The Correlation Between The Students of Vocabulary and Structure Mastery Toward Their Translating Ability of The Tenth Grade of SMKN 1 Bojonegoro in Academic Year 2024/2025

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Abstract—This study seeks to examine the relationship between vocabulary and structural mastery among tenth-grade students at SMKN 1 Bojonegoro and their translation proficiency in the academic year 2024/2025. The research addresses the deficiency in students' vocabulary and structural comprehension, which are essential elements of translating abilities. This study utilizes a descriptive quantitative methodology with a correlational approach. This research employs a vocabulary exam, a structure test, and a translation skill test. The population comprises 32 tenth-grade students, with the sample picked by a random sampling process. The study's results indicate a substantial positive association between vocabulary mastery and translation ability (r = 0.8342), as well as between structure mastery and translation ability (r = 0.6880). Furthermore, multiple regression analysis revealed a combined connection of both independent factors with translation proficiency (r = 0.7505). It may be stated that greater understanding of vocabulary and structure among students correlates with enhanced translation proficiency.
Keywords— Vocabulary, structure, translation ability, correlation

abstrak—Penelitian ini bertujuan untuk menguji hubungan antara penguasaan kosakata dan struktur bahasa di antara siswa kelas X di SMKN 1 Bojonegoro dan kemampuan menerjemahkan mereka pada tahun ajaran 2024/2025. Penelitian ini membahas kekurangan kosakata dan pemahaman struktur bahasa siswa, yang merupakan elemen penting dari kemampuan menerjemahkan. Penelitian ini menggunakan metodologi kuantitatif deskriptif dengan pendekatan korelasional. Penelitian ini menggunakan ujian kosakata, tes struktur bahasa, dan tes keterampilan menerjemahkan. Populasi terdiri dari 32 siswa kelas X, dengan sampel dipilih melalui proses pengambilan sampel acak. Hasil penelitian menunjukkan hubungan positif yang substansial antara penguasaan kosakata dan kemampuan menerjemahkan (r = 0,8342), serta antara penguasaan struktur bahasa dan kemampuan menerjemahkan (r = 0,6880). Lebih lanjut, analisis regresi berganda mengungkapkan hubungan gabungan dari kedua faktor independen dengan kemampuan menerjemahkan (r = 0,7505). Dapat dinyatakan bahwa pemahaman yang lebih baik tentang kosakata dan struktur bahasa di antara siswa berkorelasi dengan peningkatan kemampuan menerjemahkan.
Kata kunci— Penguasaan kosakata, Penguasaan struktur, Kemampuan menerjemahkan, korelasi

INTRODUCTION

In the context of English language education in Indonesia, particularly at the vocational high school level (SMK), students often struggle to master basic language components such as vocabulary and grammatical structure. This lack of proficiency frequently hinders their ability to communicate effectively in both written and spoken English. More critically, it limits their capacity to engage with educational materials and global knowledge, which are predominantly available in English.

Translation is essential in closing this gap. Translation, as a cognitive and linguistic activity, requires a robust mastery of vocabulary and grammatical structure. Catford (1965) posits that translation entails substituting textual content in one language (source language) with corresponding content in another language (target language). This equivalence requires both lexical knowledge and syntactic and semantic precision to maintain the original meaning. Larson (1984) underscores that effective translation relies on a comprehensive grasp of vocabulary, grammatical structure, communicative context, and cultural subtleties.

This research examines the relationship between students' proficiency in vocabulary and structure and their translation capabilities. This study specifically examines whether students with superior vocabulary and grammar skills are more adept at providing precise and relevant translations. Translation is a vital ability in contemporary education, especially as English serves as a primary medium for engaging with science and technology; therefore, comprehending this relationship is pertinent and needed.

The research aims to investigate the correlation between vocabulary proficiency, structural mastery, and translation skills among tenth-grade students at SMKN 1 Bojonegoro during the 2024/2025 academic year. The findings are anticipated to provide significant insights for refining English teaching methodologies, especially in strengthening students' linguistic foundations to facilitate improved translation performance.

RESEARCH METHOD

This research used a descriptive quantitative method with a correlational design. The population consisted of 32 tenth-grade students of SMKN 1 Bojonegoro in the academic year 2024/2025, selected through simple random sampling.

Three instruments were used to collect data: a 30-item multiple-choice vocabulary test, a 30-item structure test, and a translation test where students translated a paragraph. Scores for vocabulary and structure were calculated using the formula:

$$S=(r/N)\times 100$$

where S is the score, r is the number of correct answers, and N is the total number of items (30).
Translation ability was scored using Machali's (2000) rating scale.

Category	Score Range	Description
Almost Perfect	86–90	No errors in grammar, vocabulary, or spelling.

Very Good	76–85	Minor errors, accurate vocabulary.
Good	65–75	Some grammar/idiom errors, up to 15% of the text.
Fair	45–60	Frequent errors, up to 25% of the text.
Poor	20–44	Errors >25%, poor vocabulary/structure.

Data were analyzed using Pearson's Product-Moment correlation and multiple regression. The formula used:

$$r_{xy} = [N\sum XY - (\sum X)(\sum Y)] / \sqrt{[(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)]}$$

Significance was determined at the 0.05 level.

FINDINGS AND DISCUSSION

Findings

This research aimed to examine the correlation between students' vocabulary mastery, structure mastery, and their translating ability at the tenth grade of SMKN 1 Bojonegoro in the academic year 2024/2025. The study employed quantitative methods, with data gathered from tests on vocabulary mastery, structure mastery, and translation ability. Below are the findings from the data analysis:

1. **Vocabulary Mastery and Translating Ability**

   The Pearson product-moment correlation coefficient for vocabulary mastery (X1) and translating ability (Y) was found to be 0.8342, which is significantly higher than the critical value of 0.2960 at the 0.05 level of significance. This indicates a strong positive correlation between students' vocabulary mastery and their ability to translate. The higher the students' vocabulary mastery, the more proficient they are at translating.

2. **Structure Mastery and Translating Ability**

   The correlation between structure mastery (X2) and translating ability (Y) yielded an r value of 0.6880, which is also higher than the critical value of 0.2960. This suggests a positive, though moderate, correlation between students' mastery of structure and their translation ability. Students who possess a better understanding of grammar and sentence structure tend to perform better in translation tasks.

3. **Vocabulary Mastery and Structure Mastery**

   The c orrelation between vocabulary mastery (X1) and structure mastery (X2) was calculated at 0.6004, indicating an adequate positive correlation. This suggests that students with a higher vocabulary knowledge are more likely to have a stronger grasp of grammatical structure.

4. **Combined Effect of Vocabulary and Structure Mastery on Translating Ability**

   The multiple regression analysis revealed an r value of 0.7505, showing a high positive correlation between the combination of vocabulary and structure mastery and translating ability. This further supports the idea that both vocabulary and structure mastery are crucial components in enhancing translation skills.

Discussion

   The findings of this research confirm the importance of both vocabulary and structure mastery in developing students' translating abilities.

1. **Vocabulary Mastery and Translating Ability**

   A significant and strong correlation was observed between vocabulary mastery and translating ability. As hypothesized, students with a richer vocabulary are better equipped to understand and convey the meaning of source language texts into target language translations. This is consistent with Tarigan's (2009) assertion that language skills are directly influenced by the richness of vocabulary. Expanding vocabulary allows students to select appropriate words and phrases, which is crucial for accurate and effective translation.

   Similarly, Sholikhah, Rozak, and Nurdianingsih (2024) highlight that "the use of comics in English learning can significantly improve students' vocabulary mastery, especially for eighth grade students in Tuban Junior High School." This implies that engaging learning media may serve as effective tools to enrich students' vocabulary, which in turn enhances their translation abilities.

2. **Structure Mastery and Translating Ability**

   The positive, though moderate, correlation between structure mastery and translating ability further supports the importance of grammar in translation. While vocabulary enables the translation of words, the correct application of grammatical structures ensures that the translated message maintains its original meaning and is syntactically correct in the target language. This is aligned with Lado's (1961) view that the basic structures of a language form the foundation for effective translation.

   Supporting this, Nurdianingsih (2022) argues that "the inquiry-based learning model can improve students' critical thinking skills because it encourages them to actively search for, analyze, and evaluate information during the learning process." Such models not only enhance students' reasoning abilities but also contribute to deeper structural understanding in language learning.

3. **Vocabulary and Structure Mastery**

The positive correlation between vocabulary and structure mastery highlights that these two components are interconnected in the language learning process. As students enhance their vocabulary knowledge, they also improve their understanding of how to properly use and arrange words within the framework of grammatical rules. This interplay between vocabulary and structure is fundamental for producing coherent and accurate translations.

4. **The Combined Effect of Vocabulary and Structure Mastery on Translating bility**

The strong multiple correlation between both vocabulary and structure mastery and translating ability demonstrates that a holistic approach to language learning is necessary for improving translation skills. This finding suggests that translation instruction should focus on both lexical knowledge and grammatical competence simultaneously, as both are critical for students' success in translation tasks.

CONCLUSION

This study revealed that both vocabulary and structure mastery play an important role in students' translating ability. The findings showed a significant and positive correlation between vocabulary mastery and translating ability, as well as between structure mastery and translating ability. Furthermore, the multiple correlation analysis confirmed that the combination of vocabulary and structure mastery significantly contributes to students' success in translation tasks.

These results suggest that students who possess a stronger grasp of vocabulary and grammatical structures are more capable of understanding and conveying meaning accurately in the target language. Therefore, enhancing students' foundation in these two linguistic components should be a strategic focus in English language teaching, especially for those aiming to improve translation skills.

In light of this, English teachers are encouraged to integrate vocabulary enrichment and grammar awareness more effectively into their instructional design. Supporting students in these areas may not only boost their translating performance but also improve their overall English proficiency.

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