

The Correlation of Students' Vocabulary Mastery and Translation Accuracy in Narrative Text

A.Putri Nurfadhila

aputrinurfadhila@bg.unismuhmakassar.ac.id

Nur Intan

nurintan21@bg.unismuhmakassar.ac.id

Sitti Maryam Hamid

maryamhamid@unismuh.ac.id

Ratu Yulianti Natsir

ratu.yulianti@unismuh.ac.id

Universitas Muhammadiyah Makassar

ABSTRACT

This study began with a gap in the literature regarding the relationship between vocabulary mastery and translation accuracy. Although many studies have shown a positive correlation between the two, most of these studies are general and less specific in examining certain types of texts. Thus, this study aims to fill this gap by investigating in depth the relationship between vocabulary mastery and translation accuracy of narrative texts, specifically in the context of translating the Indonesian folktale "The Legend of Roro Jonggrang". This study was conducted on sixth-semester English Education students at the Muhammadiyah University of Makassar. Through a quantitative correlational approach and data analysis using the Kendall's Tau correlation test. The data was obtained from a questionnaire which was created via Google Forms and distributed online via the WhatsApp application. With a significance value (p-value) of 0.000, which is less than the cutoff of 0.05, the results showed a significant link between vocabulary and translation accuracy. This finding indicates that strong vocabulary mastery is an important factor in producing accurate translations of narrative texts. In addition, this study also highlights the importance of considering the unique cultural and linguistic contexts of narrative texts in the translation process. The implications of this study are the need to integrate vocabulary development and translation activities in language learning, as well as the importance of selecting varied texts to improve students' ability to translate various types of texts.

Key words: Translation; Vocabulary; Narrative; Correlation

INTRODUCTION

Translation is a crucial skill that language learners, particularly those studying English must acquire. To expand their understanding, English language learners

will require certain English-language publications. The learners can accurately transfer the book's information if the translation is completed correctly. Thus, it may make it simpler for students to understand the book's main point. On the other hand, misinterpretation of the book's meaning could occur if students struggled to translate the book's substance. Then, it will be quite difficult for them to comprehend. Silalahi, Rafli & Rasyid (2018) stated the translation concept needs to suitably employ the target language's grammatical structure, vocabulary, communication context, and cultural background from the source language. Furthermore Safei & Salija (2018) said if the translation continues accurate to the context and information in the original language, it can be considered accurate.

According to As'ad (2022) and Farahsani et al (2021), translating a text's meaning into another language while keeping the author's objectives in mind may be challenging. Translation involves a number of factors, including the text's meaning, which is its contents in the original language; the translator's intention, which includes the translation's goal; the target reader; the text's background, which focuses on etiquette and diction techniques; and the quality of the translation in relation to the original purpose of the text. According to According to Kulsum (2020), the following assurances are given while translating a text from the source language (SL) into the target language (TL): The two languages will have similar surface meanings in the first place, and the SL structure will be maintained to the greatest extent possible without appreciably altering the TL structure. Put another way, accuracy is the most crucial factor for translators to take into account when translating because there are numerous terminology with similar meanings.

One of the most crucial elements of translation is vocabulary. One of the most important elements in translation is vocabulary. Lack of vocabulary is a significant obstacle for students in producing accurate translations. When the vocabulary is limited, students will have difficulty finding the right words to convey the nuances of meaning contained in the source language. As a result, the resulting translation is often unnatural, even misinterpreted. In addition, lack of vocabulary also hinders in-depth understanding of the source text. students will have difficulty capturing the context and implied meaning in the text, so that the resulting translation is shallow and does not reflect the original meaning. This statement is supported by Marwati, Nur & Muliati, the capacity to translate is also strongly correlated with vocabulary; the greater one's vocabulary, the simpler it is to translate word, phrase and paragraphs. Furthermore Prasetyaa & Baharsyah (2020) stated vocabulary is a collection of all knowledge, including how to use language and its meaning. According to Nadia (2022), having a strong vocabulary makes it easier to convey the meaning of the target language orally and in writing. Vocabulary development is a crucial part of language development, claim Kurniawan, Saputri, and Isnaini (2020). When employing words, there are three crucial vocabulary-related variables to consider: word creation, word meaning, and word usage. Remember that words can have multiple meanings.

Various text genres are studied by students in Indonesia from intermediate to high level including narrative, procedural, and descriptive. Susanto (2021) defines a narrative text as one that delivers stories to readers or listeners in order to amuse or educate them. The three main components of a narrative text are setting, conflict, and resolution. Like this, Murcia & Olshtain (2020) described a narrative text as a collection of historical events presented to the reader in a chronological order with the intention of entertaining or amusing them. To effectively communicate the intended meaning in the target language, these documents frequently need for a precise vocabulary grasp. According to Hariyanto & Wulandari (2019), learners can comprehend how to translate a text if they have a sufficient vocabulary. On the other hand, Ilyas & Kaniadewi (2022) contend that a wide vocabulary will help students understand the information being presented (Ilyas, 2022).

This study contributes to a deeper understanding of the relationship between vocabulary mastery and narrative text translation ability. Unlike previous studies that may be more general, this study specifically investigates the correlation between the two variables in the context of the narrative genre. By focusing on narrative texts, this study acknowledges the complexity of the language used in this genre, including the use of figurative language, figures of speech, and emotional nuances that require a broad vocabulary mastery. Furthermore, this study goes beyond the mere evaluation of translation accuracy by exploring how vocabulary mastery affects students' comprehensive understanding of the translated text. As such, this study makes a significant contribution to the field of language teaching and translation, particularly in understanding how vocabulary factors play a role in the translation process and how this may affect students' learning outcomes.

LITERATURE REVIEW

Previous studies provide substantial evidence of a positive correlation between vocabulary mastery and translation ability. First Kurniawan, Saputri & Isnaini (2021) Their research findings show that students' vocabulary proficiency and their translation capacity are positively correlated. By using the Pearson Product Moment method and SPSS for data analysis, a significance value (P value) of 0.000 with $\alpha = 0.05$ was obtained. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because the P value of 0.000 is smaller than $\alpha 0.05$. This finding implies that students need to have a strong command of the language to be able to translate well.

Second, Pratama et al., (2024) claimed in their study aims to investigate students' difficulties translating English descriptive texts into Indonesian and determine the correlation between their vocabulary mastery and translation skills. The results showed that students' vocabulary mastery and translation skills had mean scores of 66.72 and 63.72, respectively. In meanwhile, there is a 0.786 correlation value (r) between the English Indonesian translation ability score and vocabulary mastery. Additionally, the results of the hypothesis test showed that when the "rcount" and the "rtable" are compared, the rcount of up to 0.786 is obviously higher than the

"r_{table}" value of 5%, or 0.338, and 1%, or 0.435. Thus, the capacity of students to translate descriptive texts into Indonesian is highly correlated with their vocabulary competence.

Third, according to Nadia, Zamihu & Adu (2022) their study was conducted utilizing an instrument for research in the form of an exam given to students in order to ascertain the relationship between their ability in vocabulary and their capacity to translate English texts into Indonesian. Based on statistical research, this conclusion was reached with a r_{table} value of 0.381 and a significance level of 0.996. The alternative hypothesis (H₁) is accepted, and the null hypothesis (H₀) is rejected since the r_{xy} value is more than the r_{table} value (0.996 > 0.381) and the significance value is less than 0.5. It indicates that grade 10 students at MAS Al-Barokah Kolese showed a correlation between their vocabulary competence and their capacity to translate English texts into Indonesian.

Last, Amaliyah & Fatmasari (2023) explained in this study tests and documentation are used in the data collection process for this investigation. The translation and vocabulary tests provide the score information. r_{xy} = 0,513 > r_{table} = 0,246 (for the 5% level) and 0,207 (for the 1% level) are the values obtained from hypothesis testing. Thus, it is possible to conclude that H₀ is rejected and H_a is accepted. This indicates that eleventh-grade students at SMK Al-Huda Bumiayu in the academic year 2021–2022 have a strong link between their command of vocabulary and their capacity to translate between English and Indonesian, with a middle-level correlation.

Previous studies consistently demonstrate a strong correlation between vocabulary mastery and translation ability. They emphasize that students with higher vocabulary proficiency are better equipped to translate texts accurately. Research has primarily focused on descriptive texts and general translation tasks, providing evidence that a solid vocabulary foundation is crucial for effective translation. These findings establish the importance of vocabulary mastery as a key factor influencing translation performance and lay the groundwork for further exploration into specific text genres.

This study aims to Investigate the relationship between students' vocabulary skills and their translation accuracy in the narrative text "Legend of Roro Jonggrang". Then this study also aims to fill the knowledge gap in previous studies regarding the correlation between comprehension mastery and translation accuracy, especially in the context of narrative texts. Although previous studies have shown a positive relationship between these two variables, the focus of the study is often general and less specific to certain text genres. This study will specifically investigate the correlation in the context of narrative text translation, such as "Legend of Roro Jonggrang". Thus, this study is expected to make a significant contribution to understanding the complexity of narrative text translation and identifying the unique challenges faced by students in translating such texts. In addition, this research also aims to provide practical implications for language

teaching, particularly in developing more effective learning strategies to improve students' translation skills.

METHOD

Design and Sample

The research was conducted using a quantitative research design with correlational methods. According to Haradhan & Mohajan (2020), Quantitative research uses mathematical techniques to examine numerical, precise data that is not subject to change. Specifically, statistics is used to answer questions about who, what, where, when, how much, how many, and how. It examines things objectively, logically, and with numbers. This approach is suitable given the primary nature of the data, which is primarily composed of numerical values and statistical measurements. Through the use of a correlational methodology, the researchers sought to investigate and determine a connection between two important factors: students' command of vocabulary and their ability to translate the English narrative text "The Legend of Roro Jongrang" into Indonesian.

The population in this study was the English Education Department of Muhammadiyah University of Makassar. Stratified sampling was used in this study, all 6th semester students were involved as samples. According to Etikan and Bala (2017), stratified sampling is effective for populations with distinct subgroups or strata that could influence the research outcomes. The sixth-semester students were grouped into strata based on their academic performance or class sections to provide a balanced representation of abilities. This method was deemed appropriate as it allowed the researchers to capture variability within the population and ensured that the sample accurately reflected the diversity of students in terms of their vocabulary mastery and translation accuracy levels.

Instruments and Procedure

The data was obtained through a questionnaire (Alik, Nina, & Panagiota, 2021) that was made online using google form and disseminated using Whatsapp application. The questionnaire consisted of two sections: a translation task where participants translated a provided narrative text into Indonesian and a vocabulary test comprising 40 multiple-choice questions assessing word meaning and usage. To ensure validity, the questionnaire was piloted with a small group of students focusing on assessing vocabulary mastery and translation skills. Their feedback was incorporated to refine the questions and tasks. Reliability was assessed through Cronbach's Alpha, which produced a reliability coefficient of 0.85, indicating high reliability (Priyatno, 2018). Validated and reliable instruments were then distributed to respondents.

Data Analysis

The researcher calculated the statistical analysis using SPSS version 24 which consisted of a normality test using Shapiro-Wilk. Then, to determine the correlation between two normally distributed variables, Pearson Correlation was used. Kendall Tau Correlation was used as a data processing technique if the data distribution was not normal. This aims to determine whether translation accuracy and students' vocabulary mastery are correlated.

RESULT AND DISUSSION

The first is data about vocabulary mastery which comes from questionnaire questions. The second data is the result of the translation of the Roro Jongrang text. To determine whether or not there is a relationship between vocabulary knowledge and translation accuracy, all data is computed and examined. Testing the data's normality must be done first. To ascertain whether or not the residual values are regularly distributed, the normality test is utilized. The Shapiro Wilk test in SPSS can be used to check whether data is normal. Each instrument's data was examined, and the results of the normality test are displayed below.

Table 1. Normality Test Vocabulary Mastery

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	sig
Vocabulary Mastery	,260	40	,000	,862	40	,000

Table 2. Normality Test Translation Accuracy

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	sig	Statistic	df	sig
Transalation Accuracy	,290	40	,000	,863	40	,000

Table 1 and Table 2 show the normality test for vocabulary mastery and translation accuracy. The data normality test, according to Gunawan (2020), is a tool used to assess whether or not the data is normally distributed and whether it came from a population with a normal distribution. The findings of the normalcy test allow for conclusions to be drawn. Data that have a significance value greater than 0.05 are thought to be consistently distributed. If the significance value is less than 0.05, it is argued that the data is not regularly distributed (Pratham & Permatasari, 2021).

The results of the two normality tests indicated that the translation accuracy and vocabulary mastery data were not normally distributed. This is due to the fact that the translation accuracy and vocabulary mastery outcomes of the normality test are both 0.000. Although the resulting data was non-normal, the researcher used Kendall's Tau correlation to determine the correlation. The following are the results of the link between vocabulary mastery and translation accuracy.

Table 3. Correlation Test

	Vocabulary	Translation
--	------------	-------------

Kendall's tau_b	Vocabulary	Correlation Coefficient	1.000	.628**
		Sig (2-tailed)	.	.000
		N	40	40
	Translation	Correlation Coefficient	.628**	1.000
		Sig (2-tailed)	.000	.
		N	40	40

The significance value is used to decide what hypothesis is accepted. According to Priyatno (2018) states that H_a is acceptable if the value is significant and reached $\leq \alpha=0.05$, while H_o is acceptable if the value is significant and greater than 0.05 (Sig. 2-tailed > 0.05). Then, according to Kwak (2023), the significance threshold is frequently chosen at 0.05 in order to compare with the p-value, or significance probability value. The results of the P less than 0.05 are regarded as "significant," whereas those more than 0.05 are classified as "not significant." The Sig.2-tailed result in the preceding table is 0.000, where $0.000 < 0.05$, indicating that H_o is rejected. This suggests that there is a substantial association between translation accuracy and vocabulary competence.

The study shows the critical connection between English language learners' vocabulary mastery and translation accuracy. The findings reinforce the notion that a solid vocabulary foundation significantly enhances the ability to translate texts accurately, as substantiated by several researchers and studies. The theoretical framework suggests that vocabulary is a fundamental aspect of translation. As Prasetyaa & Baharsyah (2020) point out, vocabulary encompasses all language knowledge, including its usage and meaning. Mastery in vocabulary, as Nadia (2022) emphasizes, facilitates clearer communication in both written and spoken forms. This becomes particularly relevant in translation, where the precise meaning of terms is vital. Kurniawan, Saputri, and Isnaini (2020) highlight that understanding word formation, meaning, and usage is essential for effective translation, given the multiple meanings words can have.

Previous research studies have shown a direct correlation between vocabulary mastery and translation accuracy. For instance, Kurniawan, Saputri & Isnaini (2021) found a significant positive correlation, supported by statistical analysis using the Pearson Product Moment formula. This is also supported by Pertiwi's (2021) research, which found a strong and high link between vocabulary competence and translation abilities. Similarly, Amaliyah & Fatmasari (2023) demonstrated a significant correlation in their study, further reinforcing the importance of vocabulary in translation.

The present study utilized a quantitative correlational methodology to examine the connection between sixth-semester students at Muhammadiyah University of Makassar's vocabulary skill and translation accuracy. The study employed a

questionnaire with a translation task and a vocabulary test. The study had to apply Kendall's Tau correlation because the normality test findings indicated that the data were not normally distributed. An important correlation between translation accuracy and vocabulary knowledge was found in the results, with a significance value (p-value) of 0.000, below the 0.05 cutoff.

The results of this study have significant implications for English language teaching practices, especially in the context of English language learning. The results show that increasing comprehension mastery directly contributes to increasing translation accuracy. This approach aligns with the views of Hariyanto & Wulandari (2019) and Ilyas & Kaniadewi (2022), who assert that a robust vocabulary base is crucial for understanding and translating texts accurately. Therefore, teachers need to pay more attention to students' language development through various interesting and varied learning activities. In addition, integrating learning with translation tasks can be an effective strategy to improve both abilities simultaneously. Further research can be conducted involving a larger and more diverse population and exploring other variables that may affect the relationship between comprehension mastery and translation accuracy, such as learning strategies used by students.

This study makes a significant contribution to existing knowledge by focusing on the specific challenges in translating narrative texts, specifically the Indonesian folktale "The Legend of Roro Jonggrang." Unlike previous research that often examines general translation skills, this study delves deeper into the unique linguistic and cultural nuances of translating literary works, revealing how vocabulary mastery plays a critical role in navigating these complexities. Moreover, the findings highlight that vocabulary mastery is not merely passive recall but an active skill critical for achieving accurate translation. Furthermore, this study demonstrates a robust research approach by effectively addressing data limitations using Kendall's Tau correlation, which offers valuable insights for researchers in other contexts where data may not meet the assumptions of parametric tests. These findings provide a more nuanced understanding of the complex relationship between vocabulary mastery and translation accuracy, offering valuable insights for educators and researchers in the fields of language learning and translation studies.

CONCLUSION

This study successfully proved a significant correlation between vocabulary mastery and translation accuracy of the narrative text "Legend of Roro Jonggrang". The results of the data analysis showed that the better a student's vocabulary mastery, the more accurate the translation produced. This finding supports previous studies that emphasize the importance of vocabulary in the translation process. The implication of this study is that in language learning, especially in the context of translation, vocabulary development should be the main focus. Teachers need to design a variety of learning activities to enrich students' vocabulary, such as intensive reading, vocabulary building exercises, and pair or group activities involving text translation. In addition, narrative text translation activities can be

used as an effective learning strategy to improve both vocabulary mastery and translation skills. Thus, this study provides a valuable contribution to the development of language teaching, especially in the context of narrative text translation.

REFERENCES

- Aliki, K., Makrina-Nina, Z., & Panagiota, D. (2021). A Needs Analysis Questionnaire: Designing and Evaluation. *Journal of English Literature and Language*, 1–9. [https://doi.org/10.31829/2767-2964/jell2021-2\(1\)-107](https://doi.org/10.31829/2767-2964/jell2021-2(1)-107)
- Amaliyah, E., & Fatmasari, Y. (2024). The Correlation Between Students' Vocabulary Mastery and Their English-Indonesian Translation Ability at Eleventh Grade of SMK Al-Huda Bumiayu. *Jurnal Dialektika Program Studi Pendidikan Bahasa Inggris*, 124-134. <https://doi.org/10.58436/jdpbi.v10i2.1297>
- As'ad, M. (2020). Analysis of Nursing Student Ability in English Abstract Translation. *English Education and Literature Journal (E-Jou)*, 86-94. <https://doi.org/10.53863/ejou.v2i02.448>
- Celce-Murcia, M., & Olshtain, E. (2020). *Discourse and Context in Language Teaching: A Guide for Language Teachers*. United States of America: Cambridge University Press.
- Farahsani, Y., Rini, I. P., & Jaya, P. H. (2021). Google Translate Accuracy in Translating Specialized Language From English to Bahasa Indonesia. *Advances in Social Science, Education and Humanities Research*, 427–435. <https://doi.org/10.2991/assehr.k.210120.156>
- Gunawan, C. (2020). *Mahir Menguasai SPSS . Panduan Praktis Mengolah Data Penelitian*. Sleman: Budi Utama.
- Hariyanto, H., & Wulandari, F. (2019). An Analysis of Students' English Vocabulary Mastery and Translation Ability in Senior High School. *Edukasi: Jurnal Pendidikan*, 250-263. <https://doi.org/10.31571/edukasi.v17i2.1239>
- Ilyas, A. A., & Kaniadewi, N. (2022). Students' Perception on the Use of Spotify to Improve Students' Pronunciation . *Inspiring: English Education Journal*, 119-132. <http://103.76.50.195/JoEELE/article/view/37946>
- Kurniawan, I., Saputri, A. Y., & Isnaini, R. (2021). The Correlation Between Students' Vocabulary Mastery and Their Translation Ability at The First Semester of The Eleventh Grade of Man 2 Bandar Lampung in The Academic Year of 2017/2018. *English Education: Jurnal Tadris Bahasa Inggris* , 257-279. <https://doi.org/10.24042/ee-jtbi.v14i2.10571>
- Kulsum, U. (2020). The Correlation Between Vocabulary Mastery and Translation Accuracy of Students at English Language as Foreign Application Standard (Elfast) Pare Kediri . *AL-FIKRAH: Jurnal Studi Ilmu Pendidikan dan Keislaman* , 1-9.
- Kwak, S. (2023). Are Only p-Values Less Than 0.05 Significant? A p-Value Greater Than 0.05 Is Also Significant! *Journal of Lipid and Atheroscler*, 89-95. <https://doi.org/10.12997/jla.2023.12.2.89>

- Marwati, S. R., Nur, S., & Muliati, A (2022). The Profile of Vocabulary Mastery and Translation Ability of Junior High School Students in Pangkep. *Journal of Excellence in English Language Education*, 317-323. <http://103.76.50.195/JoELEE/article/view/37946>
- Mohajan, H. K. (2020). Quantitative Research: A Successful Investigation in Natural and Social Sciences. *ournal of Economic Development, Environment and People*, 52-79. <https://doi.org/10.26458/jedep.v9i4.679>
- Nadia, N., Zamha Zamihu, J., & Adu, B. (2022). Correlation Between the Students Vocabulary Mastery and Their Ability in Translating English Text Into Indonesian at Mas Al Barokah Kolese. *English Education Journal* , 107-118. <https://doi.org/10.55340/e2j.v8i2.1079>
- Pertiwi, & Eka, C. (2021). The Correlation Between Vocabulary Mastery and Translation Ability of The Eleventh Grade Students of Sma Negeri 11 Palembang. *Repository Universitas Tridinanti*, 1-23.
- Pratama, A. J., Karim, S. A., Matas, G., & Sudiro, S. (2024). The correlation between students' vocabulary mastery and the ability to translate English descriptive text into Indonesian. *Journal of Languages and Language Teaching*, 738-751.
- Pratama, S. A., & Permatasari, R. I. (2021). Pengaruh Penerapan Standar Operasional Prosedur dan Kompetensi Terhadap Produktivitas Kerja Karyawan Divisi Ekspor Pt. Dua Kuda Indonesia. *Jurnal Ilmiah M-Progress*, 38-47. <https://doi.org/10.35968/m-pu.v11i1.600>
- Prasetya, E. P., & Baharsyah, J. (2020). The Correlation Between Students' Vocabulary And Their Translation Ability At Smk Nahdlatul Ulama . *JEELL (Journal of English Education, Linguistics and Literature) English Departement of STKIP PGRI Jombang*, 123-125. <https://doi.org/10.32682/jeell.v6i2.1516>
- Safei, N. H., Haryanto, H. H., & Salija, K. (2018). The Naturalness and Accuracy of English Short Story Translation. *ELT Worldwide*, 44-53. <https://doi.org/10.26858/eltww.v5i1.5770>
- Silalahi, M., Rafli, Z., & Rasyid, Y. (2018). The Analysis of Errors in Translation of Scientific Text From English to Indonesian Language. *Journal of Education, Teaching and Learning*, 23-27. <https://doi.org/10.26737/jetl.v1i1.456>
- Susanto, D. (2023). Penggunaan Media Kartu Untuk Meningkatkan Hasil Belajarmembaca Teks Narrative Pada Siswa Kelas Ix B Smp Negeri 3 Trenggalek. *Secondary : Jurnal Inovasi Pendidikan Menengah*, 259-265. <https://doi.org/10.51878/secondary.v3i4.2527>