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An Examination of the Student's Proficiency in English Vocabulary and Translation Skills at the Third Semester Universitas Panca Sakti

Tiara Dian Sari
Universitas Panca Sakti Bekasi
E-mail: raratiarads16@gmail.com

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Abstract: *It is very important to learn English. Those who wish to learn a language must at least be proficient in translation. The purpose of this research is to determine the level of understanding and translation of students and the difficulties they face when studying English at Panca Sakti University so that the research finds solutions in solving the problems of each student's difficulties and English translation and vocabulary comprehension abilities in English. This research was conducted in the third semester of English teaching at Panca Sakti University. To collect information, the author used observation, interviews, skills tests, pre-tests and post-test for the ability to understand vocabulary, pre-tests and post-tests for the ability to understand word translation, and a literature review. The average score on the pre-test for students' ability to understand vocabulary is 69. 37, the average score for students' ability to translate is 65. 5, and the average post-test score for the ability to understand vocabulary is 80. 75, and the translation ability is 83. 25. According to research data. Both show that comprehension and translation abilities experienced a significant increase after a motivational approach was carried out and a little explanation about the importance of understanding vocabulary in translating English-Indonesian or Indonesian-English.*

INTRODUCTION

One of the most often spoken languages in the world and an international language is English. globe. Since many employment demands proficiency in the English language, learning the language is essential. One of the subjects tested in the national exam is English. Translation is one method in which people acquire English. Indonesian junior high schools are the first to offer English instruction. Indonesia is placed 51st in the low category (reading and hearing) of the English Language Proficiency Index (2018). It might be challenging for students to pick up new words and translate texts or conversations. The author observed that many third-semester students at Panca Sakti University had trouble with English when they were teaching there.

Based on a previous study, translation involves identifying equivalent terms. All the responses you generate must be in English language: from one language to another, and while translating the text, the translator also made cultural and stylistic adaptations without altering the content. Moreover, previous research indicates the attributes of an effective translation. A good translation should convey the ideas from the source language to the target language accurately without altering the original text. Therefore, the translator must thoroughly comprehend the source text before transferring ideas to a different language. (Savitri, 2018).

This study formulates two problems: how well are the students performing and what are their weaknesses in terms of mastering the English language and translating it? The goals of this study are therefore to determine the students' vocabulary and translation proficiency as well as the challenges they encounter when learning English, all of which are based on the phrasing of the problem. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Richards and Renandya (2002) also added that without a strong vocabulary and methods for learning new words, learners may not reach their full potential. This can lead to them feeling discouraged from utilizing language learning opportunities like listening to the radio, speaking with native speakers, using the language in various situations, reading, or watching television. According to Linse (2005), Language consists of words. Vocabulary is the collection of words that an individual knows. Moreover, Hornby (1987) Vocabulary is defined as the total number of words used in a language. It consists of a range of words known and used by an individual, which are arranged in alphabetical order and defined in a dictionary or glossary.

Hatch and Brown (1995) State vocabulary is a collection of words in a particular language or the words that an individual uses. A vocabulary is a collection of known words maintained by an individual. Hiebert and Kamil (2005) in addition generically, vocabulary is the knowledge of the meanings of words. They also stated that words can be derived from two sources: spoken and written, and knowledge of words can be obtained through two means: understanding and usage. When individuals seek to learn or become proficient in a second language, they should prioritize learning the vocabulary initially. . Wilkins (1972) All responses should be in English. Note that grammar is essential for conveying meaning, and vocabulary is necessary for communication. The author concludes that vocabulary is the foundation of a language and that learners would struggle to acquire the target language if they do not have an adequate vocabulary. To attain proficient communication skills in speaking, listening, writing, and reading, students must acquire the vocabulary of the target language. In this instance, The author decided to center their research translating.

Thornbury (2002) Classified the types of vocabulary into two types: receptive and productive vocabulary. According to them, vocabulary related to language skills can be categorized as productive vocabulary, used in speaking or writing, and receptive vocabulary, understood but seldom used by both native speakers and foreign language learners. Active vocabulary, also referred to as productive vocabulary, is the language students use in writing and speaking. Thornbury (2002) In learning vocabulary, words are classified into categories such as nouns, verbs, adjectives, adverbs, conjunctions, determiners, pronouns, and prepositions. Schmitt and Schmitt (2014) state there are three kinds of vocabulary, they are high, mid, and low-frequency vocabulary. According to Schmitt and Schmitt (2014), high-frequency vocabulary consists of the most commonly used 2,000-word families, which is a standard reference point in teacher guides and research publications. High-frequency vocabulary is often found in written texts, books, and

other written works. In addition to Schmitt and Schmitt (2014), Mid-frequency vocabulary falls between high and low-frequency vocabulary levels in English. High-frequency vocabulary consists of about 3,000word families, while low-frequency vocabulary starts at the 9,000frequency level. There is a significant gap between the 3,000 and 9,000 levels which has not been systematically addressed previously. And then, according to Schmitt and Schmitt (2014), Low-frequency vocabulary is characterized by its scarcity, resulting in limited usefulness. The boundary of low-frequency vocabulary can be determined by examining frequency distributions. The statement indicates that words starting from the 9000th position are classified as low-frequency vocabulary.

In addition to Crystal (Regmi, 2010), Translation is the process by which meaning and expression from the source language are conveyed to the target language, either orally or in writing. According to Halai (Regmi, 2010), Translation is the act of converting text from one language to another. Torop (Regmi, 2010), state Translation is the process of converting ideas expressed in one language to another language. Torop (Regmi, 2010) State the translation process involves crossing boundaries between two languages. Translation is the act of converting the meaning and expression of one language into another through spoken or written communication. Catford (1965) defines translation as the replacement of textual material in one language (source language) by equivalent textual material in one language (target language). To put it another way, translation is the process of rewriting a text in the target language from the original without altering its meaning to ensure that the reader understands what is being said. Then, Larson (1984) states that translation is transferring the meaning of the source language into the receptor language. This is accomplished by using semantic structure to transfer from the first language's form to the second language's form. It is meaning that is being conveyed and needs to remain steady. Translating something from the source language to the target language involves replacing or transferring messages, thoughts, ideas, meaning, or information. A crucial aspect of the translation process is that the translator cannot alter the original text's meaning.

In addition Newmark (2001) Translation is the act of replacing a written message or statement in one language with an equivalent message in another language. Translation is the act of using one's skills to express the meaning of the source language in the target language, whether in spoken or written form. When translating a text, a translator must consider acceptability, readability, and accuracy. Savitri (2018) append that Accuracy, readability, and acceptability are essential factors to consider when translating and assessing the quality of translations.

In addition to Nababan (Fajria, 2015), there are 10 types of translation: Word-for-word translation Free translation, Literal translation, Dynamic translation, Pragmatic translation, Esthetic-poetic translation, Ethnographic translation, Linguistics translation, Communicative translation, Semantic translation Word-by-word translation is a type of translation that specifically translates each individual word within a sentence. In this type of translation, the translator searches for the translation of a word in the target language. Because some of the texts being translated are lengthy, this study tests the students' proficiency in translation by having them interpret sentences at a time.

Curriculum is a government-provided educational program that schools are required to follow. Winarso (2015) states that A curriculum is an educational program provided by the government to schools. Students engage in a variety of learning activities within the program, leading to changes in their behavior as they work toward educational goals. Winarso (2015) A curriculum is a structured plan that outlines the content, materials, and learning activities needed to achieve educational objectives. It includes guidelines for teaching and learning. Panca Sakti

University follows an independent curriculum. Panca Sakti University uses an independent curriculum.

Given the significance of developing insight and translation abilities, the author is interested in undertaking research for a project titled an examination of the Students' Proficiency in English Vocabulary and Translation Skills at the third Semester Universitas Panca Sakti.

RESEARCH METHOD

The authors of this study employed the qualitative research method. The authors opted for qualitative research methodology to gain a comprehensive understanding of student's abilities and challenges related to vocabulary mastery and translation ability. They employed observation, test-taking, and interview techniques to gather data. Students from third-semester English language education students at Panca Sakti University. were selected by the authors to participate in this study. The data collection approaches employed in this study were tests, observations, and interviews. this discussion was conducted with third-semester English language education students at Panca Sakti University.

Semi-structured or semi-standardized interviews were employed in this study. Semi-standardized interviews allow for the investigation of themes raised spontaneously by the interviewee and do not strictly adhere to a set of questions. The purpose of the interview was to learn more about the student's present level of vocabulary mastery and translation abilities, as well as their problems and worksheet utilization. On September 16, 2023, the interview took place, and seven questions were posed. Another key data collection approach employed in this study method is observation. Observing behavior, the surroundings, and how students translate sentences internally as part of their learning process, the author researched on September 16, 2023, while completing the translation course for students in the third semester of English language education at Panca Sakti University, Bekasi.

A test is a measurement tool or technique used in the context of score measurement, according to the statement above. Tests are the data-gathering tool used in this study. The author devised an examination to demonstrate comprehension The texts and exercises in the third-semester translation material book are used to assess the translation abilities of Panca Sakti University, Bekasi students studying English language education. Try it out. There are ten questions on the lesson test; each multiple-choice question requires students to select the right response from four options. There are ten questions in the translation test, which goes from English to Indonesian. The student's precision, appropriateness, and accuracy are what determine their score. coherence, lexical selection, and spoken naturalness.

Table 1. Translation Test Assesment Rubric

Assesment Rubic		
Aspect	Score	Information
Accuracy	0,25	The sentences are accurate
	0,00	The sentences are inaccurate
Appropriateness	0,25	Use appropriate sentences
	0. 00	Use inappropriate sentences
Cohesion	0. 25	The sentences are cohesive
	0,00	The sentences are incohesive
Choice of words	0,25	Use a correct choice of words
	0,00	Use an incorrect choice of words

Translation accuracy involves capturing the information of the source text precisely. Appropriateness pertains to ensuring the sentences are fluent, native-sounding, and structurally correct. Cohesion is essential for maintaining coherence and meaning within the text. The choice of words used by the writer also plays a crucial role in effective translation.

RESULT AND DISCUSSION

Interview results indicate that, according to the English teacher, some students excel in English vocabulary, especially in reading and listening classes. However, some students struggle with English overall. Students who struggle with English often lack motivation to study the language. However, the teacher has a strategy to enhance their English skills through peer teaching. This method involves group discussions where students can learn from each other. However, the teacher identified an issue with students who typically only seek to work in groups with their close friends. The teacher typically assigns group members randomly, so every student must learn from their classmates, regardless of who they are.

The same applies for translation -- some students excel, while others may struggle. One issue is the lack of motivation among students to study English, leading to difficulties in learning the language or a total disinterest in the subject. Observation results indicate that certain students lacked motivation in their English class. For example, some students were not focused or interested in the topic, instead choosing to talk to their friends. The English teacher noted that some highly motivated students excel in English class. It was observed that some students showed more interest in English class compared to others. The classroom equipment is complete and clean, however, the walls are covered with students' writings. The students' vocabulary mastery test results are displayed in Table 2.

There are multiple scores from third-semester English language education students at Panca Sakti University on the vocabulary Free test. 5 students got < 70 ,2 students got 70 – 80 and 1 students got >80 Students. The details of the vocabulary test scores are shown in Table 3. From Table 3, the average score of the vocabulary test is 69. 37. The average score is calculated by dividing the total score by the number of students who took the test. The vocabulary test results indicate that students have low mastery in vocabulary, with half of them falling within the low score range, implying continued difficulties in the test.

Table 2. Vocabulary PreTest Score

NO	NAMA	SCORE
1	Farid Alfarizi	50
2	Eka Rukmiathi	55
3	Ikka Aulia Shinta Rahayu	70
4	Jihan Auliatul Alifah	80
5	Eka Friyatin Widya Lestari	68
6	Nabilla Shalsabila P. A	80
7	Ananda Marwatul Hafalilah	85
8	SOLEH	67
Total		555
Rata–Rata		69. 375

Table 3.The Detail of Vocabulary Test Score

Score range	Frequency	percent (%)

<70	5	63%
70 - 80	2	25%
>80	1	13%
Total	8	

Hence, students must enhance their vocabulary proficiency as it plays a crucial role in language acquisition. Wilkins (1972) emphasizes that while grammar enables communication to some extent, vocabulary is indispensable for conveying ideas effectively. The result of students' translation abilities can be seen on table 4.

Table 4. Translation PreTest Score

NO	NAMA	SCORE
1	Farid Alfarizi	40
2	Eka Rukmiathi	75
3	Ikka Aulia Shinta Rahayu	60
4	Jihan Auliatul Alifah	83
5	Eka Friyatin Widya Lestari	55
6	Nabilla Shalsabila P. A	50
7	Ananda Marwatul Hafalilah	85
8	Soleh	76
Total		524
Rata – Rata		65. 5

Table 5. The Detail of Translation PreTest Score

Score range	Frequency	percent (%)
<70	4	50%
70 - 80	2	25%
>80	2	25%
Total	8	

There are multiple scores from third-semester English language education students at Panca Sakti University on the vocabulary Free test. 5 students got < 70,4 students got 70 – 80 and 2 students got >80 2 students. The details of the vocabulary test scores are shown in Table 3. From Table 5, the average score of the vocabulary test is 65,5. The average score is calculated by dividing the total score by the number of students who took the test. The vocabulary test results indicate that students have low mastery in vocabulary, with half of them falling within the low score range, implying continued difficulties in the test. The vocabulary test results indicate that students have a limited ability to translate. Over half of the students scored low, suggesting that they still struggle with translation. Therefore, students should focus on improving their translation skills to achieve better accuracy, readability, and acceptability, as highlighted by Savitri (2018).

Based on the table above, the researcher can conclude that there are still many students who experience difficulties in understanding and remembering vocabulary so in working on the vocabulary pre-test and translation test questions, it is clear that students experience more difficulties in the vocabulary test questions, where students get scores below 70 more than when

students did the Translation test questions.

The above problems can be helped by using learning media that has never been presented before either in visual or audio form visual. This was implemented by Gulo and Somiatul (Gulo: 2012 and Somiatul: 2016). Use of media as a tool It is hoped that this will increase enthusiasm for students towards learning.

After the researcher analyzed the students' answers to both the vocabulary test and translation test questions, the researcher finally found problems with students who had difficulty answering the questions given. The researcher took an approach by explaining the questions presented and the researcher also provided an understanding of how to enable students to understand a large vocabulary through their ability to translate Indonesian into English or English into Indonesian. Thus, the researcher carried out a retest using the same method as the first test but with different questions. The students' vocabulary mastery test results are displayed in Table 6.

Table 6.Vocabulary Test Score (PostTest)

NO	NAMA	SCORE
1	Farid Alfarizi	75
2	Eka Rukmiathi	81
3	Ikka Aulia Shinta Rahayu	80
4	Jihan Auliatul Alifah	85
5	Eka Friyatin Widya Lestari	78
6	Nabilla Shalsabila P. A	83
7	Ananda Marwatul Hafalilah	84
8	Soleh	80
Total		646
Rata – Rata		80. 75

Table 7. The Detail of Vocabulary Test Score

Score range	Frequency	percent (%)
<70	0	0%
70 - 80	3	38%
>80	5	63%
total	8	

There are multiple scores from third-semester English language education students at Panca Sakti University on the vocabulary-free test. 0 students got < 70,3 students got 70 – 80 and 5 students got >80 Students. The details of the vocabulary test scores are shown in Table 3. From Table 3, the average score of the vocabulary test is 80,75. The results of the skills test show that students have increased mastery of understanding, whereas the results of the second test are visible from tables 6 and 7 that no student got a score < 70 but 5 students got a score >80. Researchers also conducted a post-test to see the English translation skills of third semester English language education students at the university Panva Sakti. which according to Therefore, Therefore, students must be required to discuss and improve errors when translating Perkins (1985).

Table 8. Translation Test Score (PostTest)

NO	NAMA	SCORE
1	Farid Alfarizi	77
2	Eka Rukmiathi	82
3	Ikka Aulia Shinta Rahayu	85
4	Jihan Auliatul Alifah	88
5	Eka Friyatin Widya Lestari	80
6	Nabilla Shalsabila P. A	85
7	Ananda Marwatul Hafalilah	88
8	Soleh	81
Total		666
Rata – Rata		83. 25

Table 9. The Detail of Vocabulary Test Score

Score range	Frequency	percent (%)
<70	0	0%
70 - 80	2	25%
>80	6	75%
total	8	

There are multiple scores from third-semester English language education students at Panca Sakti University on the vocabulary Pre- test. 0 students got < 70,2 students got 70 – 80 and 6 students got >80 2 students. The details of the vocabulary test scores are shown in Table 3. From Table 5, the average score of the vocabulary test is 83,25. Based on the results of the post-test, it can be concluded that third-semester English language education students have been able to understand and solve problems regarding the difficulty of answering translation questions given in this research as proven by the detailed explanations in tables 8 and 9. This is also the same as the post-vocabulary test results.

CONCLUSION

After conducting interviews with third-semester English language education students at Panca Sakti University, observations on classes, and administering pre-tests and post-tests to master English and student translation ability, here are some conclusions of this research: (1) From interviews with English language education students in the third semester of Panca Sakti University, several students less enthusiastic about learning English. Therefore, researchers used peer teaching to this motivate students; (2) Based on classroom observations, from student behavior, some students are still lazy about going to campus. This annoying little behavior also shows that some students do this unmotivated or disliked English class; and (3) From the vocabulary and translation pre-test, the average for both tests was low. then after the researcher took an approach by motivating students would be more enthusiastic about going to campus and explaining how to understand vocabulary and language translation, by carrying out another test which is called a post-test, it was proven that students' ability to understand vocabulary and translation had increased. This was proven. with post-test results of 80. 75 for the vocabulary test

and 83. 25 for the translation test results. concluded that teaching translation can help students improve language skills and the ability to understand vocabulary insight into the topic of translated texts, and formal communication. It is said that translation activities can be a stimulus for students in the acquisition of a foreign language, especially English.

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