THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THE ABILITY TO TRANSLATE ENGLISH DESCRIPTIVE TEXT INTO INDONESIAN

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Article Info	Abstract
Article History Received: January 2024 Revised: February 2024 Published: April 2024 **Keywords** Correlation; Descriptive text; Translation; Vocabulary mastery;	*Vocabulary and translation are two aspects that have a close relationship in learning English as to be able to translate a text student should have adequate vocabulary mastery. The presented study aims to figure out the correlation between students' vocabulary mastery and their translation ability, and to explore their problems in translating English descriptive text into Indonesian. This study applied quantitative research by using the correlational method, and the respondents were 32 students of grade X C at SMAN 1 Purwanegara, Central Java. Furthermore, in order to gather the data, researchers used tests and semi-structured interviews. The data were analysed using Pearson-Product Moment correlation using SPSS 26.0. The findings revealed that the mean score of students' vocabulary mastery was 66.72, and the mean score of translation ability was 63.72. Meanwhile, the correlation value (r) between the vocabulary mastery and English-Indonesian translation ability score is 0.786. Thus, based on the interpretation score of correlation proposed by Sugiyono (2018), the correlation between vocabulary mastery and the ability to translate the descriptive text was in the high category (0.786), Furthermore, the result of hypothesis testing revealed that the comparison of the "r_{count}" and the "r_{table}" shows that r_{count} as much as 0,786 is clearly higher than "r_{table}" value which is 5% or 0,338 and 1% or 0,435. Therefore, there is a high correlation between students' vocabulary mastery and their ability to translate descriptive text into Indonesian.*

INTRODUCTION

English has an essential role since students are required to possess English competencies by learning the language skills and components. Hasan & Subekti (2017), urge that learners need to comprehend four skills to have competence in English. Meanwhile, Marwati *et al.,* (2022), state that apart from the skills, students also need to acquire more knowledge on three elements of language namely vocabulary, pronunciation, and grammar. Of the three elements, one of the essential aspects in the language is vocabulary mastery. Richards & Renandya, (2002), support this statement by stating that vocabulary is the fundamental element of language skills and basic guidelines for students to read, write, and speak.

Vocabulary is the basic unit of language that has a role as a basis for communicating with other people both spoken and written. According to Amaliyah & Fatmasari (2023), in learning a language, learners cannot be separated from activities of translating words, phrases, and sentences into paragraphs. Students should have translation skills to be able to transfer messages from the SL into the TL with similar intentions (Bishry, 2018). Having a large vocabulary mastery will help learners to communicate more effectively. Conversely, limited vocabulary

mastery will lead the learners to have difficulties in expressing ideas properly, and communicating both orally and in writing (McCarthy *et al.,* 2010; Nadia *et al.,* 2022)

Translation ability is the skill of replacing words or text in a language with another language with the same intention in written form (Newmark, 1981). According to Catford (1965), translation is the activity of replacing written material in the source language (SL) with similar written material to the target language (TL). Nababan (2007), defines translation as the activity of switching an information of a source language to another language through written or oral form. As a complex process, translator needs to possess adequate vocabulary and good English skills (Ningrum & Dhewi, 2023). For most EFL teachers, translation is very important in language learning and is commonly associated with communicative approaches (Hanafi, 2017). Meanwhile, for students, being able to translate will assist them in understanding the meaning of the text (Ulfa *et al.,* 2023).

In the Indonesian context, English is taught in schools ranging from secondary to tertiary level and students learn several genres such as descriptive, procedure, narrative, and descriptive text (Ningsih & Karim, 2023) Descriptive texts play an important role in literature, academic writing, and everyday communication. Mukarto *et al.* (2007), state that descriptive text is a type of writing that is used to explain something in detail about a place, person, or animal to deliver knowledge to the reader. These texts often require a deep understanding of the vocabulary to precisely deliver the intended message to the target language. Hariyanto & Wulandari (2019), confirm that having enough vocabulary makes it possible for students to understand how to translate a text. Meanwhile, Ilyas & Kaniadewi (2022), argue that having a large number of vocabularies will contribute to student's comprehension of the messages delivered. Sarwono (2014), states that correlation is the technique of analysis for measuring associations or relationships between two variables.

Several studies had been carried out to examine the correlation between vocabulary mastery and translation, for instance, Oktari *et al.* (2019), carried out a study to discover the students' grammar proficiency and translation ability. This study utilized a quantitative correlational method participated by 40 students. The data were collected using the grammar and translation tests. Furthermore, they were analyzed with the Pearson Product Moment Formula using SPSS version 16.0. The findings showed that there were 77.5% of students acquired poor grammar skills, and there were 82.45% of students acquired poor translation skills. Meanwhile, the correlation coefficient was 0.797, that indicates there is a correlation between students' grammar knowledge and translation skills. Kulsum (2020), carried out a study to find out students' vocabulary mastery and the accuracy of translation in the English language. This study utilized documentation as well as vocabulary acquisition tests and translation tests to acquire the data. The data were examined by the statistically correlated product moments formula. The findings showed that the greater the student's vocabulary, the higher the translation accuracy.

Another relevant study was conducted by Ula *et al.* (2007), who examined students' translation ability and their level of vocabulary, and grammar mastery. The findings of this study revealed that grammar and vocabulary acquisition are important factors for translation ability, with an r coefficient of 0.900. r2= 0.809. This means that learning vocabulary and grammar within a text contributes to up to 81% of translation ability. Both predictors play a significant role with the value F = 152.688. When both were analyzed, vocabulary acquisition played a stronger role in translation ability with t= 11.093, while grammar acquisition had t= 7.909 with the same significance value of 0.000.

Our preliminary observation showed that the majority of students at SMA N 1 Purwanegara found it difficult to comprehend the content and meaning of descriptive text due to their low level of translation ability. Therefore, the English teacher sometimes translated the passage for them during the learning and teaching process. Having had this problem,

researchers were curious to examine whether or not the level of students' vocabulary mastery correlates with their translation ability.

This research hopefully will be useful for obtaining further knowledge of vocabulary acquisition and the ability of translation for students and teachers. Moreover, English teachers may utilize these findings to consider appropriate teaching methods to enhance their students' vocabulary mastery and translation skills. In addition, it will promote the students' awareness of the need to increase vocabulary acquisition in learning English and to gain better translation quality in years to come. Therefore, the following questions are set: 1) Is there any correlation between vocabulary mastery and students' ability to translate English descriptive text into Indonesian?, and 2) What are the students' problems in translating the English descriptive text?.

RESEARCH METHOD
Research Design
The study at hand employed a quantitative research design, specifically utilizing the correlational method. This method was deemed suitable due to the predominant nature of the data, which primarily comprised numerical figures and statistical measures. By opting for a correlational approach, the researchers aimed to explore and establish the relationship between two key variables: students' mastery of vocabulary and their proficiency in translating English descriptive text into Indonesian. Quantitative research, characterized by its emphasis on numerical data and statistical analysis, was deemed appropriate for this study given its objective of quantifying and examining the correlation between the identified variables. Through the correlational method, the researchers sought to elucidate the extent to which students' vocabulary mastery influenced their ability to accurately translate English descriptive passages into Indonesian. This methodological choice enabled the researchers to systematically analyze the data, allowing for a rigorous examination of the relationship between students' vocabulary acquisition and translation skills. By employing statistical techniques, such as correlation coefficients, the study aimed to provide empirical evidence regarding the strength and direction of the relationship between the variables of interest.

Population and Sample
32 students from Grade X C at SMAN 1 Purwanegara in the academic year 2021/2022 participated as respondents. They were chosen as the respondents because first, they had learned the descriptive text in the previous semester; second, the learning-teaching process in the class was conducted both in English and Bahasa Indonesia; and third, our preliminary observation showed that this class was very active and enthusiastic about learning English writing and translation. Thus, it enabled researchers to conduct the study in the aforementioned class on the nature of the study and the issue of translation ability and vocabulary mastery.

Research Instruments
In order to collect data for the study, the researchers implemented a two-fold approach involving vocabulary tests and translation tests administered to the respondents. These tests were designed to assess the participants' translation ability and vocabulary mastery comprehensively. Firstly, students were tasked with completing a vocabulary test, which aimed to gauge their familiarity and proficiency with the relevant vocabulary items. Subsequently, participants were required to translate a descriptive text from English into Bahasa Indonesia. Prior to conducting the tests, students were provided with a brief introduction to both the descriptive text and the translation techniques pertinent to the task at hand. This introductory session served to familiarize the participants with the content and context of the descriptive text, thereby ensuring that they possessed the requisite background knowledge and understanding necessary for the translation task. Additionally, students were briefed on key translation strategies and techniques to equip them with the necessary skills and tools to tackle

the translation test effectively. By providing this preparatory introduction, the researchers aimed to mitigate potential confounding factors and ensure that participants were adequately prepared and informed prior to undertaking the assessment tasks. This systematic approach not only facilitated a standardized testing procedure but also helped to optimize the reliability and validity of the data obtained. Overall, the combination of vocabulary tests, translation tests, and preparatory introduction sessions provided a robust methodology for evaluating students' translation abilities and vocabulary mastery within the study's research framework.

Data Collecting Techniques

In the vocabulary test, researchers measured students' vocabulary in written form for the meaning, and the students were provided 30 minutes to complete it. The test questions consist of 20 items, divided into two main aspects in the form of multiple choice questions, namely the Meaning aspect items (1-10), and the Grammar aspect items (11-20). The maximum score is 20, and each correct answer gets a score of 1, and 0 for incorrect answers. In the translation test, researchers provided a descriptive paragraph to be translated by the respondents. To assess the respondents' translation ability, a translation scoring rubric was applied as proposed by . Furthermore, the assessment rubrics cover four aspects, including source text meaning, style cohesion, situational appropriateness, and translation skills.

The first aspect (source text meaning), assesses the meaning of the origin text, which suggests students' understanding of the message in the origin text. The second aspect (style cohesion), assesses students' translations and links the results to specific genres in the target language. The third aspect (situational appropriateness), assesses students' standard skill to incorporate practical aspects of the text objective into their translations. The last aspect (translation skills), assesses students' utilization of translation skills. Furthermore, it took 30 minutes for them to translate the text into Bahasa Indonesia. In addition, the lowest score for every aspect is 1 and the highest score is 4. Apart from vocabulary and translation tests, the researchers also conducted semi-structured interviews to explore students' problems in translating English descriptive texts into Indonesian. For this purpose, eight respondents were involved in the interview session.

Data Analysis Techniques

Data analysis techniques are ways to analyze collected data (Creswell, 2009). In this study, numerical data were gained from the vocabulary and translation assessment. Moreover, the scoring of vocabulary and translation were divided into five classifications as proposed by (Arikunto, 2009) in Table 1 as follows:

Table 1
Score Classification

Score range	Classification
90-100	Excellent
75-89	Good
60-74	Fair
50-59	Less
0-49	Poor

Adopted from Arikunto (2009)

The researchers then applied the correlational technique to analyze the data. It is a technique that is used to evaluate the correlation between two variables which examined statistically. Fraenkel & Wallen (2012), states that correlational study is the connection level of two or more quantitative variables by using a correlation coefficient. In this case, the SPSS application was utilized to determine the relationship between students' vocabulary mastery and translation ability. Furthermore, computer calculations of Pearson product-moment

correlation were used to examine the data. The interpretation of the correlation coefficient (r), utilizes Sugiyono's table of interpretation of score correlation (2018), as presented in Table 2 as follows:

Table 2
Interpretation Score of Correlation

Interval coefficient	Interpretation
0,00- 0,199	Very low
0,20- 0,399	Low
0,40- 0,599	Enough
0,60- 0,799	High
0,80- 1,000	Very high

Adopted from Sugiyono (2018)

Research Hypothesis

The researchers' assumptions were formulated in the following hypothesis: Ha (alternative hypothesis): There is a correlation between students' vocabulary mastery and the ability to translate English-Indonesian students of grade XC SMAN 1 Purwanegara. Ho (null hypothesis): There is no correlation between students' vocabulary mastery and English-Indonesian translation skills of 10th grade students of SMAN 1 Purwanegara.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
Correlation between Vocabulary Mastery and Students' Ability to Translate English Descriptive Text into Indonesian

To figure out the correlation between students' vocabulary mastery and their translation ability, the researchers used a descriptive text and construct vocabulary test to be completed by the respondents. Meanwhile, to describe the students' translation ability, the researchers conducted a semi-structured interview. The first point of analyzing the data was to confirm the validity and reliability of the instrument. The next process was data analysis to determine the correlation between the variables. The following are the results of the validity and reliability test score of students' vocabulary and their ability to translate the descriptive text into Indonesian.

The Results of the Validity and Reliability Test
Validity Test

This test was conducted to determine the validity of a multiple choice. It is declared as valid if the contents indicate the matter that will be analyzed. The test is performed by comparing the computed r_{value} to r_{table}. The validity test in this study was conducted on 20 multiple choice of vocabulary questions. The validity analysis outcome showed that the r_{value} of all items displayed a greater value than r_{table} (0.361). Thus, all test items are valid and reliable.

Reliability Test

This test was performed by testing the instrument twice on the respondents. Then, the SPSS 26.0 program was used to analyze the obtained data. The reliability of the written test result showed that Cronbach's Alpha value is 0.665. Based on the reliability coefficient basic making proposed by Guilford (2016), Cronbach's Alpha value (0,665) is bigger than 0,60. This means that the items on this research instrument are reliable.

Having received the students' vocabulary mastery score, the researchers then calculated the data and obtained descriptive statistics using the SPSS program. The findings revealed the

entire score of the 32 students who took the vocabulary test was 2135, which is shown in the summary section of Table 4.4. The mean value or average score is 66.72. In this case, the average mode score is 70. The highest score is 95 and the lowest score is 35. Meanwhile, the final standard deviation is 16.87. The information on the evaluation frequency of vocabulary mastery test scores was valid. The result shows that there were 32 students who completed the vocabulary mastery test, with the result that 3 students (9.4%) obtained 35, 2 students (6.3%) gained 40, 2 students (6.3%) obtained 50, and 1 student (3.1%) got 60. Furthermore, 3 student (9.4%) 65, 5 students (15.6%) received 70, 6 student (18.8%) reached 75, 2 students (6.3%) reached 80, 4 students (12.5%) gained score of 85, 1 student (3.1%) obtained score of 90, 1 student (3.1%) got score 95. These students' scores can be calculated to find out the percentages and classifications based on the interval of scores, as shown in Table 3 as follows:

Table 3
Percentage of Students Vocabulary Mastery Test Score

		Frequency	Percent	Valid Percent	Categories
	90-100	2	6.2	6.2	Excellent
	75-89	12	37.5	37.5	Good
Valid	60-74	9	28.1	28.1	Fair
	50-59	4	12.5	12.5	Less
	0-49	5	15.7	15.7	Poor
	Total	32	100.0	100.0	

As we can see in Table 3, out of 32 students, two students (6.2%) are categorized as "Excellent", and twelve students stand in the range 75-89 which means 37,5% of students are categorized as "Good". Moreover, there are 28,1% (nine students) stand in the range 60-74 that categorized as "Fair". Meanwhile, four students lie in the range 50-59 categorized as "Less" in which 12,5%. Meanwhile, there are five students (15,7%) are in the "Poor" category as their score lies between 0-49.

Students' English-Indonesian Translation Score (Y Variable)
The following are the results of calculation of students' English-Indonesian translation scores. To obtain a valid score, the researchers involved two inter-raters to assess the students' translation test results. The data were computed to determine the descriptive statistics using the SPSS 26.0 program applied as a test of translation acquisition. The results showed that the mean value is 63.72, and the mode score is 79. On this test, the students' lowest score is 25, and the highest score is 90. Meanwhile, the standard deviation is 20.58.

Table 4
Frequency of Translation Test Score

Translation Score				
		Frequency	Percent	Valid Percent	Cumulative Percent
	25	3	9,4	9,4	9,4
	27	2	6,3	6,3	15,6
	40	1	3,1	3,1	18,8
	48	2	6,3	6,3	25,0
Valid	52	1	3,1	3,1	28,1
	56	1	3,1	3,1	31,3
	60	1	3,1	3,1	34,4
	63	1	3,1	3,1	37,5
	65	2	6,3	6,3	43,8

Translation Score				
	Frequency	Percent	Valid Percent	Cumulative Percent
69	1	3,1	3,1	46,9
71	2	6,3	6,3	53,1
73	3	9,4	9,4	62,5
75	2	6,3	6,3	68,8
79	4	12,5	12,5	81,3
83	2	6,3	6,3	87,5
85	1	3,1	3,1	90,6
88	1	3,1	3,1	93,8
89	1	3,1	3,1	96,9
90	1	3,1	3,1	100,0
Total	32	100,0	100,0	

Table 4 reveals the frequency of translation score results of the translation test that was attended by 32 students. As we can see in the table, out of 32 students, three students (9.4%) obtained 25, two students (6.3%) acquired 27, and one student (3,1%) gained 40. Moreover, two students (6,3%) obtained 48, one student (3.1%) gained 52, one student (3,1%) obtained 56, one student (3,1%) acquired 60, one student (3.1%) achieved 63, and two students (6,3%) got 65. Meanwhile, there are one student (3,1%) reached 69, two students (6,3%) got 71, three students (9,4%) achieved 73, two students (6.3%) reached 75, four students (12,5%) obtained a score of 79, and two students (6,3%) reached a score of 83. In addition, one student (3,1%) achieved 85, one student (3,1%) obtained 88, one student (3,1%) reached a score of 89, and one student (3,1%) obtained 90. However, none of the students achieved the perfect grade of 100 points, and three students achieved the lowest score. Additionally, the researchers calculated the students' scores and found percentages and classifications based on score intervals is presented in Table 5 as follows:

Table 5
Percentage of Students' Translation Test Score

Translation Test				
		Frequency	Percent	Valid Percent	Categories
Valid	81-100	8	25,0	25,0	Excellent
	61-80	12	37,5	37,5	Good
	41-60	7	21,9	21,9	Fair
	21-40	5	15,6	15,6	Less
	1-20	0	0	0	Poor
	Total	32	100,0	100,0	

In relation to the computational analysis conducted, the study found that the average score attained by students in translation tests from English to Indonesian was calculated to be 63.72. Notably, a significant proportion of students' scores fell within the range of 61 to 80, constituting approximately 37.5% of the total grades, which categorizes them within the 'Good' proficiency level. Conversely, a smaller percentage, precisely 15.6%, fell within the range of 21 to 40, indicative of students classified within the 'Less' proficiency category. It is noteworthy that none of the students' scores fell below the threshold required for the 'Poor' proficiency category. Further analysis revealed that a considerable number of students, totaling eight individuals, achieved scores within the top 25% range, thus earning them the 'Excellent' proficiency designation. This observation underscores the noteworthy translation capabilities demonstrated by these students in accurately translating the provided descriptive text from

English to Indonesian. This breakdown of students' performance across proficiency categories provides valuable insights into the distribution of translation test scores and the corresponding levels of proficiency attained by the student cohort. Such insights are instrumental in gauging the overall effectiveness of the instructional approach and identifying areas for potential improvement in language learning and translation skills development.

Correlational Testing

As previously stated by the researchers, all analyses in this study primarily used computational processing using the SPSS 26.0 program. One of the tasks in SPSS 26.0 is to find the significance of correlations using Pearson Product Moment Analysis. Beforehand, there are requirements to conduct correlational research, including the distribution of the data should be normally distributed, and there must be a linear relation between the variables. Therefore, the researchers conducted a normality, linearity, and correlational test to fulfil the requirements.

Normality Test

The normality test of this research was conducted by the SPSS 26.0 program with the Kolmogorov Smirnov test. If the result of the test is more than 0.05, it can be claimed the data have been distributed normally. Otherwise, if the sig. value less is than 0.05, the data is declared invalid. The data show the calculation of the normality test. The data show that the significance value is 0.200, which is more than 0.05. It means that the data are in a normal distribution.

Linearity Test

It was conducted to identify whether or not the connection between the independent variable and the dependent variable is linear. The linearity test in this study used the SPSS 26.0 program. The results of the calculation of the linearity test is displayed in Table 6, as follows:

Table 6
The Result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Translation Score * Vocabulary Score	Between Groups	(Combined)	8852,950	11	804,814	3,735	,005
		Linearity	8121,848	1	8121,848	37,697	,000
		Deviation from Linearity	731,102	10	73,110	,339	,959
	Within Groups		4309,050	20	215,452		
	Total		13162,000	31			

The findings presented in Table 6 reveal a significant inference regarding the relationship between the vocabulary variable and the translation variable. Specifically, the calculated significance value (sig. value) of 0.959 exceeds the conventional threshold of 0.05. This observation indicates that there exists a linear relationship between the two variables under investigation. The significance of this finding lies in its implication for understanding the interplay between vocabulary mastery and translation ability among the study participants. A

confirmed linear relationship suggests that variations in one variable correspond predictably to variations in the other variable. In this context, it implies that students with higher levels of vocabulary mastery tend to demonstrate greater proficiency in translating English text into Indonesian, and vice versa. Such insights gleaned from statistical analyses contribute to the broader understanding of the factors influencing translation performance and language proficiency among students. By establishing a clear relationship between vocabulary acquisition and translation ability, educators and researchers can develop targeted interventions and instructional strategies aimed at enhancing students' language skills and proficiency levels. Thus, the systematic examination of these variables offers valuable implications for pedagogical practices and curriculum development in language education contexts.

Correlational Test

This test was conducted after the data was fully collected and the requirements were met. The researchers ran the program and finally obtained the coefficient correlations. The results of the correlation tests using the Product Moment Correlation test yielded two essential information namely the correlation strength and the direction as displayed in Table 7 as follows:

Table 7
Pearson Product Moment Correlation
Correlations

		Vocabulary Score	Translation Score
Vocabulary Score	Pearson Correlation	1	,786**
	Sig. (2-tailed)		,000
	N	32	32
Translation Score	Pearson Correlation	,786**	1
	Sig. (2-tailed)	,000	
	N	32	32

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

The correlation value presented in Table 7 is 0.786. This correlation value indicates the strength of the correlation between vocabulary and translation. Since the apparent coefficient correlation is 0.786 (stands in intervals 0.60 and 0.799), the result means that the correlation between these two variables is categorized as high category. This category referred to the coefficient correlation interpretation table as proposed by Sugiyono (2013). The correlation can be claimed to be positive because the value obtained is in a positive range. This means that when one variable increases, the other variables also increase. This also happened when one variable decreased and the other variables also decreased. The Sig is reported based on the Pearson correlation.

Hypothesis Testing Result

As stated previously, the researchers proposed the hypothesis to be tested. The researchers did the hypothesis testing and the results of computation through the SPSS program revealed that the Sig. (2-tailed) was 0,000 which is less than the significance level of 0,05. This reveals that the alternate hypothesis (H_a) is accepted. Meanwhile, the comparison of the "r_{count}" and the "r_{table}" shows that r_{count} as much as 0,786 is higher than "r_{table}" value which is 5% or 0,338 and 1% or 0,435. Thereby, there is a high correlation between students' vocabulary mastery and their ability to translate. In short, the Alternate (H_a) is accepted, and the Null Hypothesis (H_o) is rejected.

Students' Problems in Translating the Descriptive Text into Indonesian

To explore students' problems in translating the descriptive text into the Indonesian language, the researchers conducted a semi-structured interview using convenience random sampling techniques. Eight respondents were involved in the interview session, and the results of the interview are displayed in excerpts 1 to 5. The results of interviews with the respondents showed that the majority of respondents found it hard to translate the descriptive text into Indonesian because they have a very limited amount of vocabulary, lack knowledge of word class, and sentence types, and have insufficient knowledge of cultural-context of English, as well as low support from their community. For instance, the results of the interview with respondent (R21), showed that he found it difficult to translate the text due to a low level of vocabulary mastery, as he expressed in excerpt 1 as follows:

> *"I found it hard to translate the text because lack of vocabulary, thus, I do not know several words in the text, and my English is not good to interpretate the messages within the text. Besides, I did not receive enough support from my community life since I live in a suburb" (R21).*

A similar problem was encountered by two respondents (R 27 and R31), who stated that they experienced difficulty in finding the exact Indonesian equivalent of the words and phrases within the text, as they addressed in excerpt 2 as follows:

> *"...well, actually, my main problem is that I could not distinguish the meaning of the words and phrases due to the variety of contexts in the story. Some words may not have exact meanings, or the same word may have different meanings in different contexts. To this point, I am often confused in choosing which one is the appropriate words and phrases in the Indonesian context" (R27).*

> *" I failed to find the Indonesian equivalent for some words and phrases in the text given because I am not familiar with those expressions, and I am afraid that my word choices are not appropriate for the Indonesian context" (R31).*

Apart from the vocabulary and cultural context, students also found it difficult to deal with English sentence structure. The differences between English and Indonesian sentence construction made them unable to provide good translation products. English sentence structure tends to be more direct and simple, while Indonesian often has longer and more complex sentences. This issue was addressed by three respondents (R5, R10, and R24) as seen in excerpt 3 as follows:

> *"I have a problem in identifying the English sentence construction which is different from Bahasa Indonesia way of constructing sentences"(R5).*

> *"...the system of the two languages is different indeed. As a result, I was not sure how to translate the messages from the text into meaningful sentences in the Indonesian language" (R10).*

> *"...I have always wanted to translate the text as the way of translating a text in Bahasa Indonesia. I know it is not right to do, but I found it difficult to adapt and deal with this issue in most of my translation sessions" (R24).*

In translating a text from the source language (SL) into the target language (TL), it is necessary to find out the closest meaning and synonym of words, so the messages are not violated. This technique was used by respondent (R5), as she expressed in excerpt 4 as follows:

"...when I have to deal with words or phrases that are difficult to translate from English to Indonesian, the first step I took was to find out the closest meaning in the Indonesian language, and synonym of the words or phrases to ensure the right messages are conveyed" (R5).

The importance of consistency in translation has been addressed by many experts in the field. Thus, when we translate a text, it is necessary to maintain the original message to ensure the consistency of our translation product, especially when translating a long and complete text. Respondent (R16) shared her experiences as seen in excerpt 5 as follows:

"I made a list of important vocabulary to ensure consistency of the choice of words and phrases during translation. In addition, I always double-check the words that have been translated into the source text to make sure whether they are correct or not in the target language" (R16).

Discussion

The computed results unveiled a correlation value of 0.786, signifying the strength of the relationship between vocabulary and translation variables. This correlation coefficient falls within the high category range, as delineated in the coefficient correlation interpretation table proposed by Sugiyono (2018). This categorization underscores the robustness of the correlation between the two variables, indicating a substantial degree of association between students' vocabulary mastery and their translation proficiency. Furthermore, the nature of this correlation can be characterized as positive, as indicated by the positive range of the correlation value and affirmed by the significance of the Pearson correlation coefficient. A positive correlation implies that as one variable increases, the other variable also tends to increase, and conversely, as one variable decreases, the other variable tends to decrease. In the context of this study, the positive correlation between vocabulary and translation suggests that students with stronger vocabulary skills are more likely to exhibit higher proficiency levels in translating English text into Indonesian, and vice versa. These findings hold significant implications for understanding the dynamics of language learning and proficiency development among students. By elucidating the positive and substantial correlation between vocabulary mastery and translation ability, educators gain valuable insights into the interconnectedness of these linguistic competencies. This knowledge can inform the design of targeted instructional interventions aimed at fostering holistic language acquisition and proficiency enhancement among learners.

Based on the results of a semi-structured interview conducted with the respondents in the present study, we acknowledged several problems regarding the translation difficulty such as low level of vocabulary mastery, different language systems, structure between English and Indonesian languages, as well as cultural context. The finding of present study is in line with Amaliyah & Fatmasari, (2023), who state that the major problem faced by Indonesian students at schools is lack of vocabulary. They went on to say that in teaching learning English, students 'vocabulary mastery cannot be separated from translation activity in the English classroom. Indeed, vocabulary mastery is something that is influential to translation process. Meanwhile, Kurniawan *et al.*, (2021) confirm that grammar, vocabulary mastery, meaning, style, proverbs, and idioms are among the problematic factors encountered by students in the translation process. This statements supports Hadrus' findings (2017), who state that students experienced some barriers in translation, including the meaning of words, idiomatic phrases, long and complex sentences. Therefore, students need to possess enough vocabulary as it is the most necessary language element (Dewi, 2019).

An interesting point of view was addressed by Marwati *et al.*, (2022) who state that the authorities must include vocabulary lesson in the school curriculum, and EFL teachers need to assist students learn and develop their vocabulary. In the hope that students will master English language skills by continuously improving their vocabulary mastery. Having enough vocabulary, students will understand the translated text and they will find it easy to convert it

into the target language. In other words, the more vocabulary students acquire, the easier it will be to translate. This statement is supported by Karim *et al.*, (2022) who state that possessing a wide range of vocabulary will contribute to students' communication skills. That is why having limited vocabulary mastery will hinder students to communicate in English. Apart from these issues, cultural influences can also cause students to make mistakes when translating phrases and words they do not know in their native language. Soemarno (1988), confirms that learners find it difficult to translate related meanings, such as grammatical, and sociocultural meaning.

The results of hypothesis showed that the Sig. (2-tailed) was 0,000 which is less than the significance level of 0,05. Meanwhile, the comparison of the "r_{count}" and the "r_{table}" shows that r_{count} as much as 0,786 is higher than "r_{table}" value which is 5% or 0,338 and 1% or 0,435. Thus, we can claim that there is a high correlation between students' vocabulary mastery and their ability to translate descriptive text into Indonesian at SMAN 1 Purwanegara. That is why the alternate hypothesis is accepted, and the null hypothesis is rejected.

Despite the problems encountered by the respondents in the translation activities, the data revealed that the majority of respondents obtained a good grade in the translation of the descriptive text because they received a good score on the vocabulary test. Therefore, in this present study, we may claim that there is a high correlation between vocabulary mastery and their translation ability.

CONCLUSION & RECOMMENDATION
Conclusion

Several necessary points need to be highlighted regarding the findings and discussion ; First, The data obtained presented the students' highest grade on vocabulary mastery test was 95, and the lowest was 35. Furthermore, the mean value was 66,72 which belongs to the range 60-74. This means that the student's vocabulary mastery was classified into the Fair category. Meanwhile, the students' highest grade of English-Indonesian translation test was 90, and the lowest grade was 25. Moreover, the mean score was 62,85 which belongs to the range 60-74. This indicates that the students' English-Indonesian translation was classified into the Fair category. Second, the correlation coefficient value obtained from r_{count} was 0,786 considered as high as the coefficient correlation interpretation by Sugiyono (2013). Thus, we can claim that there is a high correlation between students' vocabulary mastery as well as their English-Indonesian translation ability.

Third, the r_{count} showed a positive value which implies that the larger the vocabulary the students have the better their translation skills. It is shown that students with high vocabulary scores also have high points in the translation test. On the contrary, students who had low scores on vocabulary tests also got low scores on their translation tests. Thus, a low level of vocabulary mastery leads the students to have problems in translating words or phrases from English to Indonesian which has an impact on their translation ability. Fourth, in translating the text, students experienced some difficulties finding the synonyms of words and phrases translated, a very limited amount of vocabulary as well as lack of knowledge of word class and sentence types. In addition, they lack knowledge of the context of English, low support from their community.

Recommendation

Several recommendations for stakeholders and future directions are forwarded namely, first, teachers have to pay more attention to students' translation skills, as well as motivate them to enrich their vocabulary mastery. Moreover, the teacher should provide feedback on students' work so they can recognize weaknesses in translating texts. Hence, the students who still lack translation will be able to translate more accurately. Second, researchers recommend students acquire sufficient vocabulary before starting translation work. Furthermore, to improve

students' translation ability, they should practice with other types of texts to improve their translations both from English into Indonesian language and vice versa. Third, for the next researchers, since one of the issues of translations is dealing with sentence structure and language systems, we recommend to them to conduct a similar study on translation ability in connection with students' writing ability and grammatical knowledge in the tertiary level settings.

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