

CHAPTER II

LITERATURE REVIEW

A. The Nature of Vocabulary

1. Definition of Vocabulary

Vocabulary refers to the words we know to communicate effectively. Vocabulary is one of the important things in language learning besides sound, and grammar. Teachers and text book writers have interpreted the meaning of vocabulary in different points of view. The definitions have similarities and differences to each other. It is good look at some definitions that have been described as vocabulary.

Richards and Renandya (2002: 81) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Richards (2000: 70) states that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention.

Pivulski and Templeton (2004: 1) state that vocabulary as the sum of words that are used by and understood by people. It means that we “use” vocabulary when we speak and write; the term expressive vocabulary is used to refer to both since these are the vocabularies we use to express ourselves. We “understand” vocabulary when we listen to speech and when we read; the term receptive vocabulary is used to refer to listening and reading vocabularies.

According to Hornby (2005: 110) in advance Learners Dictionary of Current English says that vocabulary is : (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking and (4) a list of words with their meanings, especially in a book for learning a foreign language.

In other words Nation (2008: 66) says that vocabulary is central to language. The quotations mean that vocabulary is the main element of language. Language is the expression which is constructed by words or vocabulary. Words are the tools which used to think, to express idea and feeling, and to learn about world. In language learning vocabulary is an essential component. It links to four skills of speaking, listening, reading and writing

Read (2006: 16), vocabulary is not just a set of individual language learners, but also as a knowledge for communicative purpose. The knowledge means the ability to access the terms in communication. For example, Students' knowledge of words impacts their achievement in all areas of the curriculum because words are necessary for communicating the content. As classroom teachers know, students have difficulty in understanding and expressing the concepts and principles of the content areas if they do not know the specialized vocabulary that represents those concepts and principles. It is nearly impossible for students to read about, talk about, write about, and understand information about volcanoes, for example, if they do not know the words *magma*, *lava*, *vent*, and *erupt*.

Indeed, educational authorities advise us that “wide vocabulary and broad knowledge go together.”

Hyan and Nga (2003: 47) stated that in a foreign language, it can not be avoided studying vocabulary of it language. The students are not able to communicate well unless they have adequate supply of vocabulary. In order to communicate well in a foreign language, the students should acquire an adequate number of words and should know how to use them accurately.

From the definitons of vocabulary above, it can be summed up that in term of English teaching; vocabulary is one of the important components which is compulsory to be taught to the students in any level. By having a lot of vocabulary, students will be able to use English in oral communication or written communication.

2. Types of Vocabulary

There are at least five kinds of vocabulary (Hatch and Brown, 1995: 181-243). They are as follow:

a. Word Classes

It is known well as parts of speech such as noun, verb, adverb, adjective, pronoun , preposition and conjunction.

b. Word Families

It clarifies about affix and the shift of word.

Example : play-plays-played = inflected

play-replay-playful = derivatives

c. Word Formation

Example :

- 1) Compounding = second-hand, word processor, typewriter
- 2) Blending = information + entertainment = infotainment
- 3) Clipping = electronic mail = email

influenza = flu

d. Collocation

It can be called as two words usually found together.

Example : this week, once more, once again, as well.

e. Homonyms

It has same form but different in meaning.

Example : well = sumur left = kiri

well = baik left = berangkat

According to Meriem Webster's collegiate dictionary (2003: 1400) defines vocabulary as:

- a. A list or collection of words and phrases usually alphabetically arranged and explained or defined.
- b. A list or collection of terms or codes available for use.
- c. A sum or stock of word employed by a language group, individual or work or in a field knowledge.

It can be seen that vocabulary is a list of words or stock of words used by person in a language containing meaning, some easily taking and

reaching meaning, especially those refer to concrete objects and activities other are difficult to understand of variety diverse meaning.

According to John Haycraft (1978: 40) classified vocabulary into productive vocabulary and receptive vocabulary.

- a. Productive vocabulary : words which the student understands can pronounce correctly and use constructively in speaking and writing.
- b. Receptive vocabulary : words that the student recognizes and understand when they occur in a context but which he can not product correctly.

Jo Ann Aebersold and Mary Lee Field (1997: 139) classify into active and passive as follows:

- a. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as *productive vocabulary*, although in fact it is more difficult to put into practice, it means that to use the productive vocabulary, the students must know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.
- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening and also called as *receptive vocabulary*.

From the explanation above, we know that every experts in every book is different in classifying the kind of vocabulary, because every

person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items can be recognized and understood in the context of reading and listening and some of them classify vocabulary into general and special. Even the classifications of the kinds of vocabulary that they have made are different, but the point is the same, because their calssifications are based on the different sides and aspects.

3. Vocabulary Mastery

Vocabulary mastery taken from two words, they are “vocabulary” and “mastery”. Vocabulary is total number of words which with rules for combining them make up language. It takes crucial role in language competence, because the language consists of construction of vocabulary. A. Bertrann (1989: 10) said that “the word mastery is derived word master means the highest possible level of skill”. While Merriam-Webster (1976: 12) stated “that mastery means skills or knowledge in a subject that make one master it”.

In learning vocabulary automatically we have to know the meaning of words in the target language from the meanings of their nearest ‘equivalent’ in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

The learner should have ability, capability and power. A power and capacity refer to mastery. Webster (1976: 586) notes that mastery is the act of mastering, the state of having control of something, superiority in competition victory, eminent skill or thorough knowledge, and vocabulary is a total number of words which make up a language which may be used by individual speakers (Hornby, 1994: 959).

Joyce Amstrong Carrel, et.al., (2001: 770) said that discovering how words relate to other words is a good way to increase vocabulary. It means that determining the words. The owing or mastering words means enlarging the vocabulary mastering. In this case vocabulary is same with words.

Based on the explanation above, vocabulary mastery is comprehensive knowledge of set of all words in a particular language which make up a language that a person knows or uses or the set of words likely to be used by that person when constructing new sentences. So, the purpose in studying vocabulary is to enable students to produce a wide range of vocabulary items.

Vocabulary mastery has always been essential part of learning English. Vocabulary mastery deals with the ability to master words and words' meaning. Learners should master vocabulary adequately to support the four skills and must be able to use the word in the sentence appropriately. They should understand the meaning too. Without having

vocabulary mastery, learners can not master English well. Mastering English vocabulary is a key to be successful in learning English.

There are some criterion students who are mastering vocabulary according to Wallace and Farch in Susilaningsih (2002: 13). The criterion are as follow:

- a. The students can spell vocabulary correctly.
- b. The students are able to recognize word in spoken and written form.
- c. The students are able to related vocabulary to appropriate object or concept (knowing the full meaning of potential word and not just one specific meaning).
- d. The students are able to recall it well.
- e. The students are able to pronounce vocabulary in recognize way.
- f. The students are able to know in what way vocabulary can combine with other words.
- g. The students are able to know the relation between the word and other words in lexical set.
- h. The students are aware of vocabulary connotations and associations.
- i. The students can use vocabulary in the appropriate level of formality and the appropriate situation.

Susilaningsih (2002: 14) states in her thesis that there are two kinds of vocabulary mastery:

a. The passive vocabulary mastery

The passive vocabulary mastery is the lexical items which the students recognize and understand when they meet them in reading context and listening material.

b. The active vocabulary mastery

The active vocabulary mastery is the lexical items which the students can recall and use appropriately in speaking and writing.

4. The Importance of Vocabulary

Tarigan (1984: 2) points out the importance of vocabulary in language is essential for successful language use, because without an extensive someone will be unable to use structure and function that has learned for comprehensible communication. It forms an opinion that the development of a rich vocabulary is an important element in learning a second language there is no language without words. Someone uses vocabulary to listen, read, speak and write effectively.

Students learn vocabulary indirectly and directly. They can express their ideas and comprehend other people idea if they have good vocabulary mastery.

5. Presenting New Vocabulary

Different teachers have ways to present new words. Whatever methods are used, the following suggestions may help teachers:

- a. Prepare examples to show meaning. Examples are best if they are created by the teachers themselves rather than taken from the dictionaries. Students look up words in dictionaries. If the students find that most of the teacher's examples are from the dictionaries, they tune out when the teacher talks.
- b. Ask students to tell the meaning first. Teachers should always elicit meaning from students before they offer the meaning.
- c. Think about how to show the meaning of a word with related words such as synonyms, antonyms etc.
- d. Think about how to check students' understanding.
- e. Think about the context in real life where they words might be used. Relating newly learned language to real life promotes high motivation.
- f. Think about possible misunderstanding and confusion that students may have.

There are words that best to be taught in groups such as:

- a. Synonym

Joyce Amstrong Carrel, et.al., (2001: 770) state synonyms are words that are similar in meaning. It is easier to remember a one-word synonym for a word than to remember a long dictionary definition. For examples, you may be able to remember the word *attain* by remembering its synonym *achieve* or sub senses of *house*, *domicile*, *home* are synonyms in some contexts.

Sometime teacher uses synonym to get the difficult meaning for the student in the class. It is better than say the meaning of the words directly to the students. Therefore, teachers must remember that not all words are a good match for all tasks. For example, it might be difficult for students to generate different forms of some words or identify synonyms for other words.

In order to be clear and brief the examples of synonym can be seen on the below:

No.	Word	Synonym	Class	Meaning
1.	Look	See	Verb	Melihat
2.	Use	Wear	Verb	Menggunakan
3.	Good	Excellent	Adjective	Baik
4.	Happy	Cheerful	Adjective	Bahagia
5.	Difficult	Hard	Adjective	Sulit
6.	Sure	Confident	Adjective	Yakin
7.	Listen	Hear	Verb	Mendengar
8.	Ugly	Bad	Adjective	Jelek
9.	Ill	Sick	Adjective	Sakit
10.	Water	Liquid	Noun	Air

From the example, students can see the use of *use* and *wear*. In the sentence has some meanings or synonyms but it is used in different context. *Use* can be used to describe for everything in general, while for *wear* is used to describe for something that will be used in the body.

b. Antonym

Antonym is the opposite meaning of the word. Determining the meaning of the words does not only seeing its definition based on the dictionary but also based on the relation to opposite, e.g. *hot-cold*;

big-small; good-bad, which are all gradable relative to each other with reference to a norm.

It also can be determined by the opposite meaning or antonym. Joyce Amstrong Carrel, et.al., (2001: 770) state that antonyms are words that are opposite in meaning. It means that remembering antonym in pair may help learner to recall each words' meaning. For example *happy* is the antonym of *sad*, *strong* is opposite of *weak*, *good* is opposite of *bad*, and so forth, for example:

No.	Words	Antonym
1.	Buy	Sell
2.	Wife	Husband
3.	Above	Below
4.	Sunrise	Sunset

c. Complement

Here two words exist and one excludes the other, for example single/married. In this case it is possible to explain by saying: single means not married. This idea may be extended to groups of incompatible words, each is defined by being not the other, for example morning – afternoon – evening – night. It is best to teach these words in groups, as the meaning of one depends directly on the meaning of the others.

d. Converse

Each of a pair of words implies the other; parent/child, employer/employee. Such words are best explained together.

e. Hyponym

Car, van, bus, lorry are hyponym of vehicle. Often such words are difficult to handle without translation.

Here are more ways to present and explain vocabulary:

- 1) Draw pictures, diagrams and maps to show meanings or connection of meanings.
- 2) Using real object to show meanings.
- 3) Mime or act to show meanings, e.g. brushing teeth, running, crying etc.
- 4) Use synonyms or antonyms to explain meanings.
- 5) Use lexical sets, e.g. cook: fry, boil, bake, grill.
- 6) Translate and exemplify, especially with technical words or words with abstract meaning.
- 7) Use word formation rules and common affixes.

6. Learning Vocabulary

We are sure that vocabulary is important thing in learning English. Carol Griffith (2008: 159) says, in order to control students vocabulary learning, learner needs to know what vocabulary to learn, how to go about learning it, and how to assess and monitor it process. It means that before going to teach vocabulary to the students, the teacher needs to explain what vocabulary that is going to be discussed.

Here are some essential steps in vocabulary learning according to Hatch and Brown (1995: 372-387) as follow:

a. Encountering new words

That is having a source for words. The student's strategies here include learning new words by reading books, listening to the radio and watching television, and also reading newspaper or magazines.

b. Getting the form

It appears to be getting of a clear image visual or auditory or both of the form of the vocabulary. The steps are shown in comment such as associating new words with words that sound similar in native language, associating words that are similar to words in other language.

c. Getting the word meaning

This steps includes such as strategies as asking native English speakers what word mean, asking people who speak native language the meaning of new words, making pictures of words meaning in mind and explaining the meaning and asking someone to tell the English word.

d. Consolidating the word form and meaning in memory

Many kinds of vocabulary learning drills, such as flashcards and matching. In learning vocabulary, there are some suggestions on how to study vocabulary for the students:

- 1) Choose a best time so that students do not feel pressured.
- 2) Try to find a place free of things that may disturb in studying.

- 3) Do not try to do all the exercises in one sitting. Studies have shown that students will remember the material better if they give space their studying over period of time. The thing to do is to find and work a space that is good for the students.
- 4) Recall, which refers to how much students remember, it is very important in learning a word and its meaning. You should cover the meaning to see if you can recall it.
- 5) When the entire exercise is completed, go over the word you have learned. In addition take a few minutes before a new exercise to review the previous exercise.
- 6) To remember the vocabulary, try to use them daily in written or speech.

7. Problem of Learning Vocabulary

Resman in Sulasno (2000: 1) said that there are some problems indirectly faced by students in learning vocabulary. Those items are briefly described below:

a. Pronunciation

The following are aspects which cause problems in pronunciation:

- 1) Similar sound in the two words which have different variants.
- 2) Sequence of sound in one word.
- 3) Classification of sound.

b. Spelling Problem

Besides learning, spelling is important as well because it can improve the learner's ability of the language skills especially writing and reading.

The following are some of spelling problems:

- 1) Misunderstanding between speaker and hearer, for example if the teacher said "their" then the students wrote "there".
- 2) The students do not know the spelling of a word, for example the Elementary School students or the beginners do not know how to spell the word correctly like "blackboard" tends to spell "blakboard" or "blekbor". The learners make mistake in spelling is influenced by pronunciation. It means if the students want to spell a word, they tend to write or to spell like they pronounced.

c. Memorizing Problem

There are some memorizing problems:

- 1) The students have low motivation to learn vocabulary.
- 2) The students are reluctant to memorizing the new word.
- 3) The students do not always use the words they have known to communicate in daily activities. The longer they meet the words, the faster they forget them.
- 4) Some English teachers do not find and use proper teaching techniques which maintain the student's ability of memorizing the

words. For this reason, English teachers should know a strategy which is suitable with the objectives of instructions.

d. Meaning Problem

It is reasonable that the Indonesian learners are difficult to understand the meaning of English words. Sometimes the meaning of words changes because of its function in sentences, whether have more than one meaning.

B. The Nature of Translation

1. Definition Of Translation

Translation plays an important role in learning language. In Pinhhuck as quoted by Suryawinata (2003: 13) said translation is a process of finding a TL (Target Language) equivalent for an SL (Source Language) utterance.

Oxford (1999: 46) defined translating as “convert the target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language”. Catford in Suryawinata (2003: 11) said that “translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”. Savory in Suryawinata (2003: 12) adds that translation is made possible by an equivalent of thought that lies behind its different verbal expression. According to them, translators should use the closest natural

equivalence either in the meaning or in the style of the receptor's language.

Peter Newmark (1981: 7) in his book *A Textbook of Translation*. He states that translation is a craft consisting of the attempt to replace a written message or statement in one language by the same message or statement in another language. He gives a new insight of translation by considering the dynamic nature of it. He completely describes that it involves ten elements.

It can be seen in the following diagram:

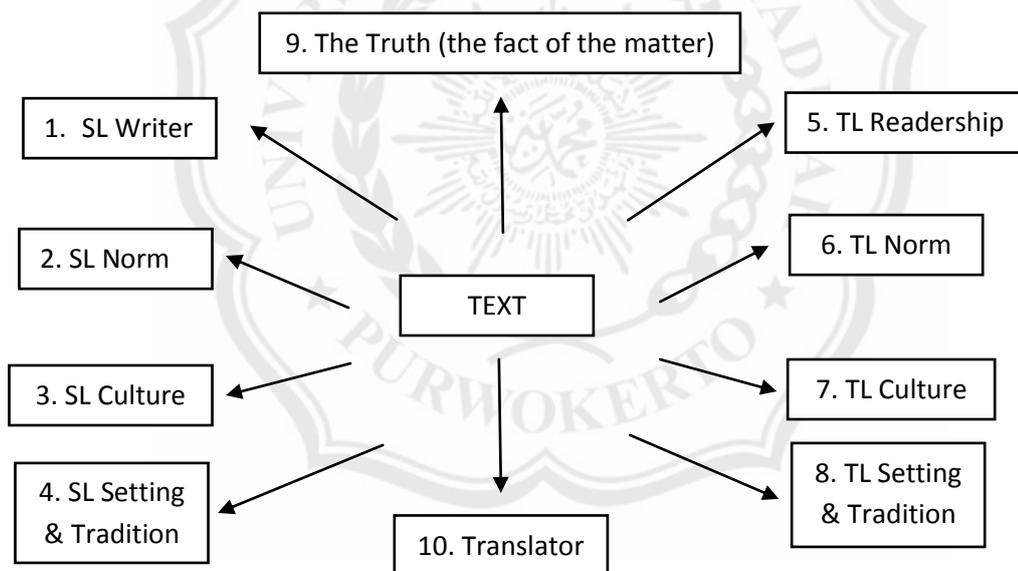


Figure 1

The Dynamic Translation

The figure means (1) Writer's Source Language, means the writers style in writing; (2) Source Language Norm, means the kind of grammar and lexical usage for the type of source language depending on the topic and situation; (3) Source Language Culture, means the text is influenced

by the way of life and a common expression that is used in Source Language Community; (4) Source Language and Tradition, means in what time the text is made, actually something happen in that time will influence the text; (5) Target Language, means that the possible expectation and the reader style in reading a text; (6) Target Language Norm, means the kind of grammar and lexical usage for the type of Target Language depending on the topic and situation; (7) Target Language Culture, means the text is influenced by the way of life and a common expression that used in Target Language community; (8) Source Language and Tradition, means in what the text was made, actually something happen in that time will influence the text; (9) The Fact or The Truth is being described; and (10) The subjective view of the translator or translation assumption with the text.

It can be concluded that basically translation is transferring the meaning from one text into another text with the change of the form, form of Source Language (SL) is replaced by the form of Target Language (TL). There should not be extraneous information, change of meaning or distortion of the fact of the source text. Translation is regarded as field of research that needs a skill to practice. A process of translation is related to the term of Source Language (SL) and Target Language (TL). The main skill to practice translation is the ability to process the data or information in Source Language then transfer it to Target Language.

2. The Meaning on Translation

Meaning is an essential thing in the process of translation because meaning is the main priority to be transferred in translation process. A translator should be able to analyze a discourse or text to get suitable meaning of the whole discourse (Nababan, 1999: 47). The meaning of translation is described by Said in Suryawinata (2003: 21) as follow:

a. Lexical Meaning

Lexical meaning is the meaning of the language elements as a symbol or event. It can be also said that lexical meaning of the language elements as written in dictionary, for example the word house means *rumah, bangunan, parlemen*. The meaning will be seen if the whole sentence has known.

b. Grammatical Meaning

It is the meaning that is inseparable with the context. Moreover, grammatical meaning is the relation between language element in bigger unit, such as the relation between a word and the other ones a phrase or sentence.

For example word book means *buku, pesan* or *memesan*, look the sentences below:

- You have a book.
- You book a room in the hotel.

In the first sentence, the word *book* as a noun, means *buku*. In the second one, the word *book* as a verb, means *memesan*. This meaning depends on the function of the word.

c. Situational or Contextual Meaning

It is a meaning related to the element or surrounding it. Each word of language has meaning based on the situation or context. It can be seen in word *fire*:

- Fire! (kebakaran!)
- Fire! (tembak!)
- Fire? (butuh api/korek?)

d. Textual Meaning

Textual meaning is meaning that correlates to the discourse or its subject matter. For example the word interest; in common it means *menarik*, but in economics it means *bunga*.

e. Socio-cultural Meaning

This is a meaning that has closed relation with the social culture of the language user. A word of this kind often does not have the same concept of the source language and target language. For example, when we find the word Halloween, it will be better we write it as the Halloween not the other because we couldn't find the best word in Indonesia and it's to avoid misinterpreting of the reader. All aspects will be taken from the result of translation test.

3. Kinds of Translation

According to Larson (1984: 15), there are two main kinds of translation. They are:

a. Form-based translation

Form-based translation attempts to follow the form of the source language and is known as literal translations. If the two languages are related, the literal translation can often be understood, since the general grammatical form may be similar. However, the literal choice of lexical items makes the translation sound foreign.

b. Meaning Based Translation

Meaning Based Translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translation is called idiomatic translation.

A person who translates in a modified literal manner will change the grammatical forms when the constructions are obligatory. However, if he has a choice, he will follow the form of the source text even though a different form might be more natural in the receptor language. Literal translation of words, idioms, figures of speech, result is unclear, unnatural and sometimes nonsensical translation. In a modified literal translation, the translator usually adjusts the translation enough to avoid real nonsense and wrong meaning, but the unnaturalness skill remains.

Idiomatic translations use the natural forms of the receptor language, both in the grammatical constructions and in the choice of

lexical items. A truly idiomatic translation does not sound like a translation it sound like it is written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his goal. However, translations are often a mixture of a literal transfer of the grammatical units along with some idiomatic translation of the meaning of the text. It is not easy to make an idiomatic translation consistently.

The translator's goal is reproducing a text receptor language, which communicates the same message as the source language by using the natural grammatical and lexical choice of the receptor language. This goal is an idiomatic translation.

4. Translation Process

Translation process can be defined as a series of activity done by translator when he transfers message from SL into TL. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired. Meaning can be expressed eventhough it may be very different from the source language form. A faithful translator will not translate word for word. There are two things are necessary for a good translation, those are an adequate understanding of the original language (the source language) and which one is translating (the receptor language).

Suryawinata Zuchridin (2003: 19-20) states that translation can also be defined as a system of activity in translating. There are four steps of translation process as follows:

a. Analysis

In this step, the structure or the sentences be analyzed according to grammatical relations, the meaning of words or word combinations, textual meaning, and even contextual meaning. This is behind the transformation process.

b. Transferring

In this step, the material that has been analyzed and understood the meaning will be processed by the translator in his/her mind and will be changed from source language into target language. But in this step, it has not produced a series of words, it only occur in the inner of translator.

c. Restructuring

Furthermore, the translator tries to find the equivalent words, phrases, and the proper sentence structure in the target language so that the content, meaning and the message in the source language text can be delivered fully.

d. Evaluation and Revision

After translator got the result in the target language translation, the result are reevaluated or matched with the original text. If it is still less match, the translator will do the revision.

It can be seen in the following figure:

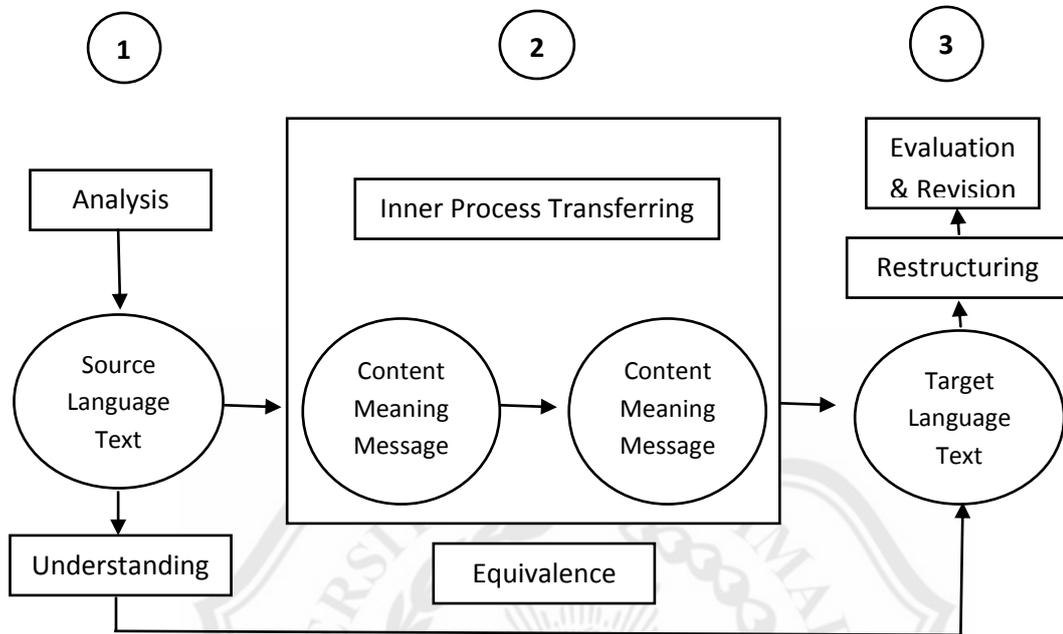


Figure 2. Process in Translation

5. The Principle of Learning Translation

To learn translation, a student should understand the kind of the text or the subject matter of the text. Besides, a student should be familiar with the equivalent words and have good sense in analyzing the text.

Using media can help a learner learns something. Hopefully, personal vocabulary notes can help a learner in learning process. Having personal vocabulary notes helps one memorize the vocabularies easily and familiar with words, then help them do the translation process easily.

C. The Nature of Descriptive

1. Definition of Descriptive Text

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

Descriptive text as one of genres of text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail (Bachtiar Bima M and Cicik Kurniawan, 2005: 15).

Furthermore Gerot and wignel (1994: 208) state that a descriptive text has purpose to describe about particular person, place and thing. Through this text the writer can show to the reader about physical appearance of something clearly.

Based on those definitions it can be summed up that a descriptive text is a kind of text which has purpose to describe a particular person, place or thing in detail. Like another genre, through this text the students learn about social function, the generic structure and the lexicogrammatical features.

Simple Present tense is used in writing descriptive text. According to Folse (2009: 101), simple present tense is used for habitual or repeated

action. The simple present tense takes the form: Verb or Verb + -s. The -s for third person singular. Some verbs irregular in spelling yet even so follow patterns: study → studies (not studys), go → goes (not gos), do → does (not dos), and have → has (not haves).

2. Social Function of Descriptive Text

The social function of descriptive text is to describe part, qualities, and characteristics in detail. According to Rosa (2008: 52) says the object that has been identified is described in description. It can be describes colors, shapes, sizes, weight, height, etc. It means that the purpose of descriptive is to give specific and actual information about a particular person, place, animal or other things.

3. Generic Structure of Descriptive Text

Generic structure is general form of genre. Each genre has its own generic structure. Paltridge (1996: 151) explains that generic structure describes text structure based on its internal patterning of rethorical organization. In addition, Rukmini (2009: 63) argues generic structure as common element that constructs a text through lexicogrammar used.

Beside, according to Gerot and Wignell (1994: 208) the generic structure of descriptive text is shown in the following table:

Generic	Function
Identification	<p>It is a statement or a short paragraph that identifies the object that is going to be described.</p> <p>It is usually interesting and able to provoke the readers to be eager to read the text.</p>
Description	<p>It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part.</p> <p>The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location,</p>

D. Conceptual Framework

Based on the theoretical description above indicates, it attempts to reveal whether or not there is any impact of students' vocabulary mastery on their achievement in translation ability. Therefore, it seeks to find out the possible relationship between the two variables.

Vocabulary is defined as all the words know and use by a particular person. Vocabulary mastery also is defined either as the set of all words that is used by the person when constructing new sentences. So, the purpose in studying vocabulary is to enable the students to produce a wide range of vocabulary items.

Translation is transferring the meaning from one text into another text with the change of the form, form of Source Language (SL) is replaced by the form of Target Language (TL). There should not be extraneous information, change of meaning, or distortion of the fact of the source text. Translation is regarded as field of research that needs a skill to practice. A process of translation is related to the term of Source Language (SL) and Target Language (TL). The main skill to practice translation is the ability to process the data or information in Source Language then transfer it to Target Language.

In order to be able to translate well, a student should master vocabulary and fully understand and be familiar with the subject matter that will be translated. The more student has stock of words used in a language, the better it will make their performance in translating English text. Because of that, vocabulary mastery will affect the student's understanding and how they will translate the words in text.

Therefore, based on the explanation above, the writer wants to conduct a study which is aimed at finding out whether or not there is an impact of vocabulary mastery on students' translation ability of the grade XI at SMA Negeri 1 Sampang in 2013/2014 Academic Year.

E. Hypothesis

A research needs hypothesis. The hypothesis can guide the researcher to get the findings. It is established the nature of the problem and gives direction to the data gathering process. Suharsimi Arikunto (2006: 71) said that hypothesis is a temporary respond with the problem of research, until proved based on collecting of the data. The quotation indicates that hypothesis is the tentative answering for the problem in a research. It needs evidence to prove the theory.

In addition, Brog and Gall in Suharsimi Arikunto (2006: 73) state that hypothesis can be said well if completed 4 characteristics, they are; 1) formulating of two or more variables, 2) followed by some reason or scientific theory and result of investigation before, 3) must be testable, 4) brief and accurate.

Based on the explanation above, the hypothesis can be formulated that there is significant impact of vocabulary mastery on students' translation ability of the grade XI at SMA Negeri 1 Sampang in 2013/2014 Academic Year.