THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY ON TRANSLATING A FAIRY SONG POEM BY WILLIAM SHAKESPEARE

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Abstract

The limited vocabulary and lack of word variety in translations cause vocabulary mismatches between students. This research aims to ascertain the relationship between students' vocabulary mastery and their ability to translate Shakespeare's poem entitled A Fairy Song. This research uses quantitative techniques to collect and analyze data. Translation proficiency (Y) is the dependent variable in this investigation, while vocabulary mastery (X) is the independent variable. Random sampling was employed to get the research sample data Universitas Muhammadiyah Makassar students made up the study's population. The study sample consisted of 38 students. The researcher comes to the conclusion that there is a weak association between the two variables based on the Pearson correlation coefficient value of 0.274. This association has a significance value (sig. 2-tailed) of 0.096. This number exceeds the widely accepted statistical significance threshold of 0.05. This suggests that there is no statistically significant relationship between translation and vocabulary skills.

Keywords: Correlation; Translation; Vocabulary

INTRODUCTION

Translation, according to Ningrum (2023), is the action of converting a source language (SL) into a target language (TL). Proficiency in translation is a prerequisite. The translation will therefore be accurate and precise. However, students experiencing trouble translating English texts account for the majority of cases discovered. It makes the text difficult to translate. Lack of ability to master vocabulary is one of the contributing causes. Lack of vocabulary is one factor that makes it harder for students to translate texts written in English (Arono & Nadrah, 2019; Kusumayanthi & Fitria, 2020).The collection of terms a person knows and uses when speaking a particular language is called vocabulary. According to Raya (2019), vocabulary includes all the phrases a person uses in a language. Renandya (2022) asserts that vocabulary is a crucial aspect of language that gives pupils many of the fundamental skills needed to read, write, speak, and listen. Thus, an inventory or arrangement of terms utilized to convey concepts or meanings during conversation is considered vocabulary.

In the truest meaning of the word, a poem is an excursion through a musical framework in which ideas and feelings come together in a way that seems fresh and real at the same time, unaffected by prior hearing, (Boyle, Peter, 2023). Poetry translation is a complex and challenging art, where a translator must consider not only the meaning of the words, but also the emotional and aesthetic nuances of the original poem. Poetry often contains very distinctive structures, rhythms and metaphors, which can be difficult to maintain in translation.

Several studies found a positive relationship between students' vocabulary proficiency and translation skills. Significant correlations were found between vocabulary knowledge and translation skills by Sutopo (2020) and Pratama (2024), with Pratama highlighting a particularly significant link. This suggests that vocabulary has a more extensive impact on language skills than previously thought, supporting Jambari's (2021) finding that speaking abilities and vocabulary knowledge are positively correlated. Oktari's (2019) observation that grammatical competency strongly relates to translation abilities further highlights the importance of language skills in translation projects. Thus, the goal of the research is to validate earlier findings that vocabulary competence affects translation proficiency.

This investigation aims to determine the relationship between students' vocabulary mastery and in translating the poetry of fairy song by William Shakespeare. This study aims to shed light on the significance of vocabulary growth in understanding and interpreting Shakespeare's intricate and elegant language by examining student translations and vocabulary knowledge.

METHOD

A quantitative technique was employed as the research strategy in this study. A hypothesis-testing technique known as quantitative analysis looks at the relationship between independent and dependent variables. According to Karimuddin Abdullah et al. (2021), quantitative analysis is a systematic way of knowledge discovery that focuses on gathering and analyzing data by statistical, mathematical, or computer techniques. The aim of this study is to determine the relationship between students' vocabulary knowledge and their translation skills of William Shakespeare's fairy tale poetry. The participants in this research were Universitas Muhammadiyah Makassar English education majors. The sample technique used in this investigation is random sampling. A total of 38 students majoring in English education at Universitas Muhammadiyah Makassar made up the sample size in this study. The vocabulary exam and the translating test were the two main tools utilized to gather data. Then, using statistical analysis of the collected data, the relationship between vocabulary knowledge and translation skill was found. This data analysis was conducted in order to answer the study question, which inquired as to whether there was a relationship between students' vocabulary competency and their capacity to interpret William Shakespeare's fairy tale poetry. The results of this study should assist to clarify how vocabulary abilities of students impact their ability to translate English, which will facilitate the development of more effective teaching strategies.

The translation exam and the mastery of vocabulary size test are the two assessments employed in the study. 38 students majoring in English education at Universitas Muhammadiyah Makassar took the examinations. Google Forms are used for all exams. The table below illustrates this:

Table 1. Type of Instrument

No	Instrument Name	Language Skill and Component	Item of Test	Type of Instrument
1	Vocabulary test	Vocabulary size	30 Item	Multiple Choice
2	Translating test	Translating poem	2 Couplet	Translating poem

RESULTS AND DISCUSSION

Results

1) The Vocabulary Test

In the first Test, students answered 25 multiple-choice questions regarding vocabulary; For every number, there were four alternatives (A, B, C, D). The researcher gave the multiple-choice questions. The formula for calculating the students' scores is as follows:

Test Score $= \dfrac{Correct\ answers}{Total\ item\ of\ questions}\ x\ 100$

The results of a vocabulary exam are listed below:

Table 2. The score of vocabulary test (X)

No	Participants	X
1.	S - 1	72
2.	S - 2	68
3.	S - 3	72
4.	S - 4	84
5.	S - 5	76
6.	S - 6	68
7.	S - 7	68
8.	S - 8	60
9.	S - 9	80
10.	S - 10	76
11.	S - 11	68
12.	S - 12	88
13.	S - 13	60
14.	S - 14	64
15.	S - 15	76
16.	S - 16	88
17.	S - 17	84
18.	S - 18	80
19.	S - 19	92
20.	S - 20	76
21.	S - 21	64
22.	S - 22	76
23.	S - 23	88
24.	S - 24	76
25.	S -25	92
26.	S - 26	68
27.	S - 27	60
28.	S - 28	80
29.	S - 29	68
30.	S - 30	88
31.	S - 31	72
32.	S - 32	64
33.	S - 33	84
34.	S - 34	76
35.	S - 35	80
36.	S - 36	60

37.	**S - 37**	88
38.	**S - 38**	76
	Total Score (∑) = 2860	

*S= Student

Following the computation of 38 students' vocabulary test scores by the researcher, the findings are displayed in the data above. which is the ∑ x = 2860.

The researcher used the assessment standards criteria to determine how well the students performed on the vocabulary test.

Table 3. Scoring of vocabulary test

No	Interclude	F	Benchmarks
1.	86-100	7	Excellent
2.	66-85	23	Good
3.	46-65	8	Enough
4.	26-45	0	Poor
5.	Under 25	0	Failed

Adopted by the Ministry of National Education (2004) in the article Manggar Rizka Novitri,dkk(2019)

1. **The Translating A Fairy Song Poem by William Shakespeare**

   In the second test, students translate a poem entitled A Fairy Song Poem by William Shakespeare, which consists of 2 stanzas. The scoring guide of Translating :

Table 4. Scoring Guide of Translating

No	Aspect	Scoring Scale	Description
1	Style and Cohesion	30-27	Outstanding-Excellent
		26-22	Great-Averange
		21-17	Fair-poor
		16-13	Very Poor
2	Structure of Language	20-18	Outstanding-Excellent
		17-14	Great-Averange
		13-10	Fair-poor
		9-7	Very Poor
3	Comprehension of Meaning	20-18	Outstanding-Excellent
		17-14	Great-Averange
		13-10	Fair-poor
		9-7	Very Poor
4	Choice of the words	25-22	Outstanding-Excellent
		21-19	Great-Averange
		17-11	Fair-poor
		10-5	Very Poor

Adopted by Nadia, dkk(2022)

The following is a list of a vocabulary test result:

Table 5. The score of Translating test (Y)

No	Participants	Y
1.	**S – 1**	72
2.	**S – 2**	69
3.	**S – 3**	78
4.	**S – 4**	74
5.	**S – 5**	77
6.	**S – 6**	66
7.	**S – 7**	80
8.	**S – 8**	75
9.	**S – 9**	73
10.	**S – 10**	67
11.	**S – 11**	74
12.	**S – 12**	77
13.	**S – 13**	69
14.	**S – 14**	65
15.	**S – 15**	80
16.	**S – 16**	75
17.	**S – 17**	67
18.	**S – 18**	84
19.	**S – 19**	72
20.	**S – 20**	64
21.	**S – 21**	58
22.	**S – 22**	84
23.	**S – 23**	64
24.	**S – 24**	72
25.	**S – 25**	82
26.	**S – 26**	63
27.	**S – 27**	63
28.	**S – 28**	68
29.	**S – 29**	67
30.	**S – 30**	80
31.	**S – 31**	77
32.	**S – 32**	73
33.	**S – 33**	88
34.	**S – 34**	79
35.	**S – 35**	60
36.	**S – 36**	73
37.	**S – 37**	65
38.	**S – 38**	67
Total Score ($\sum$) = 2741		

*S= Student

The results of the researcher's computation of the translating test scores of 38 students are shown in the data above, which is the $\sum x = 2741$.

The researcher employed the criteria of the assessment standard to determine the students' success on the vocabulary exam.

Table 6. The scoring of translating test

No	Interval	F	Criteria
1	86-100	2	Excellent
2	66-85	29	Good
3	46-65	8	Enough
4	26-45	0	Poor
5	Under 25	0	Failed

2. Correlation of Vocabulary Test and Translating Test

Correlations

		vocabulary	translating
vocabulary	Pearson Correlation	1	.274
	Sig. (2-tailed)		.096
	N	38	38
translating	Pearson Correlation	.274	1
	Sig. (2-tailed)	.096	
	N	38	38

*Correlation is significant = 0,05 level (2-tailed)

The chart above indicates a positive relationship between translation and vocabulary skills. These two variables have a weak relationship as indicated by the Pearson correlation coefficient value of 0.274. This association has a significance value (sig. 2-tailed) of 0.096. This number exceeds the widely accepted statistical significance threshold of 0.05. This demonstrates that vocabulary mastery and translation skills do not statistically significantly correlate.

Discussion

Several studies have demonstrated a strong correlation between students' vocabulary competency and their ability to translate. According to Ningrum (2023) and Pratama (2024), there was a significant link between these two characteristics and students' ability to translate in both directions. Fitri (2023) gave it a fair rating; Nadia (2022) and Fitri (2023) both found a strong correlation. Saputri (2018) emphasized the importance of vocabulary mastery for translation and showed a strong correlation between these two variables. Kulsum (2020) added to this evidence by showing that students with larger vocabulary sets translated more accurately.

This study looked at the correlation between vocabulary and the outcomes of translating poetry and discovered a weak and negligible correlation. These results open up new avenues for investigation into the quality of poetry translation and show that other elements could have a greater bearing on the matter. Diction is influenced by mother tongue culture (Merc, 2019). Many students use inappropriate words; therefore, they use inappropriate vocabulary. In

addition, it is difficult for students to translate the words in poetry accurately and determine the context of their previous knowledge. This is in line with Khoerunisa's (2021) research: students have difficulty dealing with grammatical structures and finding appropriate terms. According to Ta'amneh (2022), one should assume the intended meaning of unusual or archaic terms. Sukmaningrum (2023) further highlights grammatical and lexical variations as well as cultural and structural differences in language use.

One of the nine aspects of translation is paying attention to details in different contexts and collocations (Robinson, 2019). Translators need to be aware of information in a variety of collocations and situations for a translation to be effective; the choice of vocabulary and previous knowledge must be completely appropriate. Metwally (2023) discovered a noteworthy correlation between translation accuracy and collocational knowledge, with the latter highlighting the significance of a translator's proficiency in collocation. Translators must be aware of a wide range of circumstances and collocations, as in research by Nagy (2022) and Haghighi (2018), the difficulties in translating collocations, and the necessity of having a solid understanding of both languages and cultures. Additionally, Nagy (2022) emphasizes how crucial it is to improve collocational awareness in translation procedures.

CONCLUSION

The researcher draws the conclusion that there is a weak association between the two variables based on the above analysis's results, as indicated by the Pearson correlation coefficient value of 0.274. This association has a significance value (sig. 2-tailed) of 0.096. This number exceeds the widely accepted statistical significance threshold of 0.05. indicates that there is no statistically significant correlation between vocabulary and translation skills. Information in a range of collocations and circumstances must be understood by translators. A translation cannot be effective unless the terminology and prior knowledge are just right. The lack of several word variations that are evident in the translation and the short number of terms that students know both contribute to vocabulary incompatibilities.

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