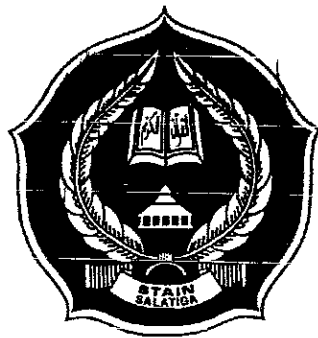


**A CORELATION STUDY BETWEEN VOCABULARY MASTERY AND
GRAMMATICAL COMPETENCE TOWARDS TRANSLATION SKILL
OF THE SECOND YEAR STUDENTS OF SMU MUHAMMADIYAH 4
ANDONG BOYOLALI IN THE ACADEMIC YEAR 2003/2004**

A Graduating Paper

**Submitted to the board of Examiners in Partial fulfillment of
The requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English Department**



**Shofwan
NIM.113 99 051**

**STATE ISLAMIC STUDIES INSTITUTE
SALATIGA
2004**

Drs. Sa'adi, M.Ag
The Lecture of Educational Faculty
State Islamic Studies Institute of Salatiga

ATTENTIVE COUNSELOR NOTES

Salatiga, February 12th 2004

Case : Shofwan's Thesis

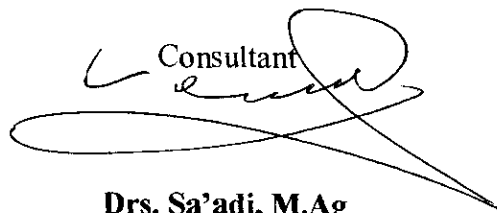
Dear
The Head of State Islamic
Studies Institute of Salatiga

Assalamu'alaikum Wr. Wb.

After reading and correcting Shofwan's thesis entitled "A CORRELATION STUDY BETWEEN VOCABULARY MASTERY AND GRAMMATICAL COMPETENCE TOWARDS TRANSLATION SKILL OF THE SECOND YEAR STUDENTS OF SMU MUHAMMADIYAH 4 ANDONG BOYOLALI IN THE ACADEMIC YEAR 2003/2004".

I have decided and would like to propose that if it could be accepted by educational faculty I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Consultant


Drs. Sa'adi, M.Ag
NIP : 150256821



STATEMENT OF CERTIFICATION


A CORRELATION STUDY BETWEEN VOCABULARY
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TRANSLATION SKILL OF THE SECOND YEAR STUDENTS
OF SMU MUHAMMADIYAH 4 ANDONG BOYOLALI IN THE
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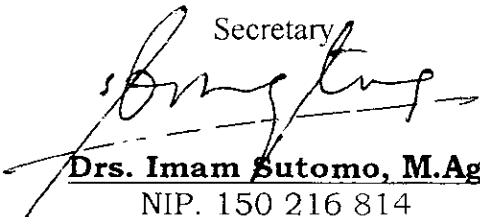
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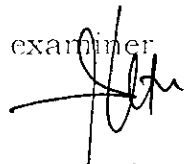
Has been brought to the board of examiners in February, 14th
2004 M / 22nd Dzulhijjah, 1424 H, and hereby considered to
completely fulfillment of the requirement for the degree of Sarjana
in The English and Educational Faculty.

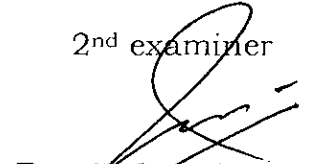
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Dzulhijjah, 22nd 1424 H

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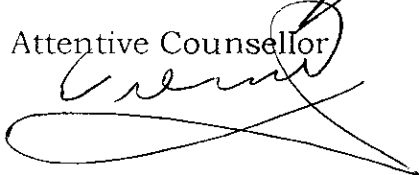
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MOTTO

1. *Pengalaman adalah guru paling berharga*
2. *Gantungkan Cita-citamu setinggi langit tapi jangan lupa kakimu berpijak*
3. *Hidup mulia atau mati syahid*

DEDICATION

I truly dedicate this research paper to :

- My beloved Mother
- My beloved Father
- My sweet little brother : Yogi Pratama
- My wife to be

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First of all, I would to say Alhamdulillah for Allah's mercy and the blessing that the writer could complete the thesis as one of the requirements for getting Sarjana Pendidikan Islam in English Department Students of State Islamic Studies Institute.

In completing this thesis, I faced many difficulties and obstacles but in the same time I accepted endless supports, advise, helps and guidance from many kinds people. Therefore, my special thanks for :

1. Mr. Badwan, M.Ag as the head of the State Islamic Studies Institute of Salatiga
2. Mr. Ruwandi, S.Pd as the teacher of English Students of State Islamic Studies Institute of Salatiga.
3. Mr. Sa'adi, M.Ag as the guidance of this thesis who is so kinds in completing this thesis
4. All of lectures of English Department who educated and give their knowledge during her study.
5. All staff administration and also the staff of library State Islamic Studies Institutes Salatiga.

6. My beloved mother and father and especially my little brother (Yogi), their love is most costly thing in this world. .
7. All friend of '99 English Department and also especially thank for As'ad Romadhon, Zuli, Ninik, Erna, and Eni thanks for beautiful friendship and support.

I hope Allah will give them much more than they expect. I am completely aware that this research is far from being perfect. Therefore, I hope the readers would give criticism, recommendations and ideas. Finally I greatly hope this thesis could give a useful contributions for the next researcher.

Salatiga, February 2004

Shofwan

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Human being cannot be separated from language as a means of communication. Each person at ^{least} masters one language to communicate. In having communication with other people who have different language, one must learn others' language (s). Most people learn others' languages because they need to. English which spreads and is studied and also used by millions of people all over the world, either as native language, second language or foreign language undoubtedly plays great importance in people's life nowadays. It has given a lot of advantages to the countries where most people use it.

In addition, people's life is influenced by science and technology. Most of books about science and technology are still written in English, although some are written in other languages or have been translated into Indonesian, but their numbers are still limited. If the persons who play the most important role in Indonesian developments also depend more on the translation books than the original ones (English books), the developments in our country will not be optimally gained. In this case, the use of English is clearly needed as a means of communication with other countries of the world, not only in science and technology but also in other aspects of life such as culture, tourism, education, commerce, business, and politics. The

communication can either be direct or indirect form. The direct communication is a communication that is carried out by involving the informer as the source of the information with the receivers, the ones who need the information directly, such as; in seminar or dialogues, whereas the indirect communication is a communication which is carried out in indirect way, like the communication between an author with readers.

In order not to miss the informations, our country which is still being a developing country absolutely needs English. Realizing those facts, our government stresses the importance of English and declares it as a compulsory subject that must be taught from Junior high school until university, even in some elementary schools, as an addition subject.

In teaching and learning English as a foreign language, to get good English mastery, students need situations where they are on their own trying to use the foreign languages to exchange with others' messages.¹ It is also said that motivation must be aroused in some way. We must propose or encourage students to develop activities which has ^{ped/c.} intrinsic interest for them. Activities in such natural interactional context are as the following : (1) establishing and maintaining social relations, (2) expressing one's reaction, (3) hiding one's intention, (4) talking one's way out of trouble, (5) seeking and giving information, (6) learning or teaching others to do or make something, (7) conversing over the telephone, (8) discussing ideas, (9) playing with language,

¹ Rivers M. Wilga and Mary S. Temperly, *A Practical Guide to the Teaching of English as a Second or Foreign Language*, New York, Oxford University Press, 1987, page. 47

(10) acting social roles, (11) entertaining others, (12) displaying one's achievement, and (13) sharing leisure activities.

Beside such activities concerning communicative ability, the function of English in Indonesia is as a means of encouraging the process of national development, creating good relationship with other nations and conducting foreign policy. It is also said that the aim of English teaching is a working knowledge of English that includes: effective reading skill, ability to understand spoken English, writing skill and speaking skill.

All the above abilities cannot be separated from translation skill. Because, when the students are reading, writing, listening, or speaking English (as a second or foreign language), actually they are translating. They translate from the source language to the target language. The better the translation skill a student has, the other skills will improve more.

Translation is not merely an act for transforming the language from the source language into the target language, but it involves many elements of a language, namely: word, structure of sentence, term, grammatical categories, allusion, idioms, phrase, and proverbs.² Ways and instruments of translating are also regarded to convey the equivalence in meaning in translation. From this, we know that translating is a complex skill combining a number of elements.

In order to be able to communicate and use the language, structure or grammatical competence must be understood well by the students. It is based

² Hanafi, Nurachman, 1986, *Teori dan Seni Menerjemahkan*, Penerbit Nusa Indah, Jl. Katedral 5, Ende - Flores NTT, page 48

on the assumption that the better structure competence they possess in target language, the more fluently they are able to use the target language.

Beside that, vocabulary is also very important in language learning. To translate well, meaning that the target language conveys equivalent meaning and does not lose the message, lack of vocabulary will cause serious problems then.

As a matter of fact, if we observe more detail about translation, we will find many aspects involved. Two of them are vocabulary and grammar.

Conducting this study, the writer would like to prove if it is right by viewing that the better the vocabulary and grammar the students achieve, the better their translation skill.

B. Identification of The Problem

From the explanation above there are a lot of problems concerning the translation skill. Those problems can be stated as follows; What is actually translation ? How can good translation be achieved ? What aspects influence translation skill ? Can the teacher give those aspects to the students in their teaching and learning activity ? Are vocabulary mastery and grammatical competence dominant in translation ? Why are they dominant ? How far do the two factors give contribution to the translation ?

C. Limitation of The Problem

The problems of translation are so complex. So it is impossible for the writer to solve all those problems. Therefore, the writer limits his study to the contribution of vocabulary mastery and grammatical competence towards translation skill.

D. Statement of The Problems

The problems of the study can be formulated into the following questions :

1. How is the profile of students' competence of vocabulary ?
2. How is the profile of students' mastery of grammar ?
3. How is the profile of students' mastery of translation ?
4. Is there any correlation between mastery vocabulary and mastery grammatical with the translation mastery ?

E. The Objective of The Study

1. To find out the profile of students' mastery of vocabulary.
2. To find out the profile of students' competence of grammar.
3. To find out the profile of students' mastery of translation.
4. To find out whether there are any correlations between mastery vocabulary and mastery grammatical with the translation mastery or not.

F. The Benefits of The Study

The result of this study can be used to find the information of the three variables namely : vocabulary mastery, grammatical competence, and translation skill of the students of SMU Muhammadiyah 4 Andong, Boyolali. The correlation of the two aspects can be used as a consideration to improve the translation skill. Beside that, this study is hoped to be an input to give contributions to find good method to improve the students' vocabulary mastery, grammatical competence and translation skill into the better level.

G. Theoretical Review

The purpose of this thesis is to discuss the relationship between vocabulary and grammatical with an emphasis on reviewing the relevant research relating to guessing as well as learning vocabulary in the context. The thesis begins by looking at the effects of vocabulary knowledge on grammar and then looks at how it increases vocabulary knowledge. Vocabulary in conversation, as in written text, can be viewed from two points of view, the transactional (content) and the interactional (how this content relates to, is received by the listener and feedback and how the conversation is managed and steered to its outcome).³⁾ When a person has a good vocabulary, he will find it easy to translate the English text. Nevertheless, he also needs to apply the grammar as well. In translating text from the source language to the target language, one is not only transferring words but also conveying the message. He faces two languages, which have different cultures and grammatical form. A detail observation needs to conduct in order to acquire a good result. Prof. Dr. Winarno Surakhmad, M.Sc. Ed. says that an objective observation should write what exactly appears as a symptom.⁴⁾ It means that the writer takes the conclusion based on what is emphasized in this research. In judging the beauty of language style, an appropriate perspective is needed.⁵⁾

³ Ronald Carter and Michael Mc Carthy, *Vocabulary and Language Teaching*, London, Longman Group UK Limited, 1988, page 181

⁴ Winarno Surakhmad, *Pengantar Penelitian Ilmiah*, Bandung, Tarsito, 1990, page 172

⁵ M. Rudolf Nababan, *Teori Menerjemah Bahasa Inggris*, Yogyakarta, Pustaka Pelajar, Offset, 1999, page 21

H. Research Methodology

1. Population and Sampling

Type of research, data sources, data analysis and research schedule. The data sources is obtained from SMU Muhammadiyah 4 Andong, Boyolali and the population is the second year student of that school. There are two classes of the second year student available in that school and all of them contain 40 or 45 students. There are 50 students in the population to apply the population research that is taking all students in the population as the subject of the research. It will be very difficult because it spends plenty mount. Due to that consideration, the writer applies the sample research, that is taking 70% of the population as the subjects of the research which are expected to represent the larger group of the second year of SMU Muhammadiyah 4 Andong, Boyolali. This technique of sampling is done according to the one sum up, which is known as random sampling.

2. Method of Data Collection

The sample of information which are used as data in this study are gathered by means of test. The test includes two things namely, mastery vocabulary of test and mastery grammatical of test.

3. Method of Data Analysis

a. Percentage

The result of these two tests will be presented in detail that enable the writer to analyze the correlation in grammatical by applying the Pearson product moment correlation.

b. The Formula :

$$r_{xy} = \frac{\Sigma X_1 Y}{\sqrt{(\Sigma X_1^2)(\Sigma Y^2)}}$$

$$r_{x_2y} = \frac{\Sigma X_2 Y}{\sqrt{(\Sigma X_2^2)(\Sigma Y^2)}}$$

where :

r_{xy} : is the coefficient of variable X_1 (vocabulary), Y (translation)

r_{x_2y} : is the coefficient variable X_2 (grammatical) and Y
(translation)

ΣX_2 : is the predictor variable (vocabulary competence)

ΣX_1 : is the predictor variable (grammatical competence)

Y : is the criterion variable (translation)

I. Thesis Organization

In the first chapter is introduction, the background of study, identification of the problems, limitation of problem, statement of problems, the objective of study, benefit of study, theoretically review, research methodology, thesis organization.

Chapter II is the theoretical review of vocabulary and grammar mastery and translation and possible correlation among the tree components.

Chapter III, research report and data presentation, presents the discussion on population, sample, variable of investigation, procedure

collecting the data and the instrument which are used to collect data and result of vocabulary and grammar and translation mastery.

Chapter IV, is data analysis presents first analysis of students' mastery of vocabulary and grammatical competence, second analysis of students' mastery of translation, and further analysis of the correlation between students' mastery of vocabulary mastery and grammar competence with translation mastery.

Chapter V, is closure, which contains conclusion and suggestion.

03 0 17

CHAPTER II

THEORETICAL REVIEW OF TRANSLATION

A. Review on Translation

1. Definitions of Translation

There are some experts who define translation. Bell states that translation is the expression in another language (target language) of what has been expressed in another source language, preserving semantics and stylistic equivalencies.¹ Nida gives the definition of translations as follows “Translating consists in producing in the receptor language the closest natural equivalent to the message of the source language, first in the terms of meaning and secondly in terms of style”.² We can see from those definitions that they put on the translation equivalence. The equivalent is the essential thing in translation. The content, meaning, message or thought of both source language and target language must be equivalent.

Translation is a craft consisting an exercise in effort to replace a written message in one language by the same message in another language. There are two important things that can be learnt from the definition, having an exercise and written message. As translation is to have an exercise, so that the translator must be active to train himself to be

¹ Bell .T Roger. 1997, *Translation and Translating: Theory and Practice*, Longman group, UK, page 5

² Nida . A Eugene, 1991, *Language Structure and Translation*, Stanford University Press, page 33

skillful in the translation later on. The written message is to be the feature of the translation.

In the New Grolier Webster International Dictionary, it is stated that translation is defined as the act of translating, the process of turning into another language; which is produced by turning into another language.³ It is also a written rendering of a text, which is both true to the content of the original donor text and clear in the receptor. In other word, it can be said that it is the substitution of the target language meaning from the source language meaning through the linguistics studies and the target language culture, the essence of translation lies on meaning. Translation is divided into two, free translation and literal translation. Free translation is a translation which reproduces the original meaning and intention from the source language but it is not closely followed by grammar, style and the organization of the source language, whereas literal translation is the translation which reproduces the original meaning of the source language that is closely followed by grammar and style.

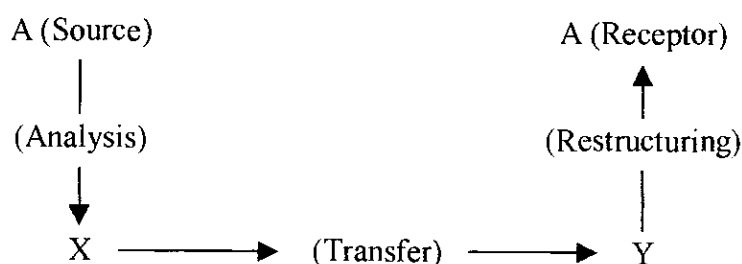
Translation is the process of conveying message from the source language into the target language across linguistics. As linguistics studies, translation includes the studies which emphasize on the comparative arrangement of the linguistics elements between the source language and the target language text.

³ Grolier, 1974, *The New Grolier Webster International Dictionary*, Grolier Incorporated, New York, page 1047

From those definitions above, a translation can be explained as (a) reproducing equivalent message from the source language into the target language, (b) Learning lexicon, grammatical structure, communication situation, and the cultural context of the source language, (c) analyzing a source language text to find the target language meaning, (d) retelling the same meaning by using lexicon and grammatical structure in a target language and a cultural context. In translation, the term 'equivalent' is the most important thing without neglecting the form of the language.

2. The Process of Translation

There are three steps in the process of translation, namely analysis, transfer, restructuring. The process can be seen in the diagram below:⁴



a. Analysis

In the process of analysis of the text which involves the semantics and the grammatical aspects of the language, a translator should read over the passage or the text two or three times in order to get a clear grasp understanding of the whole text meaning.

⁴ Nida. A Eugene, *op. cit.*, page 80

In the text analysis, the translator should have knowledge and master the linguistic structure of the receptor and the source language and he must know how the sentences are built up and how these structures are related to another. The translator has to be able to determine all elements of the sentences based on its function to understand the meaning of the sentence easily.

The translator also should have a complete understanding of the meaning of the lexical elements whether endocentric or exocentric. If it is an exocentric expression or idiomatic, the translator should know the cultural background and the tradition of this exocentric expression. If it is an endocentric expression for special term, i.e. commercial, chemical, or technical subject, he should also understand their usage, and moreover he must be able to produce in appropriate style because these two styles are different whether in spoken and written forms.

b. Transfer

In the process of the transfer, the results of the analysis of the source language take place in someone's brain and the actual transfer takes place in the translator's brain. There are several features of the sentences structure which must be adjusted in the process of the transfer. Some of the most important of those are the following:

- 1) Word and phrase.
- 2) Double negatives.
- 3) Active and passive structure.
- 4) Coordination and sub-coordination.
- 5) Opposition and ellipsis.

c. Restructuring

The aim of the restructuring is to get the final acceptable message from the source language into the target language. The first is decomposition, the translator should try to find the substance message of the source language text and the second one is composition, the translator can translate the text freely with his/her own words or sentence in order to provide the most appropriate communication in the target language.

3. The Problems of Translation

In reproducing the message of both the source and the target language to be equivalent, the translator has to be able to differentiate between lexical, grammatical, and cultural context of source language and target language. Bell says that translation is the replacement of representation of an equivalent text in a second language.⁵

There are two main problems that are usually faced by the translator. Those are the grammatical and the lexical equivalences.

⁵ Bell, *op. cit.*, page 7

Translating must aim primarily at ‘reproducing the message’ to do anything else is essentially false to one’s task as a translator. But to reproduce the message one must make a good much grammatical and lexical adjustment.⁶

a. The lexical equivalent

Because one word may have more than one meaning lexically, a translator will get any difficulties in determining one of the some equivalents. In this case, simple word translation is not really easy or simple. The best way to find the meaning is through its context. By studying it through the context, it will be easy to determine a certain meaning of words. For example:

- 1) He thought the bed is too hard. (*keras*)
- 2) He thought the test is too hard. (*sulit*)
- 3) He gets a lot of mail. (*Dia menerima banyak surat*)
- 4) I get home before midnight. (*Saya tiba di rumah tengah malam*)

b. The grammatical equivalent

There are many differences between Indonesian and English rules, so that the translator must think over the grammatical equivalent because the form of translation can be in the form of phrase or long sentences. For example:

- 1) Adjective. In English we use adjective before the head, whereas we use it after the head in Indonesian language. Example:

⁶ Nida, *op. cit.*, page 6

- a) a beautiful girl : *Gadis cantik. (seorang)*
- b) a new machine : *Mesin baru. (satu buah)*
- 2) Tenses. We do not have tenses in Indonesian language but we can find some kinds of tense in English such as present, past and future tense. To get a good translation, a translator must not force himself to have the same structure in the target language, so the structure may change to maintain the message. Example:
- a) *Dia kemarin pergi ke Tokyo = She went to Tokyo yesterday.*
- b) *Dia akan pergi ke Tokyo besok = She will go to Tokyo tomorrow.*
- 3) Grammatical categories. Translation is not always in the grammatical categories, and noun must be translated by noun, verb-by-verb, adjective-by-adjective etc. Example:
- a) A visit to grandmother. (*Suatu kunjungan ke nenek*)
- b) They go in groups. (*Mereka pergi dalam kelompok-kelompok*)

Seeing those examples, it will be confusing if we depend on the grammatical categories to get good translation, so we need to omit or change the words, so the above translation will be:

- a) *Mengunjungi nenek.*
- b) *Mereka pergi berkelompok.*

4. The Testing of Translation

The translation from the source language to the target language can be in the form of isolated sentences and text imitation. According Lado,

the most valid and practical technique to test the ability of translation is a performance test.⁷ The teachers give the selected sentences, then they ask students to translate it in the target language.

Duff Allan explains that good translation must develop three qualities to all language learning as follows:⁸

- a. Accuracy : Understanding the message of the source language and express the message into the target language.
- b. Clarity : It refers to the clear choice in the target language.
- c. Naturalness : To make an effective translation, naturalness is needed in the translation. The equivalent should not be foreign.

B. Review on Grammar

A language is a system for making meanings, a semantic system with others for encoding the meaning it produces. The term 'semantics' does not simply refer to the meaning of words, rather it is the entire system of meanings of a language which is expressed by grammar as well as by vocabulary. In fact, the meanings are encoded in wordings.

The relation between the meaning and the wording is not however, an arbitrary one. The form of the grammar relates naturally to the meanings that are being encoded. Wordings are purely naturally to the meanings that are being encoded. Wordings are purely abstract pieces of code that cannot be heard or seen. It is re-coded in sound or writing. So, the relationship is largely

⁷ Lado Robert, 1997, *Language Teaching: Scientific Approach*, Tata Mc-Grill Published, page 265

⁸ Duff Allan, *Translation Resource Book for The Teachers*, Oxford University Press, page 7

arbitrary, although not entirely so. Thus what is called rain in English is called *hujan* in Indonesian, *pioggia* in Italian is *yu* in Chinese and *dozhd* in Russian. There is nothing natural about the relation of these sounds either to any other part of the code or the meteorological phenomenon that lies beyond the code.

Grammar is very important in the language aspect. In speaking English, for example, without good grammar, one can still make the hearer understand what he means. However, the language will be dilapidate and confusing. That is why grammar should be emphasized in every language learning. Grammar is including the parts of speech, the sentence (subject and predicate), the pronoun and so on. The writer takes an example by using personal pronoun. Look at the dialog below:

When Andrew met Susan, Andrew noticed that Susan was carrying several books. Andrew offered to help Susan. Susan thanked Andrew.

The dialog above is true but the reader will feel something strange and funny because he mentions the name of Andrew and Susan too often. So, the correct one is by using personal pronoun and the dialog goes like this:

When Andrew met Susan, he noticed that she was carrying several books. He offered to help her. Susan thanked him.

It has been proved that the function of grammar is really useful. It will make a language perfect and correct.

C. Review on Vocabulary

1. The Definition of Vocabulary

There are some experts who define vocabulary. Hornby defines vocabulary as a total number of words, which (with rule for complying

them) make up the language.⁹ Hatch and Brown say that the term of vocabulary refers to the list or set of words for particularly language or list of words those individual speakers of language.¹⁰ In The classes' English Dictionary, it is stated that vocabulary is defined as the stock of the word that is used in the sciences book or by particular person, class and professions. It means that vocabulary covers words, meaning and how to use it in the context.

Vocabulary is one of the most important parts of English. It is divided into two, the receptive vocabulary and the productive vocabulary. Receptive vocabulary is the words that can be recognized and understood when they occur in context, whereas productive vocabulary is words, which the students understand, they can produce correctly and use constructively in speaking and writing. Other experts state that vocabulary is divided into passive and active vocabulary rather than productive and receptive vocabulary.

Hammer explains that basically students have four different vocabularies, namely listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.¹¹ Listening and vocabulary comprise all the words the students hear and understand in oral communication. The speaking vocabulary covers all the words the students use in oral

⁹ A.S Hornby, 1995, *Oxford Learner's Dictionary of Current English*, Oxford University Press, page 1331

¹⁰ Hatch and Brown, 1995, *Vocabulary, Semantics and Language Education*, Cambridge University Press, page 1

¹¹ Hammer Jeremy, 1991, *The Practice of English Language Teaching*, Longman Group Uk limited, page 16

communication. The writing vocabulary embraces the students use in writing. The reading vocabulary is composed of all words students recognize and understand in reading written material. The writing and speaking is language production, which belongs to productive skills while listening and reading involve receiving the message and they belong to the receptive skills.

2. Vocabulary Mastery

There are some vocabulary skills that must be developed in mastering vocabulary. Students must recognize about the kinds of meaning and the words.

a. Kinds of meaning

There are two kinds of meaning; they are called connotation and denotation. Connotation meaning is one that has power to do that designate, to make emotional, and interpretive suggestion, and sometimes its meaning can be found in analysis. Denotation meaning can be stated as in dictionary and or meaning of word communication of thought in some references.

From connotation and denotation meaning above students can not merely translate words based on a dictionary. They have to think carefully the full sentence or those words in context. Before the students look up their dictionary, they have to try making “intelligent guessing”. It is called as deducing meaning the context.

b. Kinds of words

Vocabulary mastery deals with words and meaning. Teachers should concern what words, which are suitable to be taught to the students. Teachers should select and grade the words according to the level of the students in a certain way, so that students will learn much easier. Actually there are many ways that will help students expand their vocabulary and proficiency. The following are some ways to expands their vocabularies.

1) Word classification

A word can occur in certain place of sentences and serves certain function. It is classified based on their functional categories and also called the parts of speech.

- a) Noun, a word which serves the name of things. It may be the name of a person, an object, places, quality and quantity of something, for example: goodness, teacher, chair, table, etc.
- b) Verb. It is a word that express an action, example: work, write go, put, read, get, make, etc.
- c) Adjective. It is a word which is used to describe a noun or other substitute, example: dark, night, beautiful girl, big match, strong man, lazy student, etc.
- d) Adverb. It is a word that is used to describe an adjective or a verb. Adverb has been gradually extending its function to those

usually performed by other parts of speech, example:
unfortunately, recently, now, tomorrow, last night, etc.

- e) Pronoun. It is a word that has function to substitute a noun, example: they, we, you, she, he, it.
- f) Preposition. It is a particle of word, which is used with noun or pronoun, example: on, in, under, above, at, below, into, from, etc.
- g) Interjection. It is a word or group of words interjected in a sentence to denote strong feeling or sudden emotion.

2) Words meaning

It is word which its meaning depends on how the word is related to other words and based on the context that is used. There are several kinds of word meaning; they are synonym, antonym, homonym and definition.

a) Synonym

A synonym is a word having the same or nearly the same meaning as another words, example:

- (1) This unusually biological process often **happens** in the human body, but the doctors do not know why and how it **occurs**.
- (2) He cannot **buy** anything because he does not a job, but after working he can **purchase** a new a house.

b) Antonym

Antonym is a word that is exactly opposite in meaning and different in spelling. Example:

(1) When he left his home, he was **poor**, but now he is very **rich**.

(2) When he was a child, the boy was **weak and timid**, but now he is **strong and brave**.

c) Homonym

Homonym is a word that is similar in the form and sound as another but different in meaning. For example:

(1) I have bought an English **book** yesterday. (noun ; *buku*)

(2) I have **booked** my tickets three weeks ago.

d) Definition

Definition is a statement that tells what thing is or what a word means. It is clearness or sharpness of an outline. Example:

(1) Vegetarian is a person who does not eat meat.

(2) System is groups of things or part of working together in a regular relation.

(3) Surgeon is a doctor who performs an operation on patient.

3) Word formation

A word whose meaning depends on how this word is formed by derivation and inflection.

1) Derivation

Derivation is the construction of words resulting the change of word class or the meaning of the base or stem. There are two derivational, derivational suffixes and derivational affixes.

a) Derivational suffixes are syllables or group of syllables that are joined to the end of the word to change the meaning.

Example:

- (1) ion : education, evaluation, admission, condition.
- (2) ment : movement, placement, agreement, environment.
- (3) ness : illness, happiness, laziness, kindness.
- (4) ity : ability, reality, possibility.
- (5) ence: presence, difference, importance.

We can add suffixes to make verb.

For example:

- (1) ize : visualize, advice, organize.
- (2) fy : beautify, clarify, classify, amplify.

We can add full, ive, ous, al to make and adjective.

Example:

- (1) ive : relative, creative, communicative.
- (2) able : observable, portable, visible.
- (3) ous : dangerous, famous, delicious.
- (4) full/less: hopeful, hopeless, useful, useless.
- (5) ish : greenish, childish, selfish.

An adverb is normally made by adding suffix-ly,-ward.

Example:

(1) ly : slowly, accurately, carefully.

(2) ward : backward, upward, eastward.

- b) Derivational prefix is a syllable or group of syllable which is joined to the beginning of a word or morpheme to change its meaning.

<u>Prefix</u>	<u>new word</u>	<u>meaning</u>
Pre-	pre test, pre war	before, in advance
Inter-	intercontinental	between
Re-	reread, reshow, readjustment	back again
Dis-	disagreement, disqualification	apart, not
Mis-	misunderstand,	wrongly used, ill
Un-	irrational, unhappy, i/legal	not (ir-, il, im-)

2) Inflectional

Inflection is the construction of the words which does not result the change of word class. There are four kinds of inflection.

- (1) Plural form, such as

-s-----books, glasses, chairs.

-en-----oxen, children.

-q-----fish.

- (2) Possession, such as: John's book, a dog's tail.
- (3) Pronoun, such as : she is a teacher, I met her yesterday.
- (4) Third singular verb maker, such as: Mother always cooks,
Jack goes to school.
- (5) Tenses marker, such as:
 - (a) He worked hard yesterday. (past tense)
 - (b) I have repeated the lesson. (pas participle)
 - (c) We are studying English. (present participle)
- (6) Degree, such as:
 - (a) That house is bigger than that one.
 - (b) This theater is the oldest in Yogya.

4) Word Building

The words that consist of two or more words that are joined to make a longer meaning.

a) Compound word

Compound word is one that is formed by combining two or more words into one unit with participle lexical meaning.

For example: classroom, greenhouse, upon, into, earthquake, sunbathe, etc.

b) Blend

Blend is the fusion of two words into one usually the first part of one word with the last part of another.

For example:

- (1) breakfast + lunch = brunch
- (2) radio + telegram = radiogram
- (3) smoke + fog = smog
- (4) biological + mechanic = bionic

c) Acronyms

Acronym is the result of forming word from the first letter or letters of each word in the phrase.

For example:

- (5) RADAR = Radio Detecting and Ranging
- (6) ASEAN = Association Southeast Asian Nation
- (7) UFO = Unidentified Flying Object.

d) Coining

Coining is words that entirely original creation, utilizing, neither words from another language nor morpheme and words already in used in English.

For example: kodak, tipp-ex, nylon, aspirin, toyota, kerosene, etc.

3. Testing Vocabulary

Vocabulary test has been prepared as a measure of the general ability or intelligent and as measures of achievement in special subject field. There are some techniques in testing vocabulary:

- a. Multiple choices.
- b. Production.
- c. Objective partial production.

To test vocabulary, the writer agrees to use the multiple choices. In general, the item consists of stems containing the problem, one alternative represents the best response, and two or more alternative represents distraction.¹²

D. Rationale

From the previous theories, it is known that translation can be viewed as a product and a process. As a product, the translator must produce the message that both the source and the target language must be equivalent. He also must produce the appropriate written form. As process, translation consists of three stages, namely analysis, transfer, restructuring. The translator should have the knowledge of the linguistics structure to make these processes easier.

The translation can be in form of a single sentence, or a number of sentences that is organized to carry coherently structured messages. In this case the translator needs to understand every sentence as all the words (vocabularies). In understanding the sentence in the text, he can use the syntactical approach. By using this approach, he can analyze the sentence easily. The structure involves the structure of modification, the structure of predication, the structure of complementation, and the structure of coordination.

¹² Lado Robert, 1997, *Language Teaching: Scientific Approach*, Tata Mc-Gill Published, page 188

If the language structure makes up skeleton of language and vocabulary as the vital organ and flesh, vocabulary takes an important role in translating. The translator cannot do anything without knowing the meaning of the word. By using the knowledge and the skill of vocabulary they can attach the meaning of the words either in the lexical meaning or contextual meaning. He can minimize misinterpreting the text.

11-03 Ace f.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Aim of the Research

Generally, the aim of the research is to know the relationship between vocabulary mastery and grammar mastery toward translation ability. In detail, the research is intended to know whether or not:

1. There is a positive and significant correlation between students' mastery of grammar and translation ability.
2. There is a positive and significant correlation between vocabulary mastery and translation ability.
3. There is a positive and significant correlation between students' mastery of grammar and vocabulary towards translation ability.

B. Methodology of the Research

1. The method of the research

The research methodology is the theory about the method that is used in the research process. Method itself means a system or procedure that is used to achieve a certain purpose. Based on the aims of the study, the writer uses the correlation method. Allison says that the correlation method is a method of the research that is used or designed to predict the extent of the relationship between two variable or more.¹ The method

¹ Allison, Andrew Stephen, Spigel, 1998, *Research Skill for Students*, Oxford University Press, page 16

emphasizes on the extent of the relationship that can be seen through the coefficient correlation. Since it is a correlational study, the writer correlates the two independent variables, namely grammar and vocabulary mastery and the one dependent variable, namely translation ability. After analyzing the data, the writer finds the coefficient correlation between them and the contribution of each variable.

2. The Research Design

Based on the objective of the research, there are three variables that will be correlated each other. Those three variables are grammar, vocabulary and translation. The design of the relationship between the grammar mastery(X1), and the translation ability (Y). The relationship between the vocabulary mastery (X2), and the translation ability (Y). The relationship between the grammar and the vocabulary mastery as whole (X12) and the translation ability (Y)

C. The Place and Time of the Research

This research was carried out at the second year students of SMU Muhammadiyah Ngandong in the academic year of 2003/2004.

D. Population, Sample and Sampling

1. Population

Population is a number of people or group of individual with the same characteristics, or at least having one characteristic in common. Arikunto states that population is all individual to be observed.² In this

² Suharsini Arikunto, 1993, *Prosedur Penelitian, Suatu Pendekatan Praktis*, page 102

study, the population is the second year students of SMU Muhammadiyah Ngandong in the academic year of 2003/2004. There are 50 numbers of students and all of them are considered as the population to the research.

2. Sample

Sample is the part of population from which the researcher takes the research data. Allison states that sample is a sub-group of a population selected according to particular criteria and taken to represent the whole group.³

In this research, the writer takes 30 randomly students as samples of the research to represent the population of 50 students in the third year students of SMU Muhammadiyah Ngandong in the academic year of 2003/2004.

3. Sampling

Sampling is a technique used for getting sample.⁴ There are two kinds of sampling, namely, probability sampling and non-probability sampling. In this research, the writer uses the probability sampling. The reason for employing such a sampling is that every member of the population has equal probability or chance to be chosen. The steps of the probability sampling are as follows:

- a. Formulate the population.
- b. Make a list of all members in population according to the number of the students.

³ Allison, Andrew Stephen, Spigel, 1998, *Research Skill for Students*, Oxford University Press, page 24

⁴ Sutrisno Hadi, 1986, *Statistik Jilid 11*, Andi offsed, Yoyakarta, page 15

- c. Select the sample randomly to choose which students are taken sample.

E. Technique of Collecting the Data

1. Research instrument.

There are two methods of collecting the data in this study. They are primary method and secondary method. As primary method, the writer uses a test as research instrument to collect the data. According to Cronbach in Mc Namara, a test is defined as a systemic procedure for observing a person's behaviour and describing it with the aid of a numerical scale or category system.⁵

There are three kinds of test constructed in this research based on the variables of the study stated on the objectives of the research. Firstly, grammar mastery tests consists of 30 items. The test includes synonym, antonym, pronoun and so forth. Thirdly is the translation test. To know the students' translation ability, the writer gave the students 15 English sentences. He asked the students to translate those sentences into Indonesian.

The writer took randomly 30 students as the sample of the research. In scoring grammar and vocabulary mastery test, he computed the correct answer divided by the maximum score times 10 %, so the expected score was 10. And in scoring the translation ability test, the

⁵ Mc Namara 1996, *Measuring Second Language Performance*, Addison Wesley Longman Limited, page 10

writer computed the correct answer times two and divided three, so the expected score is 10.

The writer of this research also applied the documentary technique as the secondary method. Documentary is a research technique for collecting the data by using documents such as the scores of the students made by their own teacher.

a. Tried out instrument

In this research, a test is used as the research instrument and becomes primary method. Before the tests were applied, they were tried out. It was aimed to find the validity and the reliability of the test. The test also requires item analysis to determine whether the item is used for or discarded from the research instrument.

1) Validity

Grondlund says that the validity refers to the extent to which the results of an evaluation procedure serve the particular uses for which they are intended.⁶ The test validity was measured by using Parson product moment correlation technique. The writer correlates the external criterion (the students' scores from their own and predictors). The formula is:

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

⁶ Grondlund, Norman E, 1989, *Measurement and Evaluation in Teaching*, Mc Millan Publishing Company, New York, page 65

Where :

- N is number of students
- X is criterion (the students' score obtained from instrument)
- Y is predictor (the students' score obtained from their own teachers)
- r_{xy} Coefficient correlation between X and Y

2) Rentability

Nunan states that reliability refers to the consistency of the results obtained from a piece of research. To know the reliability of the test, the writer uses the split-half procedure by dividing the test item into two categories; odd items and even ones. Both of them are correlated by using Product Moment Formula. The result of computation is applied into Spearman Brown formula. The formula is as follow:

$$r_{xy} = \frac{2(r_{gg})}{1 + (r_{gg})}$$

Where:

- r_{xy} is the coefficient of the reliability
- r_{gg} is the coefficient of the correlation between odd and even numbers.

3) Item analysis

Item analysis is a procedure to increase the reliability and the validity of a test by separately evaluating each test item to

determine whether or not that item discriminates in the same way the overall test is intended to discriminate.⁷

To identify which the item should be revised or not, it can be seen from the students' answer for each item. If the students answer correctly, they will be scored 1, but if the students answer the items incorrectly they will be scored 0. Then all the answers are computed by Pearson Product Moment to know the validity of each item. A good item is an item which is not too easy or too difficult for the students to answer. Based on the criteria above, the writer analyzes the items and finds 30 items for both the independent variable. So, the writer constructed 30 items test for each variable (grammar and vocabulary). Those 30 items are used as the primary research instrument method.

F. Technique of Analyzing the Data

After collecting the data, then the next step is analyzing the data. The aim is to prove the hypothesis since the objectives of the research attempts to reveal the correlation between two or more variables and the contribution of the independent variable to dependent variable, the regression analysis technique was used to analyze the data. In detail, the principles and procedure were based on Anto Dajan's and Spigel's opinions.

To test hypothesis (1) saying that there is a positive correlation between vocabulary mastery and translation skill, hypothesis (2) saying that

⁷ Issac Stephen, 1974, *Handbook in Research and Evaluation*, Robert Raknapp Publisher, Sandiego, California, page 26

there is a positive correlation between grammar and translation ability. The writer used the formula :⁸

$$r_{x_1y} = \frac{\Sigma X_1 Y}{\sqrt{(\Sigma X_1^2)(\Sigma Y^2)}}$$

$$r_{x_2y} = \frac{\Sigma X_2 Y}{\sqrt{(\Sigma X_2^2)(\Sigma Y^2)}}$$

where :

r_{x_1y} : is the coefficient of the variable X_1 (grammar) and Y (translation)

r_{x_2y} : is the coefficient variable X_2 (vocabulary) and Y (translation)

X_2 : is the predictor variable (vocabulary)

X_1 : is the predictor variable (grammar)

Y : is criterion variable (translation)

The result then is consulted to the table of F value, whether or not the coefficient is significant.

To test the hypothesis (3) saying that there is a positive correlation between vocabulary mastery and grammar mastery simultaneously and the translation skill, the research used the analysis of Multiple Regression.⁹ The formula are as follows :

$$R_{Y(1,2)} = \frac{\sqrt{a_1 \Sigma X_1 Y + a_2 \Sigma X_2 Y}}{\Sigma Y^2}$$

⁸ Murry R Spiegel, 1999, *Theory and Prbblems of Vector Analysis*, Hill International Book Company, Singapore

⁹ Anto Dajan : 1991 : 400-410

where :

$R_{Y(1,2)}$: coefficient correlation between predictor 1 (X_1) and predictor 2 (X_2) and criterion

$\Sigma X_1 Y$: sum of product between X_1 and Y

$$= X_1 Y - \frac{(\Sigma X_1)(\Sigma Y)}{N}$$

$\Sigma X_2 Y$: sum of product between X_2 and Y

$$= X_2 Y - \frac{(\Sigma X_2)(\Sigma Y)}{N}$$

ΣY^2 : sum of square of criterion

$$= \Sigma Y^2 - \frac{\Sigma y^2}{N}$$

a_1 : coefficient of predictor 1

a_2 : coefficient of predictor 2

ΣX_1 : sum of predictor 1

ΣX_2 : sum of predictor 2

ΣY : sum of criterion

$\Sigma X_1 Y$: product of X_1 multiplied to Y

$\Sigma X_2 Y$: product of X_2 multiplied to Y

ΣY : product of Y multiplied Y

In order to find the value of a_1 and a_2 the equitation is :

1. $\Sigma X_1 Y = a_1 (X_1) + a_2 X_1 X_2$

2. $\Sigma X_2 Y = a_1 X_1 X_2 + a_2 (X_2)$

Then after computing to the equations, the r-value is detected by using F-table value. It means that the r-value is changed into F-test in order to know whether or not the coefficient of $R_{Y(1,2)}$ was significant. To know the significance of each variable, the writer used the regression analysis formula.¹⁰

The formula was as follows :

$$F_{reg} = \frac{R^2(N - m - 1)}{m(1 - R^2)}$$

Where : F_{reg} is the value of F regression

N is number of subject

m is number of predictor

R is coefficient correlation

The interpretation for the equation above is that

If the $F_o < F_t$ the correlation is not significant.

Finally the research is intended to find the contribution of each predictor (independent variable) to the dependent variable by the formula :

a. $Stot\ reg = (a_1 \times 1y) + (a_2 \times 2y)$

b. The relative contribution X independent variable to Y (dependent variable)

$$RCX_1 = \frac{(a_2 \sum X1Y)}{Stot\ reg} \times 100\%$$

$$RCX_1 = \frac{(a_1 \sum X1Y)}{Stot\ reg} \times 100\%$$

¹⁰ Sudjana, *op. cit.*, page 385

c. The effective contribution

$$ECX = \frac{\text{Stot reg}}{\sum Y_2} \times 100\%$$

Where :

Stot reg = The sum total of regression

RCX_1 = The sum of relative contribution x_1 to y

RCX_2 = The sum of relative contribution x_2 to y

ECX = The sum of effective contribution X (Independent variable)
to Y

CHAPTER IV

THE RESULTS OF THE STUDY

A. The Description of Data

The obtained data for each variable (grammar, vocabulary, translation) are described as follows.

1. The Data of grammar mastery

From the test of grammar mastery, it is obtained that the highest score is 5 and the lowest score is 1,5. The mean (average score) is 3,45 and the standard deviation is 0,48 (appendix 8). To make it clearer, those score can be described by using frequency distribution. The scale of frequency distribution used in the class interval is 1-10 and the range of class interval is 3. The frequency distribution of grammar can be seen in table 3 and the histogram of frequency distribution can be seen in figure 1 (appendix 9).

2. The data of Student's vocabulary mastery.

The data of the students vocabulary mastery is gained from vocabulary test. The highest score is 8,5 and the lowest score is 7,5. The mean is 5,54 and the standard deviation is 1,41 (appendix 8). The scale of frequency distribution used in the class interval is 1-1- and the range of the class interval is 3. The frequency distribution of students' score can be seen in table 4 and the histogram frequency can be seen figure 2 (appendix 9).

3. The Data of Students' ability in translation.

These data are collected from the essay test. The highest score is 8,5 and the lowest score is 5. The mean is 7,06 and the standard deviation is 1,0 (appendix 8). The scale of frequency distribution used in the class interval is 0-10 and the range of the class interval is 3 (appendix 9).

B. Testing the Research Hypothesis.

1. The Correlation between Grammar mastery (X_1) and translation (Y).

Based on the computation of the collected data using the product moment formula, the computation shows that the coefficient correlation (r_0) between grammar mastery and translation skill is 0,96 (appendix 7). Hypothesis stating that there is no positive correlation between grammar mastery (X_1) and translation ability (Y) is rejected. The conclusion is that there is positive correlation between grammar mastery and translation ability.

2. The correlation between vocabulary mastery (X_2) and Translation ability (y).

Similar to the first hypothesis, the second hypothesis stating that there is a positive correlation between students' mastery of vocabulary and translation ability has been proven. Based on the computation using Pearson Product Moment, the coefficient correlation (r_{x_1y}) is 0,51 (appendix 7). The conclusion is that there is a positive correlation between vocabulary mastery (X^2) and translation ability (y).

3. The correlation between grammar mastery (X_1) and vocabulary mastery (X_2) and translation ability (y).

The multiple correlation analysis coefficient (R_{y12}) 0,94. The result of significant testing correlation coefficient in the F reg (F_0) 6,5 (appendix 7). Therefore the null hypothesis (H_0) stating that there is no positive correlation between grammar and vocabulary mastery toward translation ability is rejected. The conclusion is there is a positive correlation between grammar and vocabulary mastery toward translation ability.

C. The Discussion of the Research.

From the result of analyzing the data, it is found that the first hypothesis stating that there is a positive correlation between grammar mastery and translation ability has been proved. It means that grammar mastery contributes and correlates to translation ability or translation ability is supported by grammar mastery. In translating, the material of text can be in form not only *simple word*, but also in the form of *complex words* or *phrase*. Therefore, grammar should be mastered by the students to determine all elements of sentences based on its functions to get easy understanding of its text meaning.

Based on the second hypothesis testing, the writer concludes that there is a positive correlation between vocabulary mastery and translation ability. It means that the students' translation skill is supported by their

vocabulary mastery vocabulary is one of the important element in translation . The contribution of vocabulary is high enough, although good translation does not only depend on vocabulary but also other aspects.

The result of the third hypothesis shows that there is a positive correlation between mastery of grammar and vocabulary and translation ability. It indicates that the mastery on grammar and vocabulary contribute and correlate to the translation ability. The result also shoes that the vocabulary mastery contributes greater than grammar mastery. Its contribution to the translation ability is greater either for the relative contribution or effective contribution than grammar.

CHAPTER V

CLOSURE

A. Conclusion

Based on the result of the study as stated in the chapter IV, the writer conclude as follows:

1. The profile students' mastery of vocabulary, the high is 7 – 8,5 (3,4%) and the middle is 6 - 6,5 (2,2%) and the low 2,5 – 5,5 (1%).
2. The profile of students' mastery of gramatical; competence the high is 4 – 5,5 (2%) and the middle 2 – 4 (1,4%) and the low 1 – 2.5 (0,6%).
3. The profile of students' mastery of translation skill is the high 7,5 – 8,5 (3,4%) and the middle 6,5 – 7 (2,8%) and the low 5 – 6 (2%).
4. There is a positive and significant correlation between the mastery of grammar and the translation ability, it is proved by employing Pearson Product Moment to find its correlation. The result is 0.45 and it is higher than the r-table (appendix 7). It means that the students' translation ability is contributed by their grammar mastery. The relative contribution on the grammar mastery to translation ability is 30%.
5. There is a positive and significant correlation between the students' mastery of vocabulary and the translation ability. It is proven by employing Pearson Product moment to find its correlation. The result is 80%. And it is higher than the r-table. It means that the students' ability

of translation is contributed by their vocabulary mastery. The relative contribution on the vocabulary mastery to the translation ability is 80% and its effective contribution is 37,46 (appendix 7).

6. There is a positive and significant correlation between the students' mastery on grammar, vocabulary and translation ability. It is proven by employing the Multiple Regression Analysis to find its correlation. The testing of the significant of the correlation coefficient in F_0 is 0,61 that is greater than F value in the table. It means that the students' translation ability is contributed by grammar and translation mastery (appendix 7).

B. Implication

1. The result of the research shows that the mastery of vocabulary gives a higher contribution to the students' translation ability than the grammar mastery. It implies that vocabulary is one of the important element to fulfill the students' ability in translation. The focus is one languages, but they will rarely cover precisely in the same area.
2. The result shows that grammar mastery also has an important role in improving the students' translation ability because the grammar function is to recognize how phrases, clauses, and sentences of language are constructed. The teachers are expected to know well about teaching and learning grammar and vocabulary skills so that they are

able to make their students develop their translation skills communicatively and successfully. By understanding well of how to master the grammar skill and the vocabulary meaning, the students are expected to be good translators in translating the English text either in the form of simple or the complex sentences.

3. As it is stated before that translation is a process of restating message from one language into other language. The process of translation are follows (a) understanding the text,(b) grasping the content and making it to be his own, and (c) stating other language. Therefore translation is a complex skill. It deals with a lot of aspects : two of them are grammar and vocabulary mastery. These are as unity, inseparable elements, therefore there is a significant correlation between grammar and vocabulary mastery simultaneously towards the translation ability. In translation, the grammar and the vocabulary mastery of both the source and the target language really play an important role. It can be said that the result of translation depends much on their grammar and vocabulary mastery.

C. Suggestion

1. To the Institution.

- a. The institution should develop their curriculum and syllabus for grammar, vocabulary and translation by using the integrated and communicative methods.
 - b. The institution should give a chance to the students and the teachers to develop their ability in translation activities, especially translation of English text.
2. To the teachers.
- a. The teachers are expected to motivate their students to improve their translation ability as the way of communication.
 - b. The teachers are expected to be facilitators to help and guide their students in finding and solving their problems especially in translation ability.
 - c. The teachers are also expected to master both grammar and vocabulary well in order to achieve the goal of translation successfully.
3. To the students.
- a. The students are expected to develop their understanding of grammar and vocabulary through translation.
 - b. The students are expected to not only mastering the rule of grammar but also the other factors as the requirements of translating English text.

4. To the other researchers.

The writer is aware that the result of this study is still far from perfection, but he expects that this thesis will be useful as one of the references to other researchers. Beside that, it can also be used by them to carry out and develop the similar study.

VOCABULARY

Read each of the following newspaper stories and try to decide what synonym the writer used for the underlined word

1. Vietnamese authorities claimed yesterday that two U.S. naval vessels entered Vietnamese waters last week in a spying mission.
The were allegedly sighted 120 miles from the port of Danang.
a. Ships
b. planes
c. sailors
d. balloons
2. Consultation entered their third day today in an attempt to solve the area's continuing natural gas shortage.
The are expected to last a week.
a. Disagreements
b. problems
c. discussions
d. strikes
3. Government official to day ordered 20,000 villagers to evacuate their riverside communities before flood waters reach them. The first to were a group of 50 Buddhist monks whose temple ground were already under more than one meter of water.
a. Leave
b. Arrive
c. protect
d. rebuild
4. Scientists at Eldridge University Hospital have developed a new procedure for treating cancer of the stomach, hospital officials announced at a press conference this morning. Unlike previous, it does not require surgery.
a. Medicines
b. machines
c. buildings
d. methods
5. A four-car mishap killed five and injured six near three rivers, I one in what officials say is worstin the state this year.
a. luck
b. accident
c. train
d. carelessness
6. Fire late yesterday destroyed the residence of vermont senator Malcom J.Perry. Theto five generations of perrys was one of the city's best examples of 19th century architecture.
a. office
b. home
c. university
d. hospital
7. We require two lady teachers immediately.
a. Hire
b. Train
c. take
d. need
8. Will 50,000 rupiah be sufficient?
a. Possible
b. Difficult
c. expensive
d. enough
9. The police shouted "Halt!" but the their kept running and so he was shot in the leg.
a. turn around
b. stop
c. walk
d. raise the hands slowly
10. The group will depart tomorrow after two week stay in ball.
a. rest
b. come together
c. separate
d. leave

Choose the antonym of the underlined word in each of the following sentences.

Encircle the letter of your choice

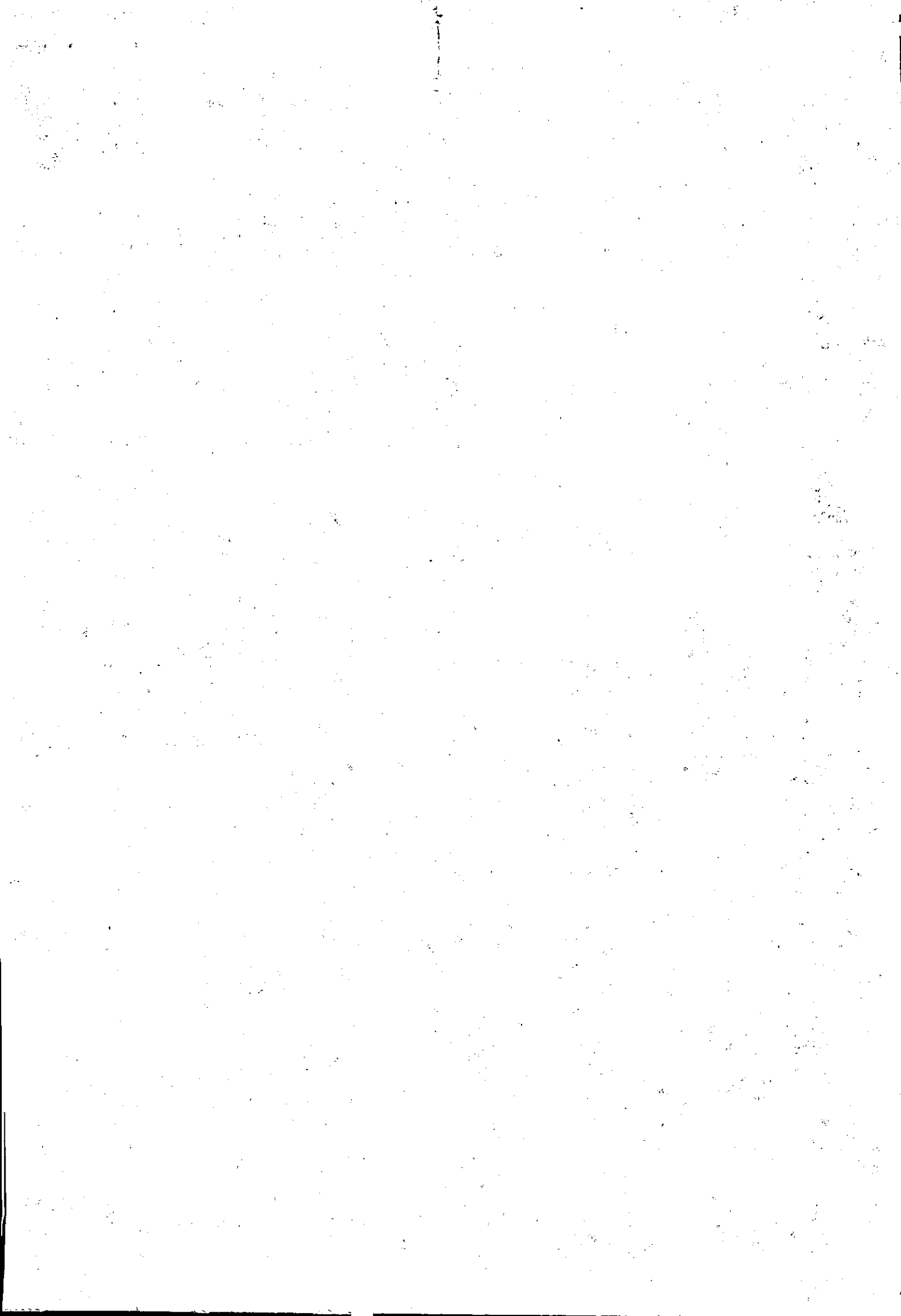
11. Grandmother is very relaxed in the chair. Please, don't bother her!
 - a. shocked
 - b. uncomfortable
 - c. sleepy
12. Everything was peaceful and quiet. Just another ordinary day.
 - a. gloomy
 - b. special
 - c. boring
13. When he saw the new car, the servants, and the great big house, Bob knew that his new girl friend, Martha, was very wealthy
 - a. rich
 - b. poor
 - c. luxurious
14. The prisoner wished to be relaxed so he could be free again
 - a. confined
 - b. guilty
 - c. set free
15. These exercises will help you strengthen your vocabulary
 - a. weaken
 - b. study
 - c. enrich
16. There are several differences between Indonesian batik and Malaysian batik
 - a. similarities
 - b. sameness
 - c. likeness
17. If much rain falls the land is moist.
 - a. wet
 - b. arid
 - c. damp
18. The decrease in birth rate after the family planning campaign is quite amazing
 - a. growth
 - b. number
 - c. increase
19. The books scattering on the floor make your room look quite undity.
 - a. useful
 - b. neat
 - c. messy
20. Java is the most densely populated island in Indonesia.
 - a. widely
 - b. rarely
 - c. scarcely

STRUCTURE

Choose right answer among a, b, c and d !

1. Those two boys should not complain so much,... ?
 - a. shouldn't he
 - b. shouldn't they
 - c. should he
 - d. didn't they
2. Budi has never visited Jakarta,... ?
 - a. doesn't he
 - b. hasn't he
 - c. has he
 - d. does he
3. Cats like fish,..... ?
 - a. doesn't it
 - b. doesn't they
 - c. isn't it
 - d. aren't they
4. Every body works hard every day,.....?
 - a. don't they
 - b. don't you
 - c. doesn't it
 - d. doesn't she
5. Joko never comes on time,....?
 - a. doesn't he
 - b. does he
 - c. ever he
 - d. is he
6. I didn't like the film that we saw, ...
 - a. She didn't so
 - b. I didn't either
 - c. neither I didn't
 - d. I didn't also
7. You are able to do that job
 - a. so do I
 - b. so am I
 - c. so will I
 - d. so can I
8. John won't sign the contract
 - a. neither will I
 - b. neither I will
 - c. also I will
 - d. I will to
9. I saw her this morning,.....
 - a. so had I
 - b. so did I
 - c. so I did
 - d. so do I
10. Rika : "What is your hobby?"
Linda : "My hobby....."
 - a. play football
 - b. plays football
 - c. playing football
 - d. is playing football
11. Mary told her friend : "I have been to Bali twice".
 - a. Mary told her friend : She has been to Bali twice
 - b. Mary told her friend : She had to Bali twice
 - c. Mary told her friend : She had been to Bali twice
 - d. Mary told her friend : She have been to Bali twice
12. John says : "I will go to Bandung tomorrow"
 - a. John says : "I would go to Bandung tomorrow"
 - b. John says : "I will went to Bandung tomorrow"
 - c. John says : "I would went to Bandung tomorrow"
 - d. John says : "I will go to Bandung tomorrow"
13. He asked me : "Open your book"
 - a. He asked me : "open my book"
 - b. He asked me : "to opened my book"

- c. He asked me : “to open my book”
 d. He asked me : “not to open your book”
14. Mary told John : “ Don’t wait for me”
 a. Mary told John : “ not to open wait for her”
 b. Mary told John : “ to open wait for her”
 c. Mary told John : “ not to opened wait for me”
 d. Mary told john : “ to not open wait for her”
15. Tono writes a letter. The passive voice is ...
 a. Tono written a letter
 b. A letter is wrote by Tono
 c. A latter is written by Tono
 d. A letter is write by Tono
16. Ina wrote a letter. The passive voice is ...
 a. a letter were written by Ina
 b. ina was written by her
 c. a letter was written by Ina
 d. a letter was wrote
17. Budi is writing a paper. The passive voice is ...
 a. a paper are writing by Budi
 b. a paper is written by Budi
 c. a paper is writing by Budi
 d. a paper is being written by budi
18. Adi will write a letter. The passive voice is ...
 a. Adi will written a letter
 b. A letter will be written by Adi
 c. A letter will written by Adi
 d. A letter would be written by Adi
19. Edy has written the letters. The passive voice is ...
 a. The letters has written by Edy
 b. The letters have written by Edy
 c. The letters have been written by Edy
 d. The letters has been written by Edy
20. Jenny had eaten apples. The passive voice is ...
 a. The apples had ate by Jenny
 b. The apples had been eaten by Jenny
 c. The apples had been ate by Jenny
 d. The apples had eaten by Jenny



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CURRICULUM VITAE

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Born : Boyolali, April, 5th 1979

Address : Jati Sari RT 13 RW IV Kedungdowo Boyolali

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- MTs N Andong 1992 – 1995
- MAN I Al Azhar 1996 – 1999
- STAIN Salatiga 1999 - 2004

TRANSLATION

Translate these sentence !

1. Our president had been unbelievable again.
2. There are many unemployments in Indonesia
3. All of the glasses which on the table are breakable if the cat go up on it.
4. The boxers had been unbreakble
5. The Unhappiness of Budi's family caused his wife wants to divorce
6. My brother has many ladybirds in the house
7. Sita's behaviour is like boyish
8. My family always brings the clothes to the laundryman
9. In the midnight I always wake up for praying
10. All of the students have to be neat when they are joining the lesson in the class

NO	QUESTION ITEMS																				JML	SUM
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	1	0	0	1	1	8	81
2	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	5	25
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12	1	1	1	0	1	0	0	0	0	1	0	1	1	0	0	0	1	1	0	9	81	
13	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	8	64	
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21	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	7	49	
22	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4	16		
23	0	0	0	0	1	0	0	0	0	1	1	0	1	1	0	1	0	1	1	8	64	
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28	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	1	1	1	0	7	49	
29	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	4	16	
30	1	0	0	0	0	1	0	1	1	0	1	0	0	0	0	0	0	1	1	7	49	
31	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	5	25	
32	1	0	0	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	7	49	
33	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	0	1	1	1	8	64	
34	0	1	1	1	1	1	0	0	0	0	0	0	0	1	0	1	1	0	0	8	64	
35	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	6	36	
36	1	1	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	1	0	8	64	
37	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	0	1	1	7	49	
38	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	8	64	
39	0	0	1	0	1	0	0	1	0	0	0	0	1	1	0	0	1	0	0	6	36	
40	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	5	25	
Total	20	14	15	15	16	13	13	14	16	16	12	13	13	10	9	13	13	15	15	20	274	
P	0,5	0,35	0,38	0,38	0,4	0,33	0,33	0,38	0,38	0,38	0,3	0,33	0,33	0,28	0,23	0,3	0,35	0,35	0,38	0,5		

NO	QUESTION ITEMS																				JML	SUM
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1		
2	1	0	0	0	1	1	1	1	0	0	1	0	0	1	0	1	1	1	1	0		
3	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	0		
4	0	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	1	1	1		
5	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0		
6	0	1	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0		
7	0	0	1	0	0	0	0	1	1	0	1	0	0	1	0	1	0	1	0	0		
8	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1	0	0	1	0	0		
9	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1		
10	0	0	0	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	0	0		
11	0	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	0	0	0		
12	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0		
13	1	0	1	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0		
14	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1		
15	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1		
16	0	0	0	1	1	1	0	0	0	1	0	1	0	1	1	0	1	0	1	1		
17	1	0	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0	1	0	0		
18	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	0	0		
19	0	1	0	1	0	1	0	0	1	0	1	1	1	0	0	1	1	0	1	1		
20	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1		
21	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1		
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26	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
27	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
28	1	0	0	1	0	1	1	0	1	0	1	0	0	1	0	1	0	1	0	0		
29	0	1	1	0	0	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0		
30	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1		
31	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1		
32	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1		
33	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1		
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40	1	0	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1		
Total	18	23	16	26	20	28	19	26	22	21	25	21	19	24	24	24	18	24	22	21		
P	0,45	0,58	0,4	0,65	0,5	0,7	0,48	0,65	0,55	0,53	0,63	0,53	0,48	0,6	0,6	0,6	0,45	0,6	0,55	0,53		
Q	0,55	0,42	0,6	0,35	0,5	0,3	0,52	0,35	0,45	0,47	0,37	0,47	0,42	0,4	0,4	0,4	0,55	0,4	0,35	0,37		

Appendix 1

The Validity

No	X	Y	XX	YY	XY
1	3	6	9	36	18
2	2	3	4	9	6
3	3	6	9	36	18
4	3	4	9	16	12
5	3	2	9	4	6
6	1	4	1	16	4
7	3	1	9	1	3
8	4	0	16	0	0
9	5	3	25	9	15
10	2	1	4	1	2
11	7	3	49	9	21
12	6	3	36	9	18
13	4	4	16	16	16
14	3	5	9	25	15
15	4	6	16	36	24
16	3	1	9	1	3
17	5	3	25	9	15
18	4	4	16	16	16
19	4	3	16	9	12
20	5	4	25	16	20
21	3	4	9	16	12
22	1	3	1	9	3
23	4	4	16	16	16
24	2	4	4	16	8
25	4	4	16	16	16
26	5		25	0	0
27	5	5	25	25	25
28	3	4	9	16	12
29	3	1	9	1	3
30	3	4	9	16	12
31	3	2	9	4	6
32	4	3	16	9	12
33	4	4	16	16	16
34	3	5	9	25	15
35	2	4	4	16	8
36	3	5	9	25	15
37	4	3	16	9	12
38	5	3	25	9	15
39	5	1	25	1	5
40	1	4	1	16	4
	141	133	565	535	459

Appendix 2
Item Validity of Vocabulary Mastery

$$\Sigma X_t = 443$$

$$X_t = \frac{443}{40} = 11,1$$

$$\Sigma X_t^2 = 6607$$

$$SD_t = \sqrt{\frac{\Sigma X_t^2 - \frac{(\Sigma X_t)^2}{N}}{N-1}} = \sqrt{\frac{6607 - \frac{(443)^2}{40}}{40}} = 6,6$$

No (1)

$$M_p = \frac{210}{18} = 11,7$$

$$r = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}} = \frac{11,7 - 11,1}{6,6} \times \sqrt{\frac{0,45}{0,55}} = 0,09 \times 0,9 = 0,081$$

$$t = \frac{r\sqrt{n-2}}{1-r^2} = \frac{0,081\sqrt{38}}{1-0,081^2} = 0,57 < 1,3 \rightarrow \text{Invalid}$$

$$\Sigma X_t = 275; M_t = \frac{275}{40} = 6,88; \Sigma X^2 = 2029$$

$$SD_t = \sqrt{\frac{\Sigma X_t^2 - \frac{(\Sigma X_t)^2}{N}}{N-1}} = \sqrt{\frac{2029 - \frac{(275)^2}{40}}{39}} = \sqrt{\frac{138,37}{39}} = \sqrt{3,55} = 1,88$$

$$\text{Soal No 1} \rightarrow M_p = \frac{144}{20} = 7,25$$

$$r = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}} = \frac{7,25 - 6,88}{1,88} \sqrt{\frac{0,5}{0,5}} = 0,5$$

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,5\sqrt{38}}{\sqrt{1-(0,5)^2}} = \frac{1,24}{0,9} = 1,4 > 1,3 \rightarrow \text{Valid}$$

Appendix 3

N (40)	Variable 1	Variable 2	Variable 3
Mean	5.54	3.45	7.06
Median	5.5	3.5	7
Modus	5.5	4	8
SD	1.41	0.98	1.03
Variable	1.99	0.86	1.07
Range	6	3.5	3.5
Max	8.5	5	8.5
Min	2.5	1.5	5
Sum	221.5	137.9	282.5

$$1. \quad Mp = \frac{210}{18} = 11,8 \rightarrow \frac{11,7 - 11,1}{6,63} \cdot \sqrt{\frac{0,45}{0,55}} = 0,9$$

$$SDt = \sqrt{\frac{\sum X_i^2 - \frac{(\sum X)^2}{n}}{n-1}} = \sqrt{\frac{6607 - \frac{(443)^2}{40}}{40-1}} = 6,6$$

$$r = \frac{Mp - Mt}{SDt} = \frac{\sqrt{p}}{\sqrt{q}} = \frac{11,7 - 11,1}{6,6} \cdot \sqrt{\frac{0,45}{0,55}} = 0,09 \cdot 0,9 = 0,081$$

$$t = \frac{r\sqrt{n-1}}{1-r^2} = \frac{0,081\sqrt{38}}{\sqrt{1-0,28}} = \frac{0,49}{0,85} = 0,57 < 1,3 \rightarrow \text{Invalid}$$

$$SD = \frac{6,607 - \frac{(443)^2}{40}}{39} = \frac{6607 - 4906,23}{39} = 43,61 = 6,6$$

$$r = 0,09 = 0,081$$

$$SDt = \sqrt{\frac{6607}{40} - \frac{(11,1)^2}{40}} = 167,2 - 123,2$$

$$= \sqrt{44} = 6,63$$

Appendix 4
Reliability of Vocabulary

No	Eneven	Even
1.	6	6
2.	6	6
3.	6	6
4.	5	8
5.	5	7
6.	2	3
7.	3	4
8.	3	8
9.	8	3
10.	2	6
11.	4	8
12.	12	9
13.	4	8
14.	8	9
15.	9	7
16.	4	3
17.	5	6
18.	7	5
19.	6	4
20.	9	8
21.	5	2
22.	5	5
23.	6	5
24.	1	6
25.	8	5
26.	3	3
27.	7	10
28.	4	6
29.	4	6
30.	7	7
31.	3	10
32.	7	6
33.	8	3
34.	3	7
35.	4	6
36.	2	10
37.	6	4
38.	6	5
39.	5	6
40.	5	4

$$\Sigma X = 212$$

$$\Sigma Y = 240$$

$$\Sigma X^2 = 1328$$

$$\Sigma Y^2 = 1612$$

$$\Sigma XY = 1287$$

$$R_{\frac{1}{2} \cdot \frac{1}{2}} = \frac{40 \cdot (1287) - (212)(240)}{\sqrt{(40 \cdot 1328 - (212)^2)(40 \cdot 1612 - (240)^2)}}$$

$$= \frac{51480 - 50800}{\sqrt{(53120 - 44944)(64480 - 57600)}} = \frac{680}{\sqrt{8176 \cdot 6880}}$$

$$= \frac{680}{\sqrt{56250880}} = \frac{680}{7500} = 0,1$$

$$R_{11} = \frac{2 \cdot r_{\frac{1}{2} \cdot \frac{1}{2}}}{1 + r_{\frac{1}{2} \cdot \frac{1}{2}}} = \frac{2 \cdot 0,09}{1 + 0,09} = \frac{0,18}{1,09} = 0,2$$

For reliability $\frac{1}{2}$ aggregate formula r percentage as follow:

$$r_{XY} = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{(N(\Sigma X^2 - (\Sigma X)^2)(N \Sigma Y^2 - (\Sigma Y)^2)}} = r_{\frac{1}{2} \cdot \frac{1}{2}} =$$

$$\text{for curve} \rightarrow r_{11} = \frac{2 \cdot r_{\frac{1}{2} \cdot \frac{1}{2}}}{1 + r_{\frac{1}{2} \cdot \frac{1}{2}}}$$

Appendix 5
Reliability of Grammar

No	Eneven	Even	
1.	3	6	
2.	2	3	
3.	3	6	$\Sigma X = 141$
4.	3	4	$\Sigma Y = 133$
5.	3	2	
6.	1	4	$\Sigma X^2 = 565$
7.	3	1	
8.	4	0	$\Sigma Y^2 = 535$
9.	5	3	$\Sigma XY = 459$
10.	2	1	
11.	7	3	
12.	6	3	$r_{12,12} = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{N \Sigma X^2 - (\Sigma X)^2} \sqrt{N \Sigma Y^2 - (\Sigma Y)^2}}$
13.	4	4	
14.	3	5	$= \frac{40.459 - 141.133}{\sqrt{(40.565 - (141)^2)(40.535 - (133)^2)}}$
15.	4	6	
16.	3	1	
17.	5	3	$= \frac{100.67}{\sqrt{(20684)(22886)}}$
18.	4	4	
19.	4	3	
20.	5	4	$= \frac{100.67}{\sqrt{473374024}}$
21.	3	4	
22.	1	3	
23.	4	4	$= \frac{100.67}{21757.16}$
24.	2	4	
25.	4	4	$= 0.0046$
26.	5	1	
27.	5	5	
28.	3	4	
29.	3	1	
30.	3	4	
31.	3	2	
32.	4	3	
33.	4	4	
34.	3	5	
35.	2	4	
36.	3	5	
37.	4	3	
38.	5	3	
39.	5	1	
40.	1	4	

Appendix 6

ANALYZING THE DATA

No	X ₁	X ₂	Y	X ₁ X ₁	X ₂ X ₂	Y Y	X ₁ X ₂	X ₁ Y	X ₂ Y
1	6	4.5	8.5	36	20.25	72.25	27	51	38.25
2	6	2.5	7.5	36	6.25	56.25	15	45	18.75
3	6	4.5	8	36	20.25	64	27	48	36
4	6.5	3.5	6.5	42.25	12.25	42.25	22.75	42.25	22.75
5	6	2.5	6	36	6.25	36	15	36	15
6	2.5	2.5	7	6.25	6.25	49	6.25	17.5	17.5
7	3.5	2	8	12.25	4	64	7	28	16
8	5.5	2	7	30.25	4	49	11	38.5	14
9	5.5	4	6	30.25	16	36	22	33	24
10	4	1.5	5	16	2.25	25	6	20	7.5
11	6	5	8	36	25	64	30	48	40
12	5.5	4.5	8.5	30.25	20.25	72.25	24.75	46.75	38.25
13	6	4	8	36	16	64	24	48	32
14	8.5	4	7.5	72.25	16	56.25	34	63.75	30
15	8	5	7	64	25	49	40	56	35
16	3.5	2	7	12.25	4	49	7	24.5	14
17	5.5	4	7.5	30.25	16	56.25	22	41.25	30
18	6	4	8	36	16	64	24	48	32
19	5	3.5	6.5	25	12.25	42.25	17.5	32.5	22.75
20	8.5	4.5	8.5	72.25	20.25	72.25	38.25	72.25	38.25
21	3.5	3.5	6	12.25	12.25	36	12.25	21	21
22	5	2	6.5	25	4	42.25	10	32.5	13
23	5.5	4	8	30.25	16	64	22	44	32
24	3.5	3	5	12.25	9	25	10.5	17.5	15
25	6.5	4	7.5	42.25	16	56.25	26	48.75	30
26	3	3	8	9	9	64	9	24	24
27	8.5	5	6	72.25	25	36	42.5	51	30
28	5	3.5	7	25	12.25	49	17.5	35	24.5
29	5	2	5	25	4	25	10	25	10
30	7	3.5	6.5	49	12.25	42.25	24.5	45.5	22.75
31	6.5	2.5	5	42.25	6.25	25	16.25	32.5	12.5
32	6.5	3.5	7.5	42.25	12.25	56.25	22.75	48.75	26.25
33	5.5	4	7.5	30.25	16	56.25	22	41.25	30
34	5	4	8	25	16	64	20	40	32
35	5	3	8.5	25	9	72.25	15	42.5	25.5
36	6	4	6	36	16	36	24	36	24
37	5	3.5	8	25	12.25	64	17.5	40	28
38	5.5	4	6.5	30.25	16	42.25	22	35.75	26
39	5.5	3	7	30.25	9	49	16.5	38.5	21
40	4.5	2.5	7	20.25	6.25	49	11.25	31.5	17.5
	221.5	137.5	282.5	1304.3	507.25	2036.8	792	1571.3	987

Appendix 7

The calculation of Analysis Correlation, Regression and Contribution

- X_1 = Predictor 1 (Vocabulary)
 X_2 = Predictor 2 (Grammar)
 Y = Criterion (Translation)
 a_1 = coefficient of predictor X_1
 a_2 = coefficient of predictor X_2

A. The result data calculation

$$\begin{aligned}\Sigma x_1 &= 221,5 & \Sigma x_1^2 &= 1304,25 & \Sigma x_1 y &= 1562,25 \\ \Sigma x_2 &= 137,5 & \Sigma x_2^2 &= 507,25 & \Sigma x_2 y &= 982 \\ \Sigma y &= 280,5 & \Sigma y &= 2012,25 & \Sigma x_1 x_2 &= 792 \\ X_1 &= 221,5/40 = 5,54 & X_2 &= 137,5/40 = 3,44 & Y &= 280,5/40 = 7,01\end{aligned}$$

B. The Deviation Value for Determining the Regression Equation

$$\begin{aligned}\Sigma x_1^2 &= \Sigma x_1^2 - \frac{(\Sigma x_1)^2}{N} = 1304,25 - \frac{(221,5)^2}{40} = 1304,25 - 1226,56 = 77,69 \\ \Sigma x_2^2 &= \Sigma x_2^2 - \frac{(\Sigma x_2)^2}{N} = 507,25 - \frac{(137,5)^2}{40} = 507,25 - 472,66 = 34,59 \\ \Sigma y^2 &= \Sigma y - \frac{(\Sigma y)^2}{N} = 2012,25 - \frac{(280,5)^2}{40} = 2012,25 - 1976,01 = 45,24 \\ \Sigma x_1 y &= \Sigma x_1 y - \frac{\Sigma X_1 \Sigma y}{N} = 1562,25 - \frac{221,5 \times 280,5}{40} = 8,98 \\ \Sigma x_2 y &= \Sigma X_2 Y - \frac{\Sigma X_2 \Sigma Y}{N} = 982 - \frac{137,5 \times 280,5}{40} = 17,78 \\ \Sigma x_1 x_2 &= \Sigma X_1 X_2 - \frac{\Sigma X_1 \Sigma X_2}{N} = 792 - \frac{221,5 \times 137,5}{40} = 30,59\end{aligned}$$

C. The Calculation of the coefficient of the constant value of a_1 , a_2 and a_0 by using the following formula

$$a_1 = \frac{(\sum x_2^2)(\sum x_1 y) - (\sum x_1 x_2)(\sum x_1 y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)^2} = \frac{34,59 \times 8,98 - 30,59 \times 17,78}{77,69 \times 34,59 - (30,59)^2} = 0,08$$

$$a_2 = \frac{(\sum x_1^2)(\sum x_1 y) - (\sum x_1 x_2)(\sum x_1 y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)^2} = \frac{77,69 \times 17,78 - 30,59 \times 8,98}{77,69 \times 34,59 - (30,59)^2} = 0,63$$

Then the equation of Y on X1 and X2 can be formulated as follows

$$Y = a_0 + a_1 X_1 + a_2 X_2$$

$$Y = a_0 + 0,08 X_1 + 0,63 X_2 \rightarrow \text{regression model}$$

$$a_0 = Y - a_1 X_1 - a_2 X_2$$

$$= 7,01 - 0,08 \times 5,54 - 0,63 \times 3,44 = 4,4$$

$$Y = 4,4 + 0,08 X_1 + 0,63 X_2$$

$$\Sigma(Y - Y) = 17,31$$

$$\Sigma(Y - Y)^2 = 39,21$$

$$\Sigma(Y - Y) = 45,74$$

Source	DF	SS	MS	F
Regression	2	17,31	8,66	8,16
Error	37	39,21	1,06	
Total	39	45,75		

Multiple correlation coefficient between calculation vocabulary and translation

$$r_{x_1 y} = \frac{\Sigma X_1 y}{\sqrt{(\Sigma X_1^2)(\Sigma Y^2)}} = \frac{8,98}{\sqrt{77,19 \times 45,24}} = 0,96$$

Multiple correlation coefficient between calculation grammar and translation

$$r_{x_2 y} = \frac{\Sigma X_2 y}{\sqrt{(\Sigma X_2^2)(\Sigma Y^2)}} = \frac{17,78}{\sqrt{34,59 \times 45,24}} = \frac{17,78}{39,5} = 0,45$$

Multiple correlation coefficient between calculation grammar, vocabulary and translation

$$R_{Y(12)} = \sqrt{\frac{a_{12}x_1y + a_2 \Sigma x_2y}{\Sigma y^2}} = \sqrt{\frac{0,08 \times 8,98 - 0,63 \times 17,78}{45,24}} = \sqrt{0,26} = 0,94$$

$$F_{ry} = \frac{R^2(N - M - 1)}{m(1 - R^2)} = \frac{(0,51)^2(40 - 2 - 1)}{2(1 - (0,51)^2)} = \frac{0,26 \times 37}{2 \times 0,26} = \frac{9,62}{1,48} = 6,5$$

Effective distribution

$$R^2 = \frac{SS_{ry}}{SS_{ht}} = \frac{17,31}{45,75} = 37,8\%$$

Effective vocabulary and grammar toward Y is 37,8% which 62,2% the other

$$R = \sqrt{R^2} = \sqrt{0,378} = 0,61 \text{ high coefficient correlation}$$

1. The relative contribution (Rc) of each predictor

a. The Vocabulary Mastery

$$RC\% \times X1 = \frac{1,71}{17,3} \times 100\% = 80\%$$

b. The Grammar Mastery

$$RC\% \times X2 = \frac{11,20}{17,3} \times 100\% = 30\%$$

2. The effective contribution of each predictor

a. The Vocabulary Mastery

$$EC\% \times X1 = \frac{1,71}{17,3} \times 37,8\% = 37,4\%$$

b. The Grammar Mastery

$$EC\% \times X2 = \frac{11,20}{17,31} \times 37,8\% = 24,20\%$$

Appendix 8

The data of the highest and lowest score of each variable.

Table 1

The data of the highest and the lowest of each variable by grammar, vocabulary, and translation

No	Variables	The Highest Score	The Lowest Score
1.	Grammar mastery	5	1.5
2.	Vocabulary Mastery	8.5	2.5
3.	Translation Mastery	8.5	5

Table 2

The Statistical Data of the Mean and the Standard Deviation of Each Variable by Grammar, Vocabulary, Translation Ability

Statistical Data	Vocabulary (X_2)	Grammar (X_1)	Translation (Y)
Mean	3.45	5.54	7.0
Standard Deviation	0.98	1.41	1.03

Appendix 9

The Frequency distribution and the histogram of vocabulary mastery, and translation ability.

**Vocabulary
Table 3**

The Frequency Distribution of the Vocabulary Mastery (N=40)

No	Interval Class	Frequency	Percentage (%)
1.	2.5 – 3.5	5	12.5%
2.	4 – 5.5	16	40%
3.	6 – 6.5	14	35%
4.	7 – 8.5	5	12.5%
	Sum	40	100

Figure 1. The Histogram of Frequency Distribution of the Students' Vocabulary Mastery

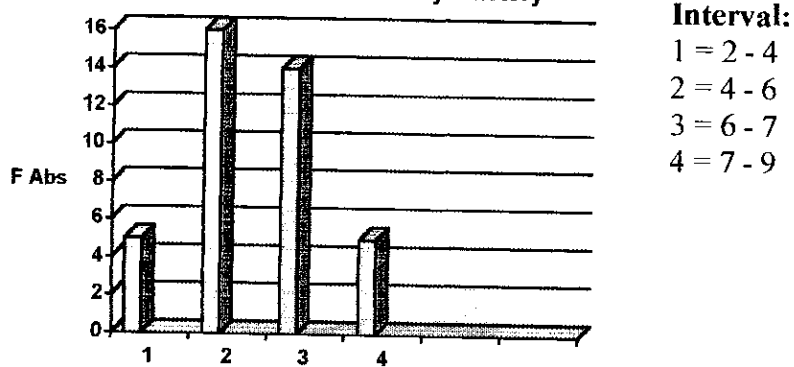
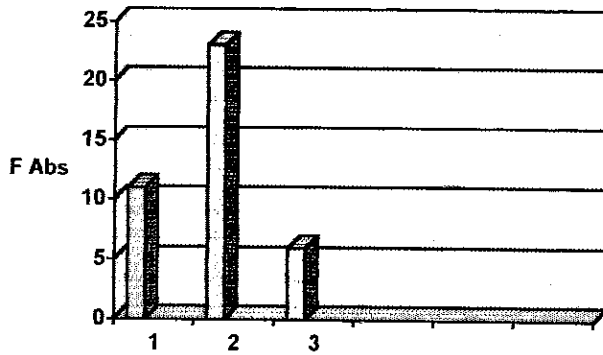


Table 4

The Frequency Distribution on the Grammar Mastery

No	Interval Class	Frequency	Percentage (%)
1.	1-2.5	11	27.5%
2.	2-4	23	57.5%
3.	4.5-5	6	15%
	Sum	40	100

Figure 2. The Histogram of Frequency Distribution of the Students' Grammar Mastery



Interval:

1 = 1.5 – 2.5

2 = 3-3.5

3 = 4.5-5

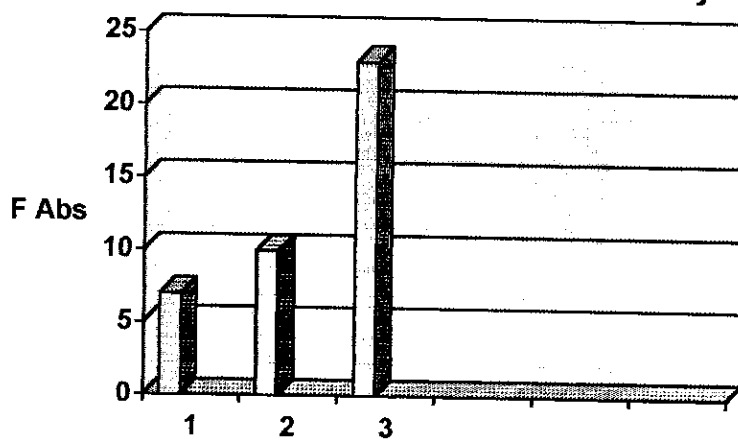
Translation

Table 5

The Frequency Distribution on the Translation Ability

No	Interval Class	Frequency	Percentage (%)
1.	5-6	7	23.1%
2.	6.5-7	10	33%
3.	7.5-8.5	23	75.5%
	Sum	40	100

Figure 1. The Histogram of Frequency Distribution of the Students' Translation Mastery



Interval:

1 = 4.5-6.5

2 = 6.5-7.5

3 = 7.5-9

No	Nama	No Induk	Nilai		
			Vocabulary	Grammar	Translation
1.	Ika Purwanti	2573	6	4,5	8,5
2	Ari Rizky	2601	6	2,5	7,5
3	Fitri	2602	6	4,5	8,0
4	Sri Waudat	2603	6,5	3,5	6,5
5	Ayub Difanto	2604	6	2,5	6,0
6	Ahmad Musta'in	2605	2,5	2,5	7,0
7	Riedi	2606	3,5	2,0	8,0
8	M. Haban	2607	5,5	2,0	7,0
9	Arief B	2608	5,5	4,0	6,0
10	M. Rosyid	2609	4	1,5	5,0
11	Sri Purwanti	2610	6	5,0	8,0
12	Titik Sri Supadmi	2611	5,5	4,5	8,5
13	Tri Susanti	2612	6	4	8,0
14	Sugeng Santoso	2613	8,5	4	7,5
15	Siti Zainab	2614	8	5	7
16	Sri Widodo	2615	3,5	2	7
17	Cahyo Hastanto	2616	5,5	4	7,5
18	Muthoharoh	2617	6	4	8
19	Suharno	2618	5	3,5	6,5
20	Mugiyat	2619	8,5	4,5	8,5
21	Nurrohmah	2620	3,5	3,5	6
22	Rini. S	2621	5	2	6,5
23	Nur hasanah	2622	5,5	4	8
24	Agus Muhaimin	2623	3,5	3	5
25	Umi hasanah	2624	6,5	4	7,5
26	Iin Winarsih	2625	3	3	8
27	Siti Murni	2626	8,5	5	6
28	Winarto	2627	5	3,5	7
29	Muflikhatun	2628	5	2	5

No	Nama	No Induk	Nilai		
			Vocabulary	Grammar	Translation
30	Jumiyati	2629	7	3,5	6,5
31	Kusmiyati S	2630	6,5	2,5	5
32	Sri Yunan	2631	6,5	3,5	7,5
33	Ita Lestari	2632	5,5	4	7,5
34	Nova Dana Sari	2633	5	4	8
35	Suminah	2634	5	3	8
36	Purwaning Suci	2635	6	4	6
37	Winanto	2636	5	3,5	8
38	Syaiful	2637	5,5	4	6,5
39	Sri Wijayanti	2638	5,5	3	7
40	Elfi Novianti	2639	4,5	2,5	5



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
MUHAMMADIYAH JAWA TENGAH
SMU MUHAMMADIYAH 04 ANDONG
STATUS DIAKUI SK Dirjen Dikdasmen No. 36 C.C7/Kep./MN/1998
Alamat : Jl. Raya Kacangan, Andong, Boyolali 57384 Telp. 08121538582

Andong, 12 Februarii 2004

Kepada Yth :
Kepala Sekolah Muhammadiyah 4
di –
Andong Boyolali

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : **SHOFWAN**
NIM : 11399051
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris (PBI)
Judul Sripsi : A CORRELATION STUDY
BETWEEN VOCABULARY MASTERY AND
GRAMMATICAL COMPETENCE TOWARDS
TRANSLATION SKILL OF THE SECOND YEAR
STUDENTS OF SMU MUHAMMADIYAH 4 ANDONG
BOYOLALI IN THE ACADEMIC YEAR 2003/2004

Bahwa saudara shofwan telah meneliti di SMU MUHAMMADIYAH 4 Andong Boyolali selama 60 hari mulai tanggal 15 Nofember sampai 15 Januari 2003.

Demikianlah surat izin ini saya sampaikan kepada saudara terima kasih.

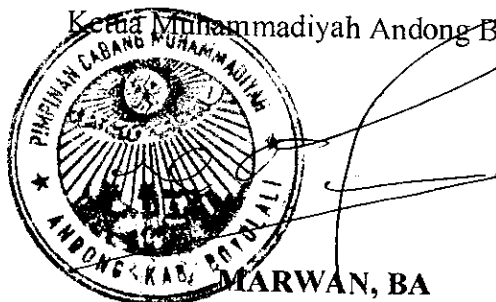
Wassalamu'alaikum Wr. Wb.

Kepala Sekolah

Ketua Muhammadiyah Andong Boyolali



FAMZIS, BA.



MARWAN, BA