The Influence Of Reading Comprehension And Vocabulary Mastery Toward Translation Skill

Anam Sutopo and Rozita Radhiah Said

Abstract: This purpose of this research is to know the influence of reading comprehension and vocabulary mastery toward translation skill. This research was a quantitative research. The population of this research is the students of English Education Department, Universitas Muhammadiyah Surakarta, consisting of 2,000 students. The sample of this study was 1,290 students who are selected by using random sampling. This research applied the questionnaire for collecting the data. The questionnaires are dealing with reading comprehension, and vocabulary mastery, and translation skill. The writers used SPSS version 21.0 to analyze the data which consist of descriptive statistic, classic assumption test, multiple regressions and hypothesis testing such as t-test (partial), f-test (simulation), coefficient of determination, predictor contributions. The result of this research shows that F result is 58.277 with the significant is 0.000. The result of R2 is 0.583. It means that there is a positive and significant influence of independent variables toward the dependent variable individually and simultaneously. There are positive and significant influence among students’ reading comprehension and students’ vocabulary mastery toward students’ translation skill for the students of English Education Department, UMS consisting of 58.3%. It means that students may get a good achievement in translation if they improve their mastery vocabulary and use it in their reading comprehension comprehensively.

Keywords: reading comprehension, vocabulary mastery and translation skill.

1. INTRODUCTION

Language is very important as the tool for communication among people. Language is also the media for sharing the idea. Without using language well, usually people are easy to make misunderstanding from one to another. There are many languages used by people around the world for making communication, including English. People should understand English for communicating one to another. It means that people may use English for developing science and technology because of its development which grow up quickly. In another hand, English can be used as one of the bridges to make better life in this global interaction, including Indonesian. In Indonesia, English becomes the foreign language. English has been learned by the students since Elementary School (ten years old) until University level (twenty five years old). There are four skills that should be mastered by the Indonesian learners, namely speaking, listening, writing and reading. Listening and reading are the difficult and important skills. It means that both skills, especially reading, are important ones for the students. Students who have a good reading skill can develop their potency to understand the contents and information. Meanwhile, people and students who have not mastered English can get real problems in understanding and getting messages from the English text. Thus, translation is one of the alternative solutions for helping them. Translation activity enables the English text to be translated into Indonesian one. It means that the role of translation in developing the science and technology is also very significant. It may help people to understand the material through reading the translated text. Translation is not an easy task. This statement shows that translation is not only crossing the two languages or more, because it needs some factors influencing the result or quality of translation.

Those factors are vocabulary acquisition, learning motivation, reading ability, writing skill and the background knowledge of the text to be translated. Translation needs a critical attention. It means that the core of translation is transferring ‘meaning’ or ‘message’ from the source language (SL) into the target language (TL). The translator must be careful in transferring message from SL into TL accurately. Thus, it is common to see “gain and lose” of the meaning in translation since it does not change the message. The translator is able to seek the most similar meaning between the source text (ST) and the target text (TT). The translator should keep the excess and mission in the source language then they may transfer it into the target text. When the translator has translated well semantically, but they cannot move to the closer mission, and then the result of translation is not good. The translator has spent their time and energy carelessly. So, to avoid this useless activity and to have a nice work, the translator should not only consider the linguistics aspect and text to be translated but also to think the translation theory. Translation (Meschonnic, 2018: 340) is an act of language, and every act of language implies an ethics of language”. Weissbrod (2009: 229) explained that “translation is an operation performed on languages: a process of producing one language based on the knowledge of another language”. These statements have a meaning that the translation is as the operational form from the use of language, translation is also as the process produced the use of one language, translation is also as a process resulted from the use of one language based on the knowledge from other languages. It means also that when people understand two languages or more, they can transfer the message from one language to another language. On other words, the process of translation is as the process of meaning reproduction from one language to another language. Samiati (2007: 1) said that translation is dealing with transferring content or ideas from source language to target language. In the detail explanation, she states that the above message or ideas are as the central in the translation. It means to translate the material well; the translator needs to focus on meaning as the central issues in the source language to be transferred to the target language. Catford (2009: 35) said that ‘it is generally agreed that meaning is important in translation—particularly in total translation. Indeed, translation has often been defined with reference to
meaning; a translation is said to have the same meaning as the original. In transferring process meaning becomes the central point and urgent in the translation process. For producing a good translation, it is impossible for the translator to have one side understanding of meaning. Meaning must be considered and transferred accurately and grammatically correct. It is not easy for finding the equivalence of accurate meaning. Every translation activity is begun by analyzing the source language text because the translator must understand with the source language text first. Analysis of source language texts is manifested in reading activities (Gokal, 2013: 36). Furthermore, the activity of reading source language texts is intended to understand the contents of the text. It is impossible for the translator to understand the contents of a text if he does not read the text before. An understanding of the content of the text requires an understanding of the linguistic and extralinguistic elements contained in a text. The linguistic element refers to elements of language and extralinguistic elements referring to elements that are outside of language. This extralinguistic element is related to the socio-cultural source language text which is an integral part of the language. Understanding of meaning cannot be separated from the sociocultural context, so that meaning is also part of extralinguistic. In addition, the field of meaning and form of language is like two sides of a coin. Both are inseparable. The meaning is always realized in the form of language. Language analysis carried out on source language texts touches various levels, such as levels of sentences, clauses, phrases, and words. Here the translator is required to make the right decision, because improper decision making will cause the analysis process to deviate from its meaning. This is in accordance with the explanation of (Hui-juan, 2017: 51) which states that “Translators must, therefore, make decisions in this strong sense. The decision-making process is one of the reasons that translations are performativity events”. Analysis at these levels is considered necessary because in essence each text is formed from these levels. In addition, the ability to understand the meanings realized in these levels is the main capital for understanding the contents of the text as a whole. Analysis at the level of complex sentences, for example, aims to identify the clauses that make up the complex sentence. In this way, the translator will be able to recognize free clauses and bound clauses. The practical purpose of such an analysis is to help translators convert complex sentences into simple sentences in their translations. Simple sentences are generally easier to understand than complex sentences. The same thing also happens in the analysis of the phrase level, which is intended to identify the core element (head), and the element limiting or explanatory (modifier). After the translator can understand the meaning in the source language, he will also be able to capture the message contained in it. The next step is to transfer the meaning or message contained in the source language into the target language. In this transfer phase, translation is required to find the equivalent language of the source language in the target language. In this transfer process, the meaning and message are inner processes. The process takes place in the mind of the translator. After the content, meaning and message are in his mind, he then expresses it in the target language verbally or in translation . To get a good translation, in accordance with the purpose of the translation itself, the translation needs to be harmonized. Alignment or restructuring is the conversion of the transfer process into a stylistic form that matches the target language, reader, or listener (Kridalaksana, 2004). Thus, at that stage of alignment, an interpreter needs to pay attention to the variety of languages to determine the style of language that matches the type of text being translated. In addition, the translator also needs to pay attention to who the translation is intended as stated by Nababan “If the stages of analysis of understanding the source language text, transfer of content, meaning, message in the source language into the target language and the alignment have been completed by the translator, then he has produced a translation” (2012: 42). From the statement, it is clear that the end of the translator's assignment in the translation process is to make the source language alignment from the translation results in order to fulfill target language in the form of the good translation. This illumination activity is of course done after the translator conducts an analysis of the understanding of source language texts and message transfer activities. Without doing both activities, the translator cannot carry out the translation activities of the translation (Sutopo, 2015: 55) Meanwhile, the translation process can also be done by a) translating the sentence according to the style of language to be translated, b) paying attention to the consistency of terminology that is often used, c) after all documents are translated, using the time to read all the documents that have been translated with being careful without comparing it with the original document to ensure that the sentences can be clearly understood and are not meaningful, d) ask other people who do not translate the documents made, to ensure that they also understand the translated documents clearly and do not have a double understanding, and e) Irregularities and different understandings between the translator and the reader must be completed through a meeting before the translation results submitted to the client. This method is actually not much different from the method described above. In other words, these five steps can be summarized into three steps as much as they have been discussed before. Vocabulary acquisition supports the translator in translating the material. By having advanced vocabularies, the process of translation could be done easier [8]. Vocabulary mastery may quietly influence the translator in doing the task. Vocabulary may help translator in doing the translation result". In reading skill, the translator begin finding the main idea, getting the message, determining specific meaning, stating the purpose of the passage and getting reference and make inference. From the reading process, comprehending the text is an important step for the translator, including students. After mastering English well, the students may improve their reading and writing skill. It means that students can improve the translation skill in order to transfer the message from source language to the target one. There are four skills that students must master, namely listening, speaking, reading, and translation . For Indonesian students, English is considered a difficult subject because English is different from Indonesian. English is not their mother tongue, so it is difficult for them to use the correct structure in EnglishStudents must be able to develop reading comprehension such as cognitive preferences, sensory preferences, and personality preferences to make their learning easier, faster, fun and effective. This is very important in teaching foreign languages because it determines how fast or how well students tend to master foreign languages. By understanding the characteristics of students, the teacher can provide information to students
about appropriate reading ability. So, the success of translation, especially in line with translation process, can be influenced by many components within the individual. Those components may come from both inside and outside of the students: including linguistic and non-linguistic components. The intrinsic and extrinsic can prevent the students from reaching the success in language learning. The extrinsic factor may come from teachers, learning material, classroom condition, and all social cultural factors, while the intrinsic factors include all personality factors within an individual like self-appreciation, inhibition, risk taking, anxiety, and motivation. Besides, the components influencing translation skill are vocabulary acquisition, grammatical judgment, translation theories and another part of language that is needed to support the success in doing translation activity. There are four components in translation skill. They are mastering the source language, mastering the target language, getting meaning (message), and understanding the knowledge background of the material that will be translated. It means that the reading and writing skills are very important. The second language reading is affected by vocabulary. The extent of vocabulary is represented as the high mastery of vocabulary size, referring to the number of words learned by the learners. The vocabulary is fundamental in the earliest stage of the vocabulary acquisition. Vocabulary is the basic knowledge in learning English by which the students may find the message from text easily. Furthermore, to master vocabulary the students are expected to be able to translate the source text into another text and it is not difficult for them to grasp the messages found in the source text. Another component affected translation skill is reading comprehension. Most of the materials presented in the textbook or another written text is in line with reading. The students having a high reading comprehension will have broader perspectives in certain issues. Students must be familiar in English first before they start reading a text. When they have been familiar in reading English text, they may start actively in learning process of reading and also they are able to give feedback quickly to their need if they have been familiar with the materials. So, the students need reading comprehension when they are doing translation. In this case, this research focuses on reading comprehension, and vocabulary mastery that relation the achievement of students' translation skill. This study aims to determine the influence of important factors that influence the achievement of students' translation skill such as reading ability, and vocabulary mastery. As we know that students can get good achievements insights translation skill if they have mastered vocabulary and reading ability. Students’ achievement is influenced by their reading comprehension in the classroom. Students must develop their reading comprehension in the class to make their learning easier, faster, fun and effective because it can make it easier for students to understand in learning material. By understanding the material in learning, they will get excellent translation achievement easily. This purpose of this research is to know whether or not there is a positive influence of reading ability, and vocabulary mastery toward students' translation skill for the students of English Education Study Program Universitas Muhammadiyah Surakarta.

2. RESEARCH METHOD

This type of research is quantitative research. Creswell (2009: 4) states that quantitative research is a means to test the objective theory by examining relationships between variables, where these variables can be measured, usually on instruments, so that numbered data can be analyzed using statistical procedures. This research was about the influence of variables to other variables. The population of this study was all students of English Education Study Program, Universitas Muhammadiyah Surakarta in 2017-2018 academic year consisting of 2,000 students. In determining the sample, this research used random sampling by selecting the number written on a piece of paper. The sample in this study was of 1,290 students. The instrument used to collect the data in this research was questionnaires. The questionnaires was to measure student reading ability and vocabulary mastery. The questionnaires in this research used the Liker measurement scale. The procedure was, the researchers gave the questionnaires to the sample and got back the fulfilled questionnaires completely. To analyze the collected data, the researchers applied SPSS version 21.0 consisting of descriptive statistic, classic assumption test, multiple regressions, and hypothesis testing.

3. RESEARCH RESULT AND DISCUSSION

3.1 Descriptive Statistics
The first variable is the achievement of students' translation skill (Y) which consists of content, organization, grammar, and vocabulary. In this variable, this study uses written text in the English translation test which has a score scale from 1 to 4 on each indicator. The results show that the average score is 2.70 and the standard deviation is 0.33. In general, students of English Education Study Program, Teacher Training and Education Faculty, UMS have the ability to write good English. Of the four indicators in this variable, the content has the highest average consisting of 8.17, and the lowest average is a vocabulary consisting of 3.30. About 23.5% of respondents have poor English translation skills, 57.2% of respondents have adequate English translation skills, 17.7% of respondents have good English translation skills, and 1.6 respondents have English translation skills which is very good. There is only one indicator that has a poor percentage and is sufficient, namely vocabulary (using language features such as adjective use, compound adjectives, plural verbs, and plural nouns, etc.) Vocabulary consisted of 100% (bad 69.8% + enough 30.2%). Then, the highest percentage of goods and superior indicators is content consisting of 64.3% (both 56.5% + very good 7.8). The second variable is reading comprehension (X1) which consists of cognitive preferences and sensory preferences. The results showed that the average score was 2.53 and the standard deviation was 0.35. In general, students of in English Education Study Program, Teacher Training, and Education Faculty, UMS often use their reading comprehension in learning. Of the two indicators in this variable, sensory preference has the better average consisting of 2.65 and cognitive preference has the lower average consisting of 2.40. Approximately 13.1% of respondents never used their reading comprehension s, 34.1% of respondents rarely used their reading comprehension s, 37.9% of respondents often used their reading comprehension, and 14.9% of respondents always used their reading comprehension. From the percentage results, the indicator that has the highest percentage never
and rarely is the cognitive preference with 54.1% (never 19% + rarely 35.1%) consisting of independent, dependent, global, and analytical fields. Then, the highest percentage indicator often and always is the sensory preference with 56.6% (often 40.6% + always 16%) consisting of visual, auditory, kinesthetic. The third, the data of students’ vocabulary mastery (X2) was also collected by using multiple choices test consisting of word classes and phrase aspects of meaning. The result shows that the mean score is 2.56 and the standard deviation is 0.36. Generally, the students of English Education Department, Universitas Muhammadyah Surakarta in 2017/2018 academic year have a good mastering in English vocabulary. From the indicators of students’ vocabulary mastery, the students have the highest mastering in word classes and phrases with the mean value of 0.72. Besides, 30.6% of them have sufficient mastering in English vocabulary, and 69.4% have a good mastering in English vocabulary. From the result above, the indicator word classes and phrases are of higher percentage than aspect of meaning. It can be understood that the percentage of the indicator of word classes and phrases 69.4% for the correct answer while 30.6% for the wrong answer by the students. Next, the percentage of the indicator of aspect of meaning is 55.9% for the correct answer and 44.1% for the wrong answer by the students.

4.2 Testing of Classical Assumptions

The Kolmogorov-Smirnov test results showed that probability values were more than 0.05 (> 0.05) as follows: student’s reading comprehension (X1) was 0.182, student’s vocabulary mastery (X2) 0.219 and the student’s translation skill (Y) is 0.181. This means that data distribution is normal. The linearity results show that the probability value is: student’s reading comprehension (X1) is 0.221; and student’s vocabulary mastery (X2) is 0.388. This means that the results of the probability values of each variable are more than 0.05 (> 0.05), so the researchers conclude that the data of this study are linear. Multicollinearity results are seen from tolerance values and variance inflation factor (VIF). The tolerance values of each variable are as follows: student’s reading comprehension (X1) is 0.825; and student’s vocabulary mastery (X2) is 0.784 which is more than 0.10 (> 0.10). Then, the result of the variance inflation factor (VIF) value for each variable is the student’s reading comprehension is 1,212; and student’s vocabulary mastery is 1,276, which is less than 10 (<10). The researcher concludes that the independent variable does not have a serious problem with other independent variables. The heteroscedasticity probability value is: student’s reading comprehension (X1) is 0.336; and student’s vocabulary mastery (X2) is 0.061. It can be seen that all the significance values of each variable are more than 0.05 (> 0.05). The researcher concluded that there was no heteroscedasticity in the regression model.

4.3 Multiple Regressions

The regression coefficient for the independent variable is student’s reading comprehension (X1) is 0.458; and student’s vocabulary mastery (X2) is 0.169. The constant value of regression is 0.121. Then, the multiple regression formulation is Y = 0.121 + 0.458X1 + 0.169X2. Meaning:

4.3.1 If student reading comprehension and student vocabulary mastery are 0, student's translation skill will be 0.121.

4.3.2 If the student’s reading comprehension variable increases by one point, while the student’s vocabulary mastery variable and variable are considered constant, the increase in student translation skill will be 0.458.

4.3.3 If the student’s vocabulary mastery variable increases by one point, while the variable student’s reading comprehension are assumed to be constant, the increase in student translation skill will be 0.169.

4.4 Hypothesis Testing

The student’s reading comprehension regression coefficient (X1) is 0.458. The T-result is 7.666 which is more than t table (> 1.960). The significance of this variable is 0.000 which is less than 0.05. The regression coefficient of the variable student’s vocabulary mastery (X2) is 0.169. The T-result is 2.874 which is more than t table (> 1.960). The significance of this variable is 0.005 which is less than 0.05. F-result results are 58.277 which is more than F-table (> 2.68). Significance is 0.000 which is less than 0.05, R2 results are 0.583. This means that knowing the value of influence from all the independent variables namely student’s reading comprehension (X1), and student’s vocabulary mastery (X2) on student translation Skill (Y) as the dependent variable in the English Education Study Program, UMS is 58.3% and the other 41.7% is influenced by other factors not discussed in this study.

Summary of Effective Influence (EI) and Relative Influence (RI)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Effective Influence (EI)</th>
<th>Relative Influence (RI)</th>
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<tbody>
<tr>
<td>Student’s Reading Comprehension (X1)</td>
<td>30.3%</td>
<td>2%</td>
</tr>
<tr>
<td>Student’s Vocabulary Mastery (X2)</td>
<td>28.1%</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>58.4%</td>
<td>00%</td>
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Based on table above, the highest results of effective Influence (EI) are student reading comprehension consisting of 30.3% and the lowest results are Student’s vocabulary mastery consisting of 28.1%. This means that the variable reading comprehension of students provides the most dominant influence to the achievement of students’ English translation in the English Education Study Program, UMS. The calculation results that there are positive and significant influence from students’ reading comprehension, students; and vocabulary mastery on the English achievement of students of English Education Study Program, UMS in 2017-2018 academic year. The F result is 58.277 which is F-table (> 2.68) with a significance of 0.000 which is less than 0.05. Then, the results of the variables can be known from the coefficient of determination (R2), and based on table 4.17; the results of R2 are 0.583. This means that knowing the value of from all the independent variables namely students’ reading comprehension (X1), and students’ vocabulary mastery (X2) on student Translation skill (Y) as the dependent variable of English Education Study Program, UMS is 58.3% and the other 41.7% is influenced by other factors that are not discussed in this study. These results are also consistent with Al-Roomy (2016), Yussi, Syaad, and Purnomo (2017), and
Sogra, Ghanbari, and Talab (2013) stating individually students’ reading comprehension, and students’ vocabulary mastery influence to students achievement in learning. It is understood that these factors are important in learning. By having a reading comprehension, they will be easier to understand the material. If they are easier to understand the material, they have to achieve their goals in learning. Statistically, the percentage of student reading comprehension in the frequent and always categories consisted of 52.8%. Reading comprehension refers to the ability of students to understand and process information in learning situations. The study material in various ways, namely; some learn with oral repetition, some may learn by translation it down, while others learn through practical work. (Vaishnav, 2013: 1). Indicators that have the highest percentage of frequent and always categories are the sensory preference with 56.6% consisting of visual, auditory, kinesthetic. This means that sensory preference is a type of reading comprehension that has many influences to translation achievement. Based on these results, the regression coefficient is 0.458 with a result of 7.666 which is more than t table ( > 1.960) and the significance of 0.000 is less than 0.05. Then, student reading comprehension provides 30.3% as an effective influence (EI) and provide 52% as a relative 13), and Daouk (2013) which state that student reading comprehension can more easily understand the material. It can make them more enthusiastic and enjoy learning. They are not bored with in and they can write more easily. Statistically, the percentage of students’ vocabulary mastery in the category is often and always consisting of 51.5%. Vocabulary mastery is an important component of academic success, especially at the secondary school level (Wormington and Haimovitz, 2013: 1). This means that communication is a factor in the success of students at all stages of their education. Indicators that have the highest and always highest percentage categories are fluency with 58.9% consisting of pronunciation, stress, intonation and speed of talking. This means that correct grammatically has influence to translation achievement. Based on the results of the T-test, the results of the regression coefficient are 0.169 with a result of 2.874 which is greater than t table ( > 1.960) and significance of 0.005 which is less than 0.05. Then, the influence value can be determined based on the calculation of effective influence (EI) and relative influence (RI). From table 4.18, it can be seen that the student’s reading comprehension gives 9.2% as an effective influence (EI) and gives 15.7% as a relative influence (RI). This result is also consistent with Wormington and Haimovitz (2013), Yussi, Syaad, and Purnomo (2017), and Taheri, Nasiri, Moaddab, Nayebi, and Louyeh (2015) which state that communication is the main factor in learning and achieving better translation. When students have advanced vocabulary, they will do many things to get achievement in translation. Students are better if they have advanced vocabulary because they can help them in achieving good communication achievement. It means that the combines of the personality and abilities of the teacher in teaching students in the classroom which has the most direct impact on student achievement (Djigic and Stojiljkovic, 2011: 820). Indicators that have the highest percentage of categories frequently and always are Physical Existence (PP) with 60.5%. Then, the influence value can be determined based on the calculation of effective influence (EI) and relative influence (RI). From table 4.18, it can be seen that student reading comprehension give 18.8% as an effective influence (EI) and give 32.3% as a relative influence (RI). These results are also consistent with Djigic and Stojiljkovic (2011) and Fowlera and Şaraplıa (2010) which state that the student styles are a very important factor in effective teaching, especially student school performance.

5 CONCLUSION
After showing the results of the study and discussing the above, this study concludes the study, as follows: first, there are positive and significant influence from student reading comprehension, and students’ vocabulary mastery towards students’ translation skill of English Education Department, UMS in the 2017/2018 academic year consisting of 58.3%. This means that students can get good achievements in translation if they improve their vocabulary and use their reading comprehension that makes them easier to learn. The teacher must also provide assignments that can develop students’ reading comprehension to make their learning easier, faster, fun and effective. In addition, the teacher must arrange/manage classes that can make students more comfortable in learning. There is a positive and significant influence of student reading comprehension to students’ translation skill of English Education Department, UMS in 2017/2018 academic year consisting of 30.3%. This means that when students use appropriate reading comprehension such as cognitive preferences, sensory preferences, and personality preferences, they will get higher achievement in English translation. If not, when students do not use appropriate reading comprehension, their achievement in translation is not higher or maximum. There is a positive and significant influence of students’ vocabulary towards the achievement of translation skill of English Education Department, UMS in 2017/2018 academic year consisting of 9.2%. That is if students have advanced vocabulary they will do something that can achieve their goals in learning, especially their achievement in translation skill. This means that a comfortable class will have a direct influence on students’ achievement in translation. If they feel comfortable in class, they can do translation easily and they can make excellent performance.

6 REFERENCES


