

Analyzing the Correlation Between Vocabulary Mastery and Translation Performance Among Students

Roswati,¹ Nurdiana², Afrizal³, Nur Zarit Sofia⁴

¹²³⁴UIN Suska Riau, Panam, Indonesia

Email: roswati@uin-suska.ac.id¹, nurdiana@uin-suska.ac.id², afrizal.msi@uin-suska.ac.id³,
11910423003@students.uin-suska.ac.id⁴

Corresponding Email: nurdiana@uin-suska.ac.id

Abstract

Translating words from the source language to the target language would be challenging for students with a large vocabulary. Translation facilitates language learning. As a result, students lacking a vast vocabulary will be unable to translate the meaning of a language. The goal of this study was to determine whether students' vocabulary competency and translation ability are connected. Correlation research was used in the design, and quantitative research was performed in this study. Simple random sampling was employed to choose the sample. Out of 140 populations, 29 students made up the research sample. The researcher employed multiple-choice tests with 20 items and a translation test with a single text to gather data for the study. In this study, the Pearson Product Moment formula was calculated using SPSS. Following the hypothetical exam, the results showed that students' translation skills and vocabulary mastery were positively correlated. According to the data analysis that SPSS calculated, $\alpha=0.05$ and Sig (P Value) = 0.000 were found. Given that Sig (P Value) = 0.000 < $\alpha=0.05$, it indicates that H_a was accepted while H_o was rejected. Additionally, the outcome indicates that the r -observed was 0.611. At 1% significance level, the r -table score was 0.470, meaning that r -observed > r -table (0.611 > 0.470); at a 5% significance level, the r -table score was 0.367, meaning that r -observed > r -table (0.611 > 0.367). In conclusion, there is a relationship between students' capacity to translate and their command of language.

Keywords: *Vocabulary Mastery; Translation Ability*

INTRODUCTION

English is now used worldwide as an international language to spread news and information, providing Indonesians with access to global developments and knowledge. As a vital tool for expressing ideas, and opinions, and conveying meaning, English has grown in importance. However, learning a foreign language differs significantly from learning one's mother tongue. When studying a foreign language (the target language, TL), students encounter various challenges due to each language's unique vocabulary and sentence structure.

Given these obstacles, translation is seen as an important technique for bridging two languages by transferring aspects from the source language (SL) into the target language. Translation is the act of substituting written text in one language (the source language) for comparable content in another language (the target language).¹ Translation is the act of translating a text from its source language to the target language without affecting its meaning, allowing students to fully comprehend the original material. This skill is one of the

¹ Catford, J. C. (1965). *A Linguistic Theory of Translation*. London: Oxford University Press

most essential abilities for language learners to develop. English learners in Indonesia, for example, must first understand the meaning of key terms in a text before translating from English to Indonesian or vice versa. When translating between two written languages, the original text (also known as the source text, or ST) must be transformed into the target language (also known as the target text, or TT).² The objective of translation is to help you comprehend the purpose and meaning of your native tongue learning. However, translating from one language to another is a difficult process that necessitates an understanding of tactics, techniques, and procedures. Form, meaning, style, idioms, proverbs, grammar, vocabulary, and other language-related components must all be grasped in order to generate an accurate translation.

The words that are necessary for efficient communication are known as vocabulary; they include receptive vocabulary for hearing and expressive vocabulary for speaking.³ According to this perspective, vocabulary is an essential aspect of language that all learners must study and master. Vocabulary acquisition is crucial because it enables us to understand terms necessary for effective speaking, writing, and listening. Mastering a language's vocabulary makes it easier to express beliefs, ideas, and emotions, whether in writing or conversation. Vocabulary mastery, especially in English, reflects the ability to convey meaning accurately. With a strong vocabulary, we can translate ideas into written or spoken form. Conversely, students who lack vocabulary may feel incapable of interpreting language effectively.

Vocabulary proficiency plays a critical role in translation and is indispensable for learning English. As with any language, the learners must understand vocabulary to communicate clearly. Students may wish to express something in English but find it challenging due to limited vocabulary. Vocabulary encompasses the sounds and meanings of words used in speech, signifying that a robust vocabulary is essential for effective communication. Without sufficient vocabulary, students struggle to learn and use the language. When they have mastered vocabulary, they can communicate more confidently and fluently.⁴

One of the lecturers for the translation course at UIN Suska Riau was consulted by the researcher during the initial study. Grammar, vocabulary expertise, especially word choice, and cultural context are the biggest challenges students have while translating, according to the lecturer. Additionally, a fundamental challenge is translating text into English with an accurate meaning that corresponds appropriately in Indonesian. A strong vocabulary foundation is a critical skill that can support students in translating words effectively from the source language to the target language, ultimately aiding their English fluency.

For students to succeed in learning a foreign language like English, they must be able to absorb and understand vocabulary. If students struggle with the meanings of English terms, mastering the language will be challenging. In such cases, translation is essential for writing letters, communicating with peers, and understanding what others convey in their native language. Vocabulary consists of three critical components: how a word or phrase is formed, what it signifies, and how it is used. Lecturers in the English Education department have observed that while students can interpret texts, they often lack proficiency in specifically, the

² Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. London: Routledge. (2008).

³ Neuman, Susan. B., & Dwyer, J. *Missing in action: Vocabulary instruction in pre-k*. New York University : The Reading Teacher. (2009).

⁴ Kurniawan, Iwan., Saputri, Anggi Yogi., eds. *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*, (2018)

understanding of word meanings and their applications. This challenge arises because language often includes multiple meanings, and the context within which a word appears shapes its specific meaning. Additionally, the grammatical role of a word or phrase, along with common collocations and contextual limitations, further influences its meaning.

Recent research also shows that strong vocabulary mastery greatly influences translation skills, especially in understanding contextual meaning and appropriate word usage.⁵ Students who have a wider vocabulary are able to translate texts more accurately and maintain the original meaning.⁶ In this context, research examining the relationship between vocabulary acquisition and translation ability among Indonesian university students is still limited, especially those using quantitative approaches to analyze the correlation between these variables.

The researchers found that vocabulary knowledge is both essential and interconnected with translation skills. Often, when individuals attempt to translate language, they rely on quick solutions like online translation tools, primarily due to limited language proficiency and difficulty with translation tasks. To determine if there is a relevant correlation between vocabulary knowledge and translation abilities, this study looked at the relationship between students' vocabulary competency and their ability to translate Indonesian material into English.

This study is newsworthy as it examines the relationship between vocabulary acquisition and translation skills in the context of English language education in Indonesia. In addition, the correlational approach applied with quantitative methods and data analysis using SPSS provides a more in-depth and accurate methodological contribution to the research results, which is rarely applied in previous studies in Indonesia.

METHOD

This study employed a quantitative technique with a correlational research design to assess the link between vocabulary mastery and translation competence among fourth-semester students at UIN Suska Riau's English Education Department. The correlational technique was used since the research attempts to evaluate the degree and direction of the association between the two variables without modifying the existing variables.⁷

The study's population consisted of 140 fourth-semester students from the English Education Department at UIN Suska Riau. This study employed a basic random selection procedure to choose the sample, ensuring that each member of the population had an equal chance of being picked. If the population is more than 100 people, the sample taken ranges from 10-25% of the population.⁸ Taking this into account, this study chose 20% of the population, resulting in a final sample of 29 students. The population's student count is displayed in the table below:

⁵Munday, J., Pinto, S. R., & Blakesley, J.. Introducing Translation Studies. In *Journal GEEJ* (Vol. 7, Issue 2). Routledge. <https://doi.org/10.4324/9780429352461>. (2022)

⁶ ALQAHTANI, M.. The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/TE.2015.3.3.002> (2015)

⁷Creswell, John W *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition)*. New Jersey: Merril Prentice Hall. . (2012).

⁸ Arikunto, Suharsini. *Prosedur Penelitian- Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta . (2010).

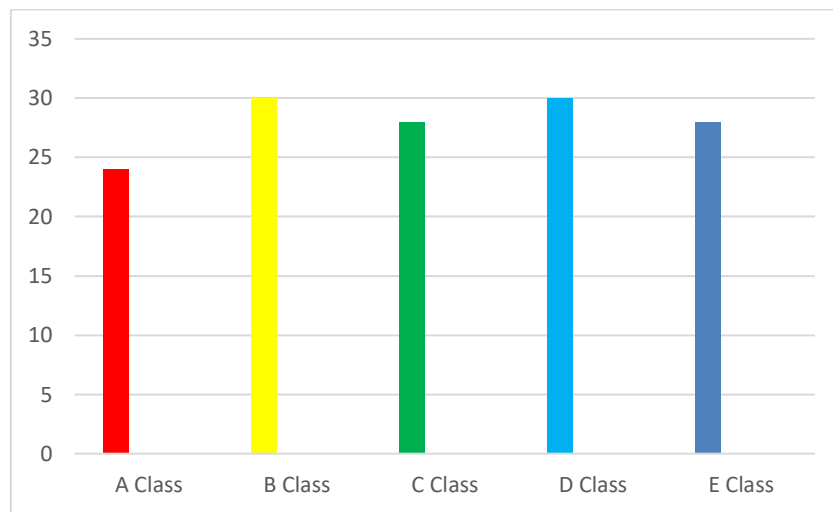


Figure 1. The population of the Research

Furthermore, the researchers obtained the sample by basic random sampling. Simple random sampling is a sampling process in which every conceivable sample of a given size has an equal chance of being acquired.⁹ The researcher chooses individuals (or groups, like schools) for the sample using simple random sampling, giving each person an equal chance of being chosen from the population. If the population exceeds 100 people, the sample size might range from 10-15% to 20-25% or more. In this study, the researchers sampled 20% of the overall student population (Arikunto, 2010). The following table shows how the sample was taken:

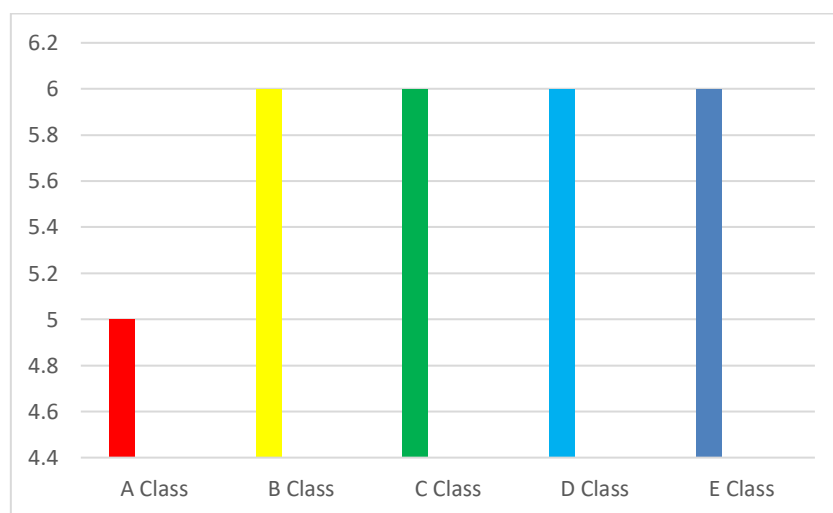


Figure 2. Sample of the research

Instrument

The tools utilized in this study included two types of testing: vocabulary acquisition and translation ability assessments.

⁹ Weiss, Neil A. *Introductory Statistics (9th Edition)*. America: Library of Congress Cataloging-In-Publication Data. . (2012).

1. Test of Vocabulary Mastery

The test consisted of multiple-choice items designed to measure students' level of vocabulary acquisition. Each item is designed to cover essential vocabulary in English, which includes variations of synonyms, antonyms and contextual meanings. Each correct answer received a score of five, so the maximum total score was 100. The score classification on this test was adapted from Kurniawan et al. (2021b), with categories of "Very Good" (80-100), "Good" (66-79), "Enough" (56-65), "Less" (40-55), and "Fail" (30-39).

2. Test of Translation Ability

The test consisted of one Indonesian text that students had to translate into English. The text was selected and modified from relevant literature sources to ensure its suitability for the students' ability level.¹⁰ The test was evaluated based on indicators of similarity of meaning, grammar, vocabulary selection, and idiomatic precision. Each category was evaluated with a range of scores which were then grouped into five levels, ranging from "Almost Perfect" (86-90) to "Worse" (20-45).

Data collection was conducted in two separate sessions, starting with a vocabulary acquisition test to identify students' level of vocabulary comprehension. After the vocabulary test was completed, the translation proficiency test was administered with explanation of instructions and sufficient time for students to complete the translation carefully. The test instrument was directly supervised to ensure that each student worked on the task without external assistance.

Data Analysis

The following formula was employed by the researchers to analyze the data:

1. Analysis of Students' Vocabulary Mastery

The researchers evaluate the students' multiple-choice responses on the vocabulary mastery test as the first phase. There are 20 multiple-choice questions in all, and because each right answer is worth five points, the highest possible score is 100 if everything is right. The following categories will be applied to the test data:

Table 1. The Classification of Students' Score

No.	Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

2. Analysis of Students' Translation Ability

The scale for classifying the test score is as follows:

¹⁰ Machali, Rochayah.. *Pedoman Bagi Penerjemah*. Bandung: Kaifa (2009)

Table 2. The Translation Score

Indicators	Score	Category
The original text and the translation are almost the same. There are no mistakes in vocabulary, grammar, or spelling.	86-90 (A)	Almost perfect
There are no faults in word usage, and there are few grammatical and spelling errors.	76-85 (B)	Very good
Grammar and idiom problems occur in no more than 15% of all writings. There are any errors in spelling.	61-75 (C)	Good
Grammar and idiom problems occur in less than 25% of all manuscripts. There are no errors in unusual vocabulary.	46-60 (D)	Enough
More than 25% of all manuscripts contain grammatical and idiom problems.	20-45 (E)	Worse

3. Analysis of the Correlation between Students' Translation Proficiency and Vocabulary Mastery

Parametric statistics were used for the analysis of the data. Normalcy and linearity are prerequisites for parametric statistics. Researchers in a variety of areas, including statistics, regularly apply parametric statistical significance tests such as analysis of variance and least squares regression. To get reliable findings, parametric tests must meet certain assumptions, such as normality and linearity tests.

Normality Test

The graphical depiction of normalcy is enhanced by normality testing. It illustrates how the data's normal distribution is assessed using the normality test. The normality test in this study was conducted using SPSS (Statistical Package for the Social Sciences) version 26.0. SPSS is an effective tool for data analysis. In addition to providing descriptive statistics, intricate statistical analyses, and tabulated and displayed distributions and trends, SPSS can extract data from nearly any file. With the help of the software program SPSS, you may enter and analyze data to produce tables and graphs. In this study, the Shapiro-Wilk and Kolmogrove-Smirnov tests were used to assess normality. The criteria for interpreting the p-value (Sig) are as follows:

1. H_0 : The data are normally distributed.
2. H_a : The data are not normally distributed.

The acceptance and rejection criteria for the normality test are:

1. H_0 is accepted if $\text{sig} > \alpha = 0.05$
2. H_a is accepted if $\text{sig} < \alpha = 0.05$.

Linearity Test

The linearity test determines how strongly two variables, X and Y, have a linear relationship. Before applying Pearson's product-moment approach to examine the data, the researcher determined if the acquired data was linear. To simplify matters, the researcher examined it with SPSS (Statistical Package for Social Science). The researcher then checked that the results were linear. A number over α indicates that the data was linear.

To examine the relationship between two parametric variables, the following statistics hypotheses were proposed:

1. H_a : In the fourth semester of the English Education Department at UIN Suska Riau, there is a relationship between the students' proficiency in vocabulary and their capacity for translation.
2. H_0 : In the fourth semester of the English Education Department at UIN Suska Riau, there is no relationship between the students' proficiency in vocabulary and their ability to translate.

The criteria for hypothesis acceptance or rejection are as follows:

1. H_a is accepted if $\text{Sig.} < \alpha = 0.05$
2. H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

The Pearson product-moment correlation was utilized to examine whether there was a link between the two variables, students' vocabulary knowledge and translation ability. The correlation coefficient in the table below is then used to evaluate the degree of correlation.¹¹

Table 3. Correlation Coefficient Interpretation

Coefficient Interval	Interpretation
0.80 – 1.000	Very Strong
0.60 - 0.799	Strong
0.40 - 0.599	Average
0.20 - 0.399	Weak
0.00 - 0.199	Very Weak

Validity and Reliability

To ensure the validity and reliability of the instrument, this study conducted an initial pilot test on a small sample of students who were not included in the main research sample. The validity test was used to ensure that the questions in the test really measured aspects of vocabulary and translation relevant to the research objectives. Meanwhile, the reliability test was conducted to verify the consistency of the test results through the *Cronbach's Alpha* technique, with a minimum reliability value of 0.70 which is considered sufficiently reliable for educational research instruments.¹²

RESULTS AND DISCUSSION

Results

Two factors were examined in this study: students' translation abilities (variable Y) and vocabulary knowledge (variable X). Two tests were used in this study: one to gauge students' vocabulary competency and another to gauge their translation skills. The analysis showed that the average score of students' vocabulary mastery was 74.66, with a standard deviation of 11.567, which was categorized as "Good" according to the rating scale. As for translation skills, the average score of students reached 81.45 with a standard deviation of 4.014, which is categorized as "Very Good". This shows that the students have quite strong vocabulary skills and translation skills.

¹¹ Riduwan. *Metode dan Teknik Menyusun Tesis*. Bandung: Alfabeta (2010) p.136

¹² Op.Cit

1. Students' Vocabulary Mastery

The researchers collected data on students' vocabulary knowledge using the outcomes of their assessments. For evaluating data on students' vocabulary mastery, the researchers acquired the additional analytical description using SPSS 26.0, as shown in the following table:

Table 4. Descriptive Statistics of Students' Vocabulary Mastery Score

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	29	55	100	74.66	11.567
Valid N (listwise)	29				

The mean score for students' vocabulary mastery was 74.66, with a standard deviation of 11.567, a minimum of 55, and a maximum of 100. During the fourth semester of UIN SUSKA Riau's English Education Department, students demonstrated good vocabulary mastery.

2. Students' Translation Ability

The researchers collected data on translation abilities based on the student's test results. They used SPSS 26.0 to analyze the data, as shown in the table below.

Table 5. Descriptive Statistics Students' Translation Ability

	N	Minimum	Maximum	Mean	Std. Deviation
Translation Ability	29	73	90	81.45	4.014
Valid N (listwise)	29				

The chart reveals that students' translation skill scores ranged from 73 to 90, with an average of 81.45 and a standard deviation of 4.014. During the fourth semester, the English Education Department students at UIN Suska Riau demonstrated remarkable translation skills.

3. Normality Test

To determine whether or not the data distribution was normal, the normality test was run. The researchers then performed a normality test using SPSS 26. The table below displays the results of the normality test for variables X (student vocabulary knowledge) and Y (translation ability).

Table 6. Test of Normality

	Statistic	Shapiro-Wilk Df	Sig.
Vocabulary Mastery	.944	29	.130
Translation Ability	.976	29	.734

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the table above, the significant value of students' vocabulary mastery was 0.130, while the significance value of students' translation ability was 0.734, both greater than 0.05. As a consequence, we may conclude that the data distribution is normal. As a consequence, the investigation into the relationship between students' vocabulary knowledge and translation proficiency may be pursued.

The results of the normality test conducted with Shapiro-Wilk showed that the data for both variables (Vocabulary Mastery and Translation Ability) were normally distributed, with the significance value of each variable greater than 0.05. This makes it possible to continue with the parametric correlation analysis. The linearity test also showed a linear relationship between the two variables with a significance value of 0.001, which is smaller than 0.05, thus corroborating the existence of a significant linear relationship between vocabulary mastery and translation ability.

4. Linearity Test

The linearity test determines if there is a substantial linear relationship between two variables. The researcher conducted the linearity test using SPSS 26. The following table displays the linearity test results between students' vocabulary knowledge and translation abilities.

Table 7. ANOVA for Linearity

		ANOVA Table					
			Sum of Squares	Df	Mean Square	F	Sig.
Translation Ability * Vocabulary Mastery	Between Groups	(Combined)	239.172	9	26.575	2.382	.053
		Linearity	168.476	1	168.476	15.099	.001
		Deviation from Linearity	70.697	8	8.837	.792	.616
Within Groups			212.000	19	11.158		
Total			451.172	28			

The table above indicates a significance level of 0.616, which is more than 0.05. It indicates that there is a direct link between students' vocabulary competence and translation skills.

5. The Correlation Between Students' Vocabulary Mastery and Their Translation Ability

Table 8. The Correlation Between Students' Vocabulary Mastery and Their Translation Ability

		Vocabulary Mastery	Translation Ability
Vocabulary Mastery	Pearson Correlation	1	.611**
	Sig. (2-tailed)		.000
	N	29	29
Translation Ability	Pearson Correlation	.611**	1
	Sig. (2-tailed)	.000	
	N	29	29

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

Based on the chart above, the sign ** appears. The coefficient association is

significant at both the 1% and 5% levels. This study used the Pearson correlation to examine whether there was a significant relationship between students' vocabulary competence and their translating abilities.

Correlation testing with the Pearson Product Moment technique reveals a positive correlation (0.611) between vocabulary competence and students' translating ability. Assessment of the correlation coefficient, this result falls into the "Strong" category, indicating a considerable association between the two variables.¹³ In other words, a student's vocabulary competence correlates with his or her translation skill.

The correlation test yielded a significance value of 0.000 (Sig. <0.05), indicating a substantial association between vocabulary learning and translation skill at 95% confidence level. Thus, this finding validates the study hypothesis (Ha), which states that there is a considerable positive link between vocabulary development and students' translation competence.

The value of the r-table indicates whether or not students' translation skills and vocabulary competency are significantly correlated. According to the preceding Pearson analysis, the observed r between translation skills and vocabulary knowledge was 0.611. At a 1% level of significance, the r-table score was 0.470, meaning that r-observed > r-table (0.611 > 0.470); at a 5% level of significance, the r-table score was 0.367, meaning that r-observed > r-table (0.611 > 0.367). The findings indicated a significant correlation between the fourth-semester language proficiency and translation skills of students at the English Education Department of UIN SUSKA Riau.

Additionally, Table X revealed that the investigation's coefficient correlation was 0.611. Additionally, the following categories are provided to ascertain the amount or strength of correlation between two variables:¹⁴

Table 9. The Interpretation of Correlation Coefficient

Coefficient Interval	Interpretation
0.80 – 1.000	Very Strong
0.60 - 0.799	Strong
0.40 - 0.599	Average
0.20 - 0.399	Weak
0.00 - 0.199	Very Weak

The association value was 0.611, showing that fourth-semester English Education Department students at UIN SUSKA Riau had strong vocabulary and translation skills.

Based on the data analysis, it was found that students who had a high level of vocabulary mastery were able to achieve better translation results. This is in line with the literature which states that strong vocabulary mastery facilitates context understanding and more appropriate word selection in the translation process. This finding indicates that vocabulary acquisition is not only important for basic language skills but also essential in text

¹³ ibid

¹⁴ Ibid

translation, especially in maintaining meaning and accuracy from the source language to the target language.

Overall, these results show that vocabulary acquisition contributes significantly to translation ability. The high average score on students' translation skills also reflects the effectiveness of vocabulary instruction in the English curriculum at UIN Suska Riau. This finding could potentially provide guidance for curriculum development that focuses more on vocabulary enhancement to support students' translation skills more optimally.

DISCUSSION

The three research questions posed in this study guide the presentation of research findings, which are discussed in detail in the final part of this part. Each research question centers on the student's abilities in vocabulary mastery, translating Indonesian texts into English, and the comparison of these skills. The study aims to evaluate how well fourth-semester students at UIN SUSKA Riau perform in these areas.

A vocabulary tests was used to gauge students' competence in the language to answer the first study question. SPSS (Statistical Package for the Social Sciences) version 26 was used to evaluate the results. The findings provide insight into the level of vocabulary proficiency among these students, forming a foundation for comparing vocabulary and translation skills.

Second, the translation test included one paragraph for students to translate, with scores ranging from 73 to 90. One student scored 73, while another achieved a score of 90, resulting in a mean score of 81.45. These scores indicate that fourth-semester English Education Department students at UIN SUSKA Riau possess strong skills in translating Indonesian text into English.

Third, the Pearson Product Moment correlation revealed a significance level (sig. 2-tailed) of 0.000, which is below the 0.05 threshold. This provides sufficient evidence to accept the alternative hypothesis. The results demonstrated a significant relationship between vocabulary mastery and translation skills, with a r_{xy} value of 0.611. According to the correlation coefficient criteria, which places scores between 0.600 and 0.799 in the "significant" range, this value indicates a substantial connection between the two skills. As a result, the researcher concluded that among UIN Suska Riau fourth-semester English Education students, there is a significant relationship between vocabulary knowledge and translation proficiency. As a consequence, the null hypothesis (H_0) was rejected, whereas the alternative hypothesis (H_a) was accepted.

Translation, in this sense, refers to the activity of substituting a written statement or message in one language for an equivalent statement or message in another.¹⁵ As a result, students who work as translators must comprehend and carefully examine vocabulary use in addition to translating meaning from the source language to the target language. This viewpoint is further backed by research on the relationship between students' vocabulary mastery and their capacity to translate information in the English language, as well as studies on how vocabulary knowledge improves translation abilities.¹⁶

The findings of this study extend previous literature by strengthening the empirical relationship between vocabulary acquisition and translation skills in the context of English language education in Indonesia. This study shows that vocabulary acquisition has a

¹⁵ Newmark, Peter. *Approach to Translation*. New York : Pergamon Press (2001)

¹⁶Setiawan, Eko Yunius and Sholihah, Lilis. The correlation between students' vocabulary mastery and students' ability in translating English text at the sixth semester students of UM Metro. *Muhammadiyah University of Metro : Jurnal Makna*, 2(2). (2017)

significant contribution to translation skills, which is 37.33%, which is a new insight in the field of language teaching.

With a correlation coefficient value of 0.611, which is categorized as strong in the correlation interpretation category, the study's findings also demonstrate a significant relationship between fourth-semester students in the English Education Department at UIN Suska Riau's translation abilities and vocabulary mastery. This finding is in line with previous research by Setiawan & Sholihah (2017) which shows that vocabulary mastery is an important component that affects the effectiveness of English-to-Indonesian translation among university students. This study is also supported by the research of Kurniawan et al., (2021b), which found that vocabulary mastery plays a major role in overcoming students' difficulties in understanding the context and the exact meaning of words when translating.

In this study, it is evident that students with higher vocabulary mastery tend to have better translation skills. This shows that a wide vocabulary facilitates students in understanding the meaning of the source text accurately and choosing appropriate word equivalents in the target language. Neuman & Dwyer (2009) argued that vocabulary is a crucial element in language because it affects the ability to understand and produce language effectively.

In addition, this study provides a new perspective in the context of language education in Indonesia, especially in higher education, by using quantitative analysis and a more in-depth statistical approach. In contrast to previous studies that were more descriptive in nature, this study conducted correlational testing using SPSS to strengthen the empirical relationship between the variables under study, namely vocabulary acquisition and translation skills. This approach provides more comprehensive evidence to support the conclusion that vocabulary acquisition is an essential component of translation skills, and extends the results of previous studies with stronger statistical evidence.

The findings also provide important implications for educators in designing English language learning curriculum, especially in strengthening vocabulary materials as a basis for improving translation skills. This is in line with Newmark (1981) research, which emphasizes that translation skills should be taught with a comprehensive approach, including in-depth vocabulary development so that students are able to cope with differences in meaning, nuance, and context between the source and target languages. Overall, this study adds new insights to the field of language teaching and makes an important contribution to designing English language learning strategies in Indonesia, where vocabulary acquisition is prioritized in improving students' translation skills.

CONCLUSION

This study aimed to ascertain if vocabulary mastery and translation abilities are associated with the fourth semester of the English Education Department at UIN SUSKA Riau. The researchers came to the following conclusions after reviewing the discussions, presentations, and analyses in the previous chapters:

1. At UIN SUSKA Riau's English Education Department, fourth-semester students have an average vocabulary mastery score of 74.66. It is classified as "Good" level.
2. Fourth-semester students at UIN SUSKA Riau's English Education Department have an average translation ability score of 81.45. It was rated as "Very Good".
3. There is a significant correlation between fourth-semester students' translation abilities and vocabulary knowledge at UIN SUSKA Riau's English Education Department. It has a "Strong" classification (0.611). The fourth-semester students' vocabulary mastery at UIN

SUSKA Riau's English Education Department contributes to their translating ability. Vocabulary competence affected 37.33% of students' translation abilities.

REFERENCES

- ALQAHTANI, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34.
<https://doi.org/10.20472/TE.2015.3.3.002>
- Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktek*. Rineka Cipta Edisi revisi 4.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications. https://books.google.co.id/books?id=4uB76IC_pOQC
- Kurniawan, I., Saputri, A. Y., & Isnaini, R. (2021a). 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*, 14(2), 69–91. <https://doi.org/10.24042/ee-jtbi.v14i2.10571>
- Machali, R. (2000). *Pedoman bagi penerjemah*. PT. Grasindo.
<https://books.google.co.id/books?id=olViAAAAMAAJ>
- Munday, J., Pinto, S. R., & Blakesley, J. (2022). Introducing Translation Studies. In *Journal GEEJ* (Vol. 7, Issue 2). Routledge. <https://doi.org/10.4324/9780429352461>
- Munday, Jeremy. (2008). *Introducing Translation Studies: Theories and Applications*. London: Routledge
- Neuman, S. B., & Dwyer, J. (2009). Missing in Action: Vocabulary Instruction in Pre-K. *The Reading Teacher*, 62(5), 384–392. <https://doi.org/10.1598/rt.62.5.2>
- Newmark, P. (2001). *Approaches to Translation*. Pergamon Press.
<https://books.google.co.id/books?id=W39QugEACAAJ>
- Riduwan. (2010). *Metode dan teknik menyusun tesis*. ALFABETA.
- Setiawan, E. Y., & Sholihah, L. (2017). THE CORRELATION BETWEEN STUDENTS' VOCABULARY AND THEIR ABILITY IN TRANSLATING ENGLISH TEXT AT THE SIXTH SEMESTER STUDENTS OF UM METRO. *Makna: Jurnal Kajian Komunikasi, Bahasa, Dan Budaya*, 2(2), 88–94.
<https://doi.org/10.33558/makna.v2i2.788>
- Weiss, E. A. (2012). *A Computer Science Reader: Selections from ABACUS*. Springer New York. <https://books.google.co.id/books?id=75nSBwAAQBAJ>