning English. When we want to listening, writing, speaking and translating, we must master many vocabularies specially when translating a text.

Generally, vocabulary could be classified in two categories, they are: receptive and productive. The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. Some technique for teaching vocabulary that is summarized as follows: demonstration, explanation, discovery, check question, presentation.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

Acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. Vocabulary acquisition is part of the psychology of second language learning that has received short shrift from applied linguistics, and has been very largely neglected by recent developments in research. Vocabulary acquisition is learning and understanding the words that memorized without using dictionary that it can be used accurately in oral and written communication.

Language is very useful for human being as a major tool for communication. Language is used to convey one’s feeling, thoughts, intentions or information to other both in the spoken and written form. All languages have words, it means when we are talking about words, we talk about vocabulary. Vocabulary is one of the mayor problems faced by English foreign learners directly because they usually urged to communicate after words. In learning English the role of vocabulary cannot be ignored to study in other to achieve the target language. Vocabulary is one of the basic elements in achieving language skills and containing all information of meaning and words in all language.

Vocabulary acquisition is essential for language learning, but we also know that learning words is not a simple task. The students must be able to memorize many vocabularies. In learning process vocabulary acquisition is very important in orally or written text. Specially in translating texts in English lesson such as narrative text, so many vocabularies are there in the text.

5. RESEARCH METHOD

This research will be conducted at MAN 1 Tanjung Pura of eleventh grade students of 2016/2017. It is at DesaPekubuan Jalan Pembangunan No. 5 TanjungPura. The population of this
research is the eleventh year students of the 2016/2017 at MAN 1 TanjungPura Kabupaten Langkat which consists of six classes and total number of the population is 260 students of the eleventh year of the 2016/2017.

Based on the definition above, the writer uses cluster random sampling to determine sample with lost. Finally, the writer chooses of class XI-IPA 1 which consists of 36 students as an experimental group. This study is conducted by using descriptive quantities design. Descriptive quantities design is a kind of the research that finds how far the correlation between two variables.

The instrument for collecting the data is a test, vocabulary test and translating test. The type for vocabulary test is multiple choices and for translating test is translating narrative test. The vocabulary test consists of 10 questions. Validity of the test is the quality of the data that enables it to measure what it is supposed. Thus, the validity of a test is the extant to which the test measures what is intend to measure. Reliability is the quality of consistency that the instrument of procedure demonstrates over a period time. In this research the data get from pre-test and post-test will be analyzed and calculated by using statistical calculation of person product moment.

3. THE DATA AND DATA ANALYSIS

Pre-test, treatment, and post-test were applied to make the data. At first, the writer listed the result of writing test given to the pre-test group and post-test group. Based on the data obtained for pre-test group the lowest score was 40 with the number of students were 3=10%, and the highest was 80 with the number of students were 5=16.7%, while in the post-test, the lowest score of students was 80 with the number of students were 7=23.3%, and the highest was 100 with the number of students were 7=23.3%.

After gaining the lowest and highest scores of the one group either in pre and post-test, the researcher then calculated the mean scores of the pre-test and post-test group. that in the pre-test and post-test were gained 62.33 and 89.8.

Analysis of research data in the form test the ability translating narrative text concepts the students do research to prove the hypothesis that has been proposed. Before testing the hypothesis, first tested in the form of analysis prerequisite test for normality and homogeneity test.

The research conducted at eleventh grade students of MAN 1 TanjungPura 2016/2017 are able to acquire and can translate the narrative text.

Based on the analysis of the pretest, the calculation, the mean value was 62.3 with standard deviation was 12.50. While a mean value for the post-test was 89.8 with a standard deviation was 7.82. So from the pre test analysis obtained $L_0 = 0.0291$ while $L_1 = 0.161$. This shows that the obtained $L_0 < L_1$ on tests of normality test, while the analysis of preliminary data obtained
post test $L_0 = 0.152$ while $L_t = 0.161$. This shows that the obtained $L_0 < L_t$ on tests of normality test. Homogeneity test also showed the same results as the test for normality. So the conclusion is both classes come from the same.

Based on the data, it was found that the calculated value of $r$ was 0.90 the critical of the correlation with $df = 30$ was 0.361. It means that the $r$ observe was higher than $r$ table ($0.90 > 0.361$). In other words that the hypothesis alternative ($H_a$) of this research was accepted, so it can conclude that there is a significant correlation between vocabulary acquisition and the ability in translating narrative text of eleventh grade students of MAN 1 TanjungPura in academic year 2016/2017.

4. THE CONCLUSION

The result of the statistical hypothesis on significance level 5% that showed $r_{value}$ is higher than $r_{table}$ ($0.90 > 0.361$). Thus the $H_0$ (Null hypothesis) is rejected and $H_a$ (Alternative hypothesis) is accepted. Therefore, there is a significant correlation between student vocabulary acquisition and the ability in translating narrative text of eleventh grade students of MAN 1 TanjungPura in academic year 2016/2017.

5. REFERENCES


