

AN UNDERGRADUATE THESIS

**THE CORRELATION BETWEEN STUDENTS' READING SKILL AND
THEIR TRANSLATION ABILITY AT THE EIGHTH GRADE
OF SMP PGRI 4 BANDAR MATARAM**

By:

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TARBIYAH DEPARTMENT
ENGLISH EDUCATION PROGRAM



**STATE ISLAMIC COLLEGE
(STAIN) OF JURAI SIWO METRO**
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**THE CORRELATION BETWEEN STUDENT'S READING SKILL
AND THEIR TRANSLATION ABILITY AT THE EIGHTH
GRADE OF SMP PGRI 4 BANDAR MATARAM**

**Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Program**

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosyah. Thank you very much.

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RATIFICATION PAGE

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**HUBUNGAN ANTARA KETERAMPILAN MEMBACA SISWA DAN
KEMAMPUAN MENERJEMAHKAN SISWA
DI KELAS VIII SMP PGRI 4 BANDAR MATARAM**

ABSTRAK

**OLEH:
DESTRI PUSPITAWATI**

Membaca merupakan aktifitas untuk mendapatkan arti/makna dari sebuah teks atau cerita pendek dan untuk mendapatkan informasi dari penulisnya. Sedangkan menerjemahkan adalah sebuah proses perubahan teks dalam satu bahasa menuju teks bahasa lain.

Permasalahan-permasalahan yang dibahas dalam penelitian ini terfokus pada keterampilan membaca siswa dan kemampuan menerjemahkan siswa. Permasalahan yang dialami siswa adalah bahan membaca yang digunakan untuk mendukung aktivitas membaca tidak menarik. Kata yang tidak biasa/lazim yang terkadang ditemukan oleh siswa ketika mereka membaca sebuah teks, dan perbedaan struktur antara bahasa Inggris dan bahasa Indonesia.

Tujuan penelitian ini adalah untuk mengetahui dan menggambarkan apakah ada hubungan antara keterampilan membaca siswa dan kemampuan menerjemahkan. Penelitian ini merupakan penelitian kuantitatif. Populasi dalam penelitian ini adalah kelas VIII SMP PGRI 4 Bandar Mataram, sebanyak 40 siswa. Penulis mengambil 40 siswa sebagai sample. Untuk mengetahui hasil dari hipotesis, Penulis menggunakan rumus product moment correlation.

Hasil dari penelitian adalah $r_{hitung} = 0,596$. Itu berarti bahwa ada hubungan antara keterampilan membaca siswa dan kemampuan menerjemahkan. $r_{tabel} 5\% = 0,320$ dan $1\% = 0,413$, itu berarti bahwa r_{hitung} lebih tinggi dari r_{tabel} . Jadi, terdapat hubungan yang positif.

Berdasarkan hasil penelitian dapat disimpulkan bahwa r hitung lebih tinggi daripada r table. Itu berarti H_a di terima dan H_o ditolak. Jadi ada hubungan yang positif dan signifikan antara keterampilan membaca siswa dan kemampuan menerjemahkan siswa di kelas VIII SMP PGRI 4 Bandar Mataram.

**THE CORRELATION BETWEEN STUDENTS' READING SKILL AND
THEIR TRANSLATION ABILITY AT THE EIGHTH GRADE
OF SMP PGRI 4 BANDAR MATARAM**

ABSTRACT

**BY:
DESTRI PUSPITAWATI**

Reading is an active activity of getting the meaning from text or passage and of getting the information from the writer. Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

The problems that discussed in this research are focused on the reading skill and translation ability. The problem that faced by the students are the reading material that used to support reading activity is not interesting, the unfamiliar words that often found by them when they read the text and the difference of structure between English and Indonesian.

The aimed of this research are to know and to describe whether there is correlation between students' reading skill and their translation ability. This research is quantitative research design. The population of this research is the students of the eighth grade of SMP PGRI 4 Bandar Mataram, which consists of 40 students. The writer took 40 students as the sample and used the stratified cluster sampling as the sampling technique. To know the result of the hypothesis, the writer used product moment correlation formula.

The result of the research is $r_{\text{observed}} = 0.596$. It means that there is correlation between reading skill and translation ability. $r_{\text{table } 5\%} = 0.320$ and $1\% = 0.413$. It means that r_{observed} is higher than r_{table} . So, there is positive.

Based on the result of the research, the writer concluded that r_{observed} is higher than r_{table} . It means that H_a is accepted and H_o is rejected. So, there is positive and significant correlation between students' reading skill and their translation ability at the eighth Grade of SMP PGRI 4 Bandar Mataram .

STATEMENT OF RESEARCH ORIGINALITY

The under signed :

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Metro, November 2016
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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ
إِنَّ اللَّهَ مَعَ الصَّابِرِينَ
(Al Baqarah 153)

“Hi believers, ask to Allah patiently and pray, rightly Allah with patient people”

Everything will be nice in the right time

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. My beloved Father and Mother, Mr. Lasno and Mrs. Sri Rejeki who always support, protect and advice my life and my study, thank you very much for your everlasting love and incessant prayer. May Allah SWT bless you. Amin.
2. My beloved brother Deni, and my sisters Devi who have given this valuable help and support.
3. My beloved almamater STAIN Jurai Siwo Metro.

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First of all, I say alhamdulillah to Allah, The Almighty, who has given human health and happiness and created all mankind in the best form. Shalawat and salam just to the best prophet, Muhammad, SAW, who has taught all Moslem many knowledge based on the holy Qur'an and his tradition called sunnah.

An undergraduate thesis is presented as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program entitled: “ **THE CORRELATION BETWEEN STUDENTS’ READING SKILL AND THEIR TRANSLATION ABILITY AT THE EIGHTH GRADE OF SMP PGRI 4 BANDAR MATARAM** “.

The writer would like extend her gratitude FOR THE PRINCIPAL OF stain Jurai Siwo Metro Prof. Dr. Hj. Enizar, M.Ag, the leader of Tariyah Department, Dr. Hj. Akla, M.Pd, and the leader of English Educatin Study Program, Ahmad Subhan Roza, M.Pd. In the second place, I would like to my sponcor Drs. Kuryani Utih, M.Pd and the Co-Sponcor Trisna Dinillah Harya, M.Pd.

The writer could not have done the study alone without the support from my beloved family, Mr. Lasno and Mrs. Sri Rejeki, my brother Deni, my sister Devi and all my conversion friends and also staffs and students of SMP PGRI 4 Bandar Mataram.

Finally, the writer realizes that this thesis is inadequate. Therefore, the best critique and suggestion are needed to make this research thesis to be better. At last, the writer hopes that this thesis gives a good contribution especially in teaching and

learning of English language in SMP PGRI 4 Bandar Mataram, and for further thesis in general.

Metro, November 2016

The writer,

Destri Puspitawati

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CHAPTER I

INTRODUCTION

A. Background of The Study

As we know that language is an important element in communication. There are many languages in the world. People communicate one another using language whether it is native language or foreign language. People need a language not only for communicating but also for getting knowledge, culture, science and technology.

Language is an essential means of communication that has set of rules. Human being uses a language in expressing their ideas, feeling, and expectation to the other in interaction.

English become familiar as the international language and also uses in formal education. Almost all the countries in this world use and learn English as the main language in communication. English is used as a compulsory foreign language in indonesia of elementary school up to the university level.

In Indonesia, English becomes the first foreign language that should be learned by the students. Learning English as the first foreign language is not easy. It will be more difficult than learning English as the second language, because English is only used in the classroom when the students study it. They seldom use English in their daily life. These conditions occur in our country because people always use their mother tongue and Indonesian in their daily life.

So far, English still becomes one of the difficult subjects at Junior High School up to university. The four skills of the language that must be mastered by all language learners are listening, speaking, reading and writing. Reading is one of the skills that the students has to be mastered. It takes on a very significant role in teaching English as a foreign language. By reading students can get the information and expand the knowledge.

Reading is an active activity of getting the meaning from text or passage and of getting the information from the writer. To gain the meaning from text is not easy. We have to read and try to comprehend it. To get a better comprehending, it is better for the students to translate the text.

Translation is the communication of the meaning of a source language text by means of an equivalent target language text. In SMP PGRI 4 Bandar Mataram the writer found that most of studentss at the eighth grade of have difficulties in learning English, because English has different structure from Indonesian. Then, when they are doing translation activity, they often find unfamiliar word in the passage or text and translate without looking at the context. It makes the students are difficult to get main point.

Moreover, the following is the result data of pre-survey on April 11th, 2016, the writer got the data of reading skill at the eighth grade of SMP PGRI 4 Bandar Mataram.

Table 1

The Data of The students' Reading Skill of SMP PGRI 4 Bandar Mataram

Interval	Categories	Frequency	Percentages
≥ 60	High	10	22%
45 - 59	Average	13	31%
30 - 44	Low	17	47%
		40	100%

Source: The teacher's archives taken on April 11th, 2016

From the table above, it can be shown that the students' reading skill is still low. From the 40 students, there are 17 students (47%) who got the low score.

From the description above,, the writer will focus on reading skill and translation ability. There will be correlation between reading skill and translation ability. Based on the problem above, the writer conducted the research entitled: The Correlation between Students' Reading Skill and Their Translation Ability at The Eighth Grade of SMP PGRI 4 Bandar Mataram.

B. Identification of The Problem

Based on the background of the study above, the writer identifies the problems as follows:

1. The students reading skill is low.
2. The students have difficult to understand the meaning of the text.
3. The students have difficult to find the main idea from the text.
4. The students feel bored when they read and translate English text.
5. The students translation ability is low.

6. The students often translate the text word by word in gaining the text meaning.
7. The students have less motivation to study English lesson.

C. Limitation of The Problem

Based on the identification of problems above, the writer focused on the problem only to the correlation between reading skill and translation ability among the second semester at the Eighth Grade of SMP PGRI 4 Bandar Mataram.

D. Formulation of The Problem

Referring to the identification of the problem and the limitation of problem, the writer formulated the problem as follows:

1. Is there any correlation between the students' reading skill and their translation ability at the eighth grade of SMP PGRI 4 Bandar Mataram ?

E. The Objectives and The Benefits of the Study

1. The objectives of the study are to know:

- a. Whether there is correlation between the students' reading skill and their translation ability.

2. The Benefits of the study are:

- a. For the Students :
 - 1. The enable the students to comprehend the passage easily.
 - 2. The result of the research can be used by students, to increase their knowledge about English lesson especially reading skill.
 - 3. As new knowledge about translation ability to the students in order to understand about translation more.

- b. For the Teacher :
 - 1. As input to the teacher in order to teach English better.
 - 2. As information about the important of reading skill and translation ability.

- c. For the Headmaster
 - 1. As reference in order to be used by all of people at school.
 - 2. As input in order to increase the quality of education especially at SMP PGRI 4 Bandar Mataram.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Skill

1. The Concept of Reading

a. The Definition of Reading

Reading is one of passive competence skill on learning the language, it is also called decoding process that have to be mastered by people who learn English language. Anthony, Pearson and Raphael states that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.¹ Reading is a means of language acquisition, of communication, and of sharing information and ideas. By reading, we can get many knowledge which are contained science and technology, social life, economic, history, etc. of course, all information that is gained by reading is represented in written forms. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passages.

Jean Wallace Gillet and Charles Temple in his book *Understanding Reading Problems* explained that reading is first of all language ability. Reading is language ability and should be taught in close and meaningful connection with the whole spectrum of language

¹ Thomas S.C Farrell, *Planning Lessons for a Reading Class*, (Singapore: SEAMEO Regional Language Center, 2002), p. 1.

abilities, including talking, listening, writing and thinking.² Charles C. Fries states that reading is viewed as the complex information processing skills, the reader seem as active planning decision, making individual who coordinates a number of skills and strategies to facilitate comprehension.³

Based on the statement above, it can be said that reading ability is an essential skill for students. By reading, students could improve their skill or even it could enlarge vocabulary, their knowledge and find a pleasure.

b. The Model of Reading

Etymologically, the word “model” in Oxford Advanced Learner’s Dictionary can be defined as a system used as a basis for pattern.⁴

There are three models of reading as follows:

1.) Top-Down Model

The top-down model is the model of reading which argues that readers bring prior knowledge and experience to the text and that they continue to read as long as the text confirm their expectation.⁵

² Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems*, (New York: Harper Collins College, 1994), p.3

³ Charles C. Fries, *Teaching and Learning as A Foreign Language*, (Michigan: The University of Michigan Press, 1980), p.93.

⁴ Martin H. Manser. *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University Press, 1995). p.749

⁵ Thomas S.C Farrell, *Planning Lessons for a Reading Class*, (Singapore: SEAMEO Regional Language Center, 2002), p.2.

2.) Bottom-up Model

The bottom-up model is the model of reading which suggests that a reader read the words, and sentence and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary and syntax.⁶

3.) The interactive Model

The interactive model is the model of reading which argues that both top-down and bottom-up process occur when a person reads a text.⁷ From the above two models it can be a single chain of the reading process. In other word, in bottom-up processing the reader must recognize of linguistics signal.

c. Reading Strategies

One of the objectives of reading skills is to develop students' reading skills. Reading is also one of important skill that should be mastered by the students. There are several reading strategies that it can be developed. These reading strategies could help the students to improve their skill in reading. They are:

⁶ *Ibid.*

⁷ *Ibid.*

1) Activating Prior Knowledge

In these cases teacher can play a vital role in seeing that the reader's knowledge about the new topic is built up so that they can successfully comprehend a new text.⁸

2) Predicting

The teacher tells the title of the text that are going to read, show a picture of the text and ask the students to predict what the text is about or what information they expect from the text. The students can use their imagination based on the information they got (title or pictures) to give their ideas. This skill is called predicting.

3) Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. It is a skill of getting a general idea of a text.⁹

4) Scanning

Usually the students tend to read the whole text carefully word by word. It's a waste of time. Sometime when we read, we don't read, we don't always want to know the whole meaning of a sentence or text. The most important thing is based on our

⁸ Thomas S.C Farrell, *Planning Lessons for a Reading Class*, (Singapore: SEAMEO Regional Language Center, 2002), p.24.

⁹ H. Douglas Brown, *Teaching by Principles*, (San Francisco: San Francisco state University, 2000), p. 308.

aim. When we want to know some specific information, we don't have to read the whole passage. Scanning is reading skill in getting specific information from a text.

5) Identifying Topic and Main Ideas

Mikukecky suggest that students practice these skills in a developmental sequence from simple to more complex cognitive tasks. For example, the sequence of exercises includes the following:

- Finding the topic from a list of words
- Recognizing the topic of a paragraph
- Identifying the main idea of a passage

2. The Concept of Reading Skill

a. The Definition of Reading Skill

AS Hornby defines that “ reading skill ” as:

1. The power of understanding
2. An exercise aimed at improving or testing one's understands of a language (written or spoken).

It means that reading skill is the passage require the power of understanding the total meaning of the passage.

Terminologically, there are so many experts that have different definition of reading skill, but here the writer will take several definition reading skill according to the experts as follows:

According to Sanggam Siahaan, reading is the skill of a reader or a group of reader to interpret information transfered by a writer.¹⁰

Albert Josiah said that reading skill is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skill, cognitive skill and knowledge of the words.¹¹ In other words, reading is the process of understanding the content from the text.

Aebersold and field defines "what happens when people look at a text and assign meaning of the written symbol in that text, the reader find the meaning that will help him in learning something."¹²

Furthermore, The writer can conclude that reading skill is an activity of getting the meaning from text and getting the information from the writer thought printed language such as symbols, written verbal symbols .

¹⁰ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu,2008), p.3

¹¹ Albert Josiah Haris , *How to increase Reading Comprehension*,(United States of America: The Alpine Press,1984),p.12

¹² Thomas Sc Farrel, *Planning Lesson for Reading Class*, (Singapore: Seameo Regional Language Center,2002), p.11

Reading skill is very important activity in learning of language process. In spite of reading is not power of spare to determine the success of language learning process.

According to Dallman, reading skill is important that help be given to the learners in acquiring such judging the authentic of a report, and making generalization on the basis of what is read.

Thinker and Haeba state reading skill is not aloud voice words sentence and paragraph sense relationship the idea. So, if the students just read loudly but cannot understand the content of the passage, it means they fail in comprehending the passage.

b. Process of Reading Skill

To make the process of reading skill is very interesting, there are some stages that must be followed by learners. There are three stages to make reading more realistic and interesting¹³, as follows :

1). Pre-reading

This stage is to prepare the learners for what they are going to read. This is achieved by having the learners think, write and discuss everything they know about the topic.

¹³ Bambang Eko Sugianto, *Teaching English as a Foreign Language*, (Jakarta: Universitas Terbuka Departemen Pendidikan Nasional,2007), p.39-40

2). During-reading

This stage is to help the learner understand the text. the important stage is note taking which allows the learner to compile new vocabulary, and important information and detail and to summarize information and record their reactions and opinion.

3). Post-reading

This stage offers the chance to evaluate student's adequacy of interpretation. it focuses on a wide range of questions that allow for different interpretation. Bloom's taxonomy provide an excellent range of simple to complex question and activities that are perfect.

B. The Concept of Translation Ability

1. The concept of Translation

a. The Definition of Translation

Definitions are much more influenced by point of view of people giving such definitions. Eugene A. Nida and Charles R. Taber propose that translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in term of style.¹⁴

According to the statement the writer can conclude that translators

¹⁴ A. Widyamartaya, *Seni Menerjemah*, (Yogyakarta: Kanisius, 1989), p.18.

should use the closest natural equivalent either in the meaning or the style of the receptor language. In other words, the result of translation should not sound as translation but without changing the meaning of source language.

Catford said that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).¹⁵

According to the statement above, the writer can conclude that translation is an effort to change the Source Language text into target language; meaning of translation is same with the author; or translation is transferring message from the Source Language (SL) into Target Language (TL) at the first expressing the meaning and the second is the style.

b. The Kinds of Translation

Practically, there are some kinds of translation that have their own characteristics and forms. Some kinds of translation are found because of the differences and similarities of the source structures, different kinds of text that are going to be translated and different purpose of translation. Newmark states that translation methods

¹⁵ J.C. Catford, *A Linguistics Theory of Translation*, (Hongkong, Oxford University Press, 1980), p.20.

relate to whole texts, translation procedures are used for sentences and the smaller units of language.¹⁶

Roman Jakobson in Hatim and Munday makes a very important distinction between three types of written translation.¹⁷

1. Intralingual Translation

Intralingual translation is the translation within the same language, which can involve rewording or paraphrase.

2. Interlingual Translation

Interlingual translation is the translation from one language into another or reinterpretation of the message in another linguistic code.

3. Intersemiotic Translation

Intersemiotic translation is the translation from one linguistic system to another which means the transference of meaning from the verbal sign by non verbal sign or from one medium to another.

c. Process of Translation

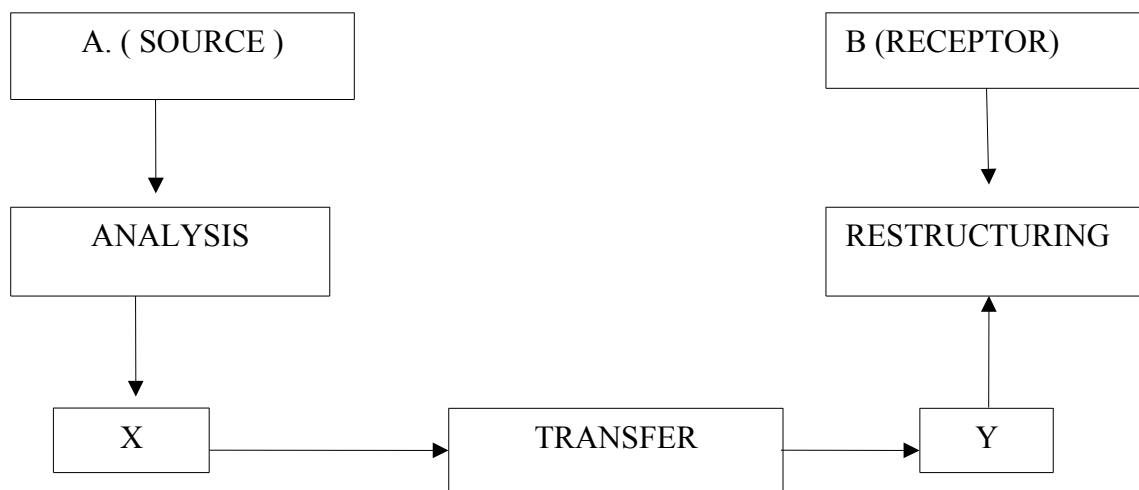
¹⁶ Rochayah Machali. *Pedoman Bagi Penerjemah*, (Jakarta : Grasindo, 2000). P.48

¹⁷ Munday, Jeremy and Basil Hatim. *Translation An Advanced Resource Book*, 2008.

The process of translation can be defined as the activity of translation. The translation process usually is used by a translator as a guide in translating text from the source language into the target language.

The process of translation consists of three steps, analyze texts of source language, transfer, restructuring.¹⁸

Figure 1
Process of Translation
(Nida and Taber Style)



The first stage is analysis, translator analyzes about gramatical relationship and meaning of the word. in the transfer stage, translator analyzes material that is tranferred is restructured to make final message that is acceptable in receptor language.

¹⁸ Nida Eugene A and Taber. *The Theory and Practice of Translation*. Leiden : E.J.Brill.1969. P.33

2. The Concept of Translation Ability

a. The Definition of Translation Ability

The word ability can be define as, the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something a natural or acquired skill or talent and the quality of being suitable for or receptive to a specified treatment capacity : the ability of a computered to be configured for use as a file server.¹⁹

Based on the definition above, the writer can conclude that translation ability is a talent or skill which is owned by a person to do activities in her or his life.

Nida said that translation consist of reproducing in the receptor language the closest natural equivalence of the source language message.²⁰ So, translation ability is ability of the writer to show his or her feeling or thought with easy language with hopefully the readers understand about his or her minds.

b. Aspects of Translation Ability

¹⁹ Merriam. *Definition of Ability*. <http://www.thefreedictionary.com/ability>, Ability, 15-07-2016

²⁰ Nida Eugene A and Taber. *The Theory and Practice of Translation*. Leiden : E.J.Brill.1969. p.16

In Translation process, writers can be said successful their translation contains some aspects of translation. According to Harris, there are five aspects of translation as follows, omission, transposition, vocabulary, grammar, and Suitable meaning between the word and the sentence.²¹

Furthermore, the translation ability score in this research based Hurtando Albir A and Rochayah Machali as follow :²²

Table 2
The Method Of Assesment

Aspect of Assesment Translation	Score	Category	Indicator
A. Omission	3	High	The omission of the word in the sentence is nothing
	2	Average	Only Some omission of the word in the sentence
	1	Low	The omission of the word in the sentence very frequent.
B. Transposition	3	High	The transposition of the sentence in English into Indonesia language is good
	2	Average	The transposition of the sentence have enough
	1	Low	The transposition of the sentence in English into Indonesia language used word by word

²¹ Hurtando Albir A, *Methods of Evaluating StudentTranslations (University Pontificia Comillas Madrid, 2016)*. P.4

²² Rochayah Machali, *Pedoman Bagi Penerjemah (Jakarta :PT. Grasindo, 2006)*. P.115

C. Vocabulary	3	High	The translation result has the large number of the vocabulary. The writer masters the word formation. The diction accurate
	2	Average	The translation result has sufficient of vocabulary. To use of the vocabulary is ineffective. The writer does not master the word formation well. The diction is less accurate
	1	Low	The translation result looks like a translation. The writer does not master the word formation It is not sufficient to be evaluated
D. Grammar	3	High	The sentence structure is simple. There is title error in grammar without making the unclear meaning
	2	Average	The students feels difficult in using the simple sentence structure. The grammatical error can make the unclear meaning
	1	Low	The students does not master the sentence structure. The translation result is not communicative. It is not sufficient to be evaluated
E. Suitable meaning between the sentence and the text	3	High	The translation is correct with the word of the sentence
	2	Average	The translation have enough correct
	1	Low	The translation is not correct none of the text

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Based on the table above, the writer can assume that translation is an important of direct communication that refers to productive and expressive activity. In this case, the students are expected to be able to express their ideas, feeling and thoughts in translation language.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

According to the statement which have mentioned previously, to master English as the first foreign is difficult. Reading is one of the skills in learning English. By reading, the students would get knowledge. Now, many books are written in English.

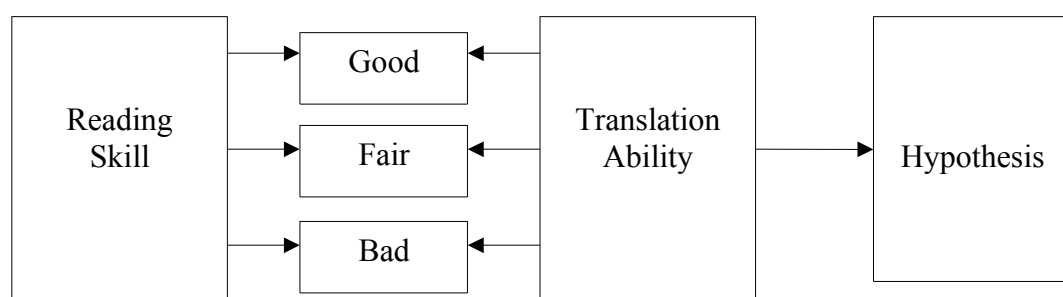
To gain the meaning from the text is not easy. There would be some ways to be followed. We have to read the text and try to comprehend it. To get a better comprehending. It is better for the students to translate the text. This will make them easy to know about the text mentioned.

So, the writer predicts that there would be correlation between reading skill and translation ability. If students reading skill is good, so their students translation ability is good, and if students reading skill is fair, so their students translation ability is fair, and the last if students reading skill is bad, so their students translation is bad too.

2. Paradigm

Research paradigm is a draft that shows thinking pattern of the researcher and the correlation between variables which are researcher.

Based on the theoretical framework above the writer describes the paradigm as the follow:



Based on the paradigm above, it can be understood that, if students' reading skill is good so their translation ability is good too. If students' reading skill is fair so their translation ability is fair, and if students' reading skill is bad so their translation ability is bad too.

D. Hypothesis

1. Hypothesis Formulatin

According to the theories and perceptions above, the writer would like to formulate the hypothesis as follow:

- a. Alternative Hypothesis (H_a)

There is positive and significant correlation between students' reading skill and their translation ability.

2. Statistical Hypothesis

If, $r_o > r_t$, H_a is accepted and H_o is rejected

If, $r_o < r_t$, H_a is rejected and H_o is accepted

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used quantitative research method. Suharsimi Arikunto defines quantitative research as “appropriate with the name, this research is much demanded by using number, beginning from collecting the data, interpretation toward the data, and the result.”²³

Moreover, S. Margono defines quantitative research is “as the process to find knowledge that use numeric data as a tool to find the information what which is known”.²⁴

The writer used the quantitative research. The form of the research is classroom quantitative. This research is intended to investigate whether there is any positive and significant correlation between the students’ reading skill and their translation ability. The writer conducted the research at the eighth grade of SMP PGRI 4 Bandar Mataram.

B. Population, Sample and Sampling Technique

²³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006), P. 10

²⁴ S. Margono, *Metode Penelitian Pendidikan* (Jakarta: Rineka Cipta, 1997), p. 105

1. Population

In this research, the writer will take the population of sample from the students of SMP PGRI 4 Bandar Mataram at The Eighth Grade in The Academic Year of 2015/2016, which consists of 40 students that divided in one class.

2. Sample

SMP PGRI 4 Bandar Mataram has one class for the students that had been passed from their seventh grade. They are in the eighth grade now. The writer would like to take one class from the population. So, there would be about 40 students as the sample.

3. Sampling Technique

Sampling technique is a way that is used to take sampling.

In this research, the writer used the total sampling. Meanwhile, the cluster sampling is the act of determining sample depend on the group of population which has the same characteristic.

C. Operational Definition of Variables

Operational definition is the definition which based on characteristic of the things that will be defined. Meanwhile, variable can be defined as an

attribute of a person or of an object which ‘varies’ from person to person from subject to subject.²⁵

There are two operational definitions of variables, which are:

1. Independent variable

The independent variables is free variable that have influence or affect to the result. It is variable that is selected, manipulated and measured by the researcher.²⁶ The students’ reading skill (independent variable) is the ability of the student to comprehend of the text, and get the main meaning from the text. The indicators of reading are the students will be able to: 1) identify the main ideas and topic of a text, 2) answer the questions of the text well, 3) know the information of the text.

2. Dependent variable

The dependent variable is the variable which someone measure to determine the effect of the independent variable.²⁷ The students’ translation ability (dependent variable) is the ability of student to replace form, and transfer the meaning of the source language into target language. The indicators of translation are the students will be able to: 1) translate of the word into Indonesian language, 2) answer the question used five criteria.

²⁵ Hatch and Farhardy, *Research Design and Statistics for Applied Linguistics* (Newbury House Publisher, Massachusetts, 1982), p.12-15.

²⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006), p. 120

²⁷ *Ibid*, p.121

D. Data Collecting Technique

In collecting the data of this research, the writer used some techniques, as follows:

1. Test

Test is the string of question or exercise to measure the knowledge skill, intelligence, comprehension, or the talent that the individual or group have.

The writer used test as a data collection method to measure both of the variable. The writer measures reading skill of the students by giving reading skill test. They are in multiple choice fill in the blanks.

Furthermore, the writer measures translation ability of the students translate by giving essays test.

2. Documentation

Documentation is a technique of collecting data which is used to get information from written language or documents by learning from notes of the authors.²⁸ The writer used documentation method got the data about :

- a. The condition the teachers and official employees in SMP PGRI 4 Bandar Mataram in the Academic Year of 2015/ 2016.
- b. The quantity of students of SMP PGRI 4 Bandar Mataram in the Academic Year of 2015 / 2016.

²⁸ *Ibid*, p.119

F. Research Instrument

To know about the students' reading skill and their translation ability, the writer used the tests, as follows:

- a. The instruments which will be used for documentation method are books, note, data from internet, and others.
- b. There are two kinds of test. The first test is reading skill test in multiple choices. The second test is the translation ability test. In this test, the students were translate the text from English into Indonesian by giving essays test.

G. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. The writer composed the test instrument based on the subject matter content of syllabus in that school for further information about the syllabus.

Moreover, the writer will collect the data by using the test. The items test will be applied to another population, in this case is student from another school at the eighth grade. The first test is multiple choice especially reading skill form that consist of 30 items, by identify the main ideas and supporting of a text, identity topic sentences and supporting sentences and respond to ideational meaning of text. Then, the second test is essays especially

translation ability where the students translate the text from English into Indonesian language.

H. Data Analysis Technique

To investigate whether there was any the correlation between reading skill and their translation ability, the result of the pre-test and post-test analyzed data by using Product Moment Correlation, The formula is:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[(N \sum x^2) - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Notes:

r_{xy} = coefficient of reliability between odd and even number of items

x = total number of odd number items

y = total number of even number items

n = total number of students

x^2 = Square of x

y^2 = Square of y

$\sum x$ = Total score of odd number items

CHAPTER IV

RESULT OF THE RESEARCH

A. The Data Description

1. Research Setting

a. Profile of SMP PGRI 4 Bandar Mataram

SMP PGRI 4 Bandar Mataram is located in Srikandi street 12 Mataram Jaya. sub district of Bandar Mataram central Lampung. It was built on the land area of $\pm 1.500\text{m}^2$. It was established on May, 01, 1996. When SMP PGRI 4 Bandar Mataram was established, the government gave it SK no :180/1.12.B1/U/1999.

The periods of leadership were as follows

- (1). 1999-2002 Srinanto, S.Pd.
- (2). 2003-2006 Maryono, S.Pd.
- (3). 2007-2011 Tulus Arsanto, S.Pd
- (4). 2011- 2014 Sutopo, S.Pd.
- (5). 2014 – now Sunyoto, B.A.

b. Infrastructure of SMP PGRI 4 Bandar Mataram

SMP PGRI 4 Bandar Mataram has a permanent infrastructure which was divided into several rooms for supporting the teaching learning process, such as :

Table 3
Infrastructure of SMP PGRI 4 Bandar Mataram

No	Building facility	Quantity
1.	Classroom	3
2.	Headmaster room	1
3.	Computer laboratory	1
4.	Teacher room	1
5.	Kitchen	1
6.	Teacher's toilet	1
7.	Students' toilet	1
8.	Library	1
9.	Room of UKS	1
10.	Canteen	2
11.	Motorcycle Students' Parking area	1
12.	Motorcycle Teacher's Parking area	1
13.	Mosque	1

c. Condition of Teachers and Employee of SMP PGRI 4 Bandar Mataram

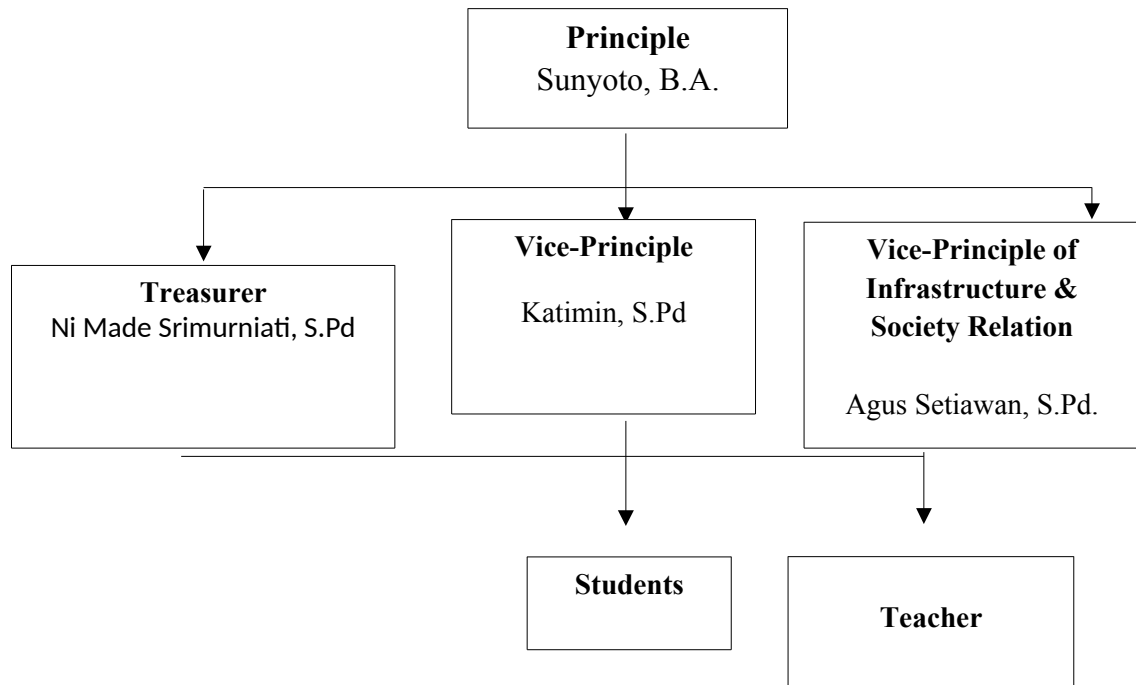
Table 4
Condition of Teachers and Official Employees
In SMP PGI 4 Bandar Mataram

NO	NAMA	Jabatan
1	Sunyoto, B.A.	Principal
2	Katimin, S.Pd.	Vice Principal
3	Ni Made Srimurniati, S.Pd.	Indonesian language teacher
4	Dra. Ellyanti Purnama	Science teacher
5	Sukirdi, S.Pd.	Physics Teacher
6	Agus Setiawan	Mathematics Teacher
7	Utarti, S.Pd.	Social teacher
8	Marlina, S.Pd.	English teacher
9	Eni Lestari, S.Pdi.	Islamic religion teacher
10	Waginem, A.Ma.	Art & Culture teacher
11	Ira Septiani	Computer teacher
12	Ahmad Rifai, S.Pdi.	Lampung Language Teacher
13	Eko Bagus Ariyanto	Sport Teacher
14	Wayan Erma Susanti, S.Pd.	Hindu Teacher
15	Yuvita Eka Lusiana	Staff of administration
16	Wahyuni	Mathematic Teacher

Source: Documentation result in SMP PGRI 4 Bandar Mataram

d. Organization structure of SMP PGRI 4 Bandar Mataram

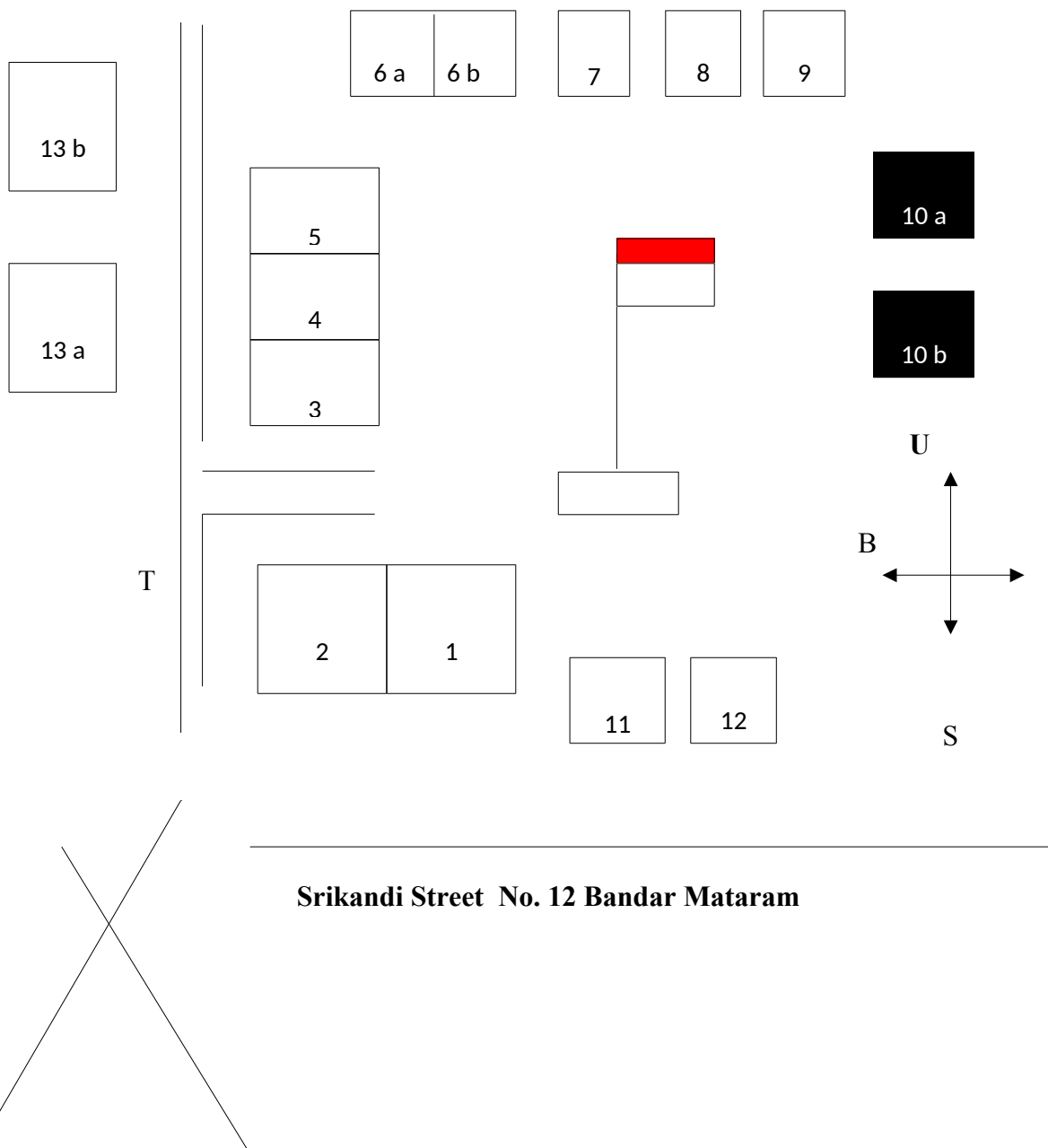
Figure 2
Organization Structure of SMP PGRI 4 Bandar Mataram
In Academic Year of 2016/2017



e. Location Sketch of SMP PGRI 4 Bandar Mataram

Figure 3

Location sketch of SMP PGRI 4 Bandar Mataram



Notes :

1	: Headmaster room	9	: Mosque
2	: Teacher room	4	: Class VIII
3	: Class VII	10 a	: Motorcycle Students' Parking area
4	: Class VII	10 b	: Motorcycle Teacher's Parking area
5	: Class ix	11	: Kitchen
6 a	: Students' toilet	12	: Room of UKS
6 b	: Teachers' toilet	13 a	: Canteen 1
7	: Computer laboratory	13 b	: Canteen 2
8	: Library		

2. Research Data

a. Research Procedure

As the writer had mentioned, the research was held at SMP PGRI 4 Bandar Mataram. Here, the writer took several steps of procedure in order to make it flawlessly and well conducted. The steps are as follows:

- 1) Determined the research subject those are the students of SMP PGRI 4 Bandar Mataram, and their problem and then asked the permission of the head of this institution.
- 2) Determined the research sample by using cluster sampling.
- 3) Gave the test of reading and translation to the sample.

- 4) Analyzed the data of the result of the test in order to know whether there was correlation between students' reading skill and translation ability.
- 5) Took the conclusion of the research.

b. The Analysis Data

To find out whether there is any correlation between the students' reading skill and translation ability or not. So, the correlation has to be computed. To compute the variables, it can be used data.

1) The Students' Reading Skill

To measure the students' reading skill, the writer used written test. The writer assume of the test is 30 items. The type of reading tests that they would be done is multiple choices. A set of test was given in order to know the students Reading Skill result. The result of test as follows:

Table 5
The Result of Reading Skill Test

No.	Code of Sample	Result of Reading
1	AA	40
2	AS	43
3	AR	53
4	AP	50
5	DA	56
6	DP	70
7	DO	50
8	DS	70
9	DR	40
10	DV	40
11	DP	50

12	DS	70
13	DS	66
14	ES	76
15	EN	50
16	EM	43
17	IR	50
18	IN	43
19	IA	46
20	IS	50
21	IK	76
22	LI	66
23	LS	73
24	NI	60
25	NH	66
26	OK	53
27	PS	76
28	RJ	66
29	RP	43
30	RS	43
31	SN	50
32	SA	76
33	SK	43
34	SM	40
35	SI	66
36	TA	36
37	TR	73
38	VA	40
39	WI	40
40	YM	60
Total		2202

Source: The Result of The Reading skill test at The Eighth grade of SMP PGRI 4 Bandar Mataram

From the data above, it can be found that the highest score was 76 and the lowest score was 36. Based on the data, the writer then measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 40$$

$$K = 1 + 3,3 \times 1,60$$

$$K = 1 + 5,28$$

$$K = 6,28 \approx 6$$

$$R = \text{highest score} - \text{lowest score} + 1$$

$$R = 76 - 36 + 1$$

$$R = 41$$

$$I = \frac{R}{K}$$

$$I = \frac{41}{6}$$

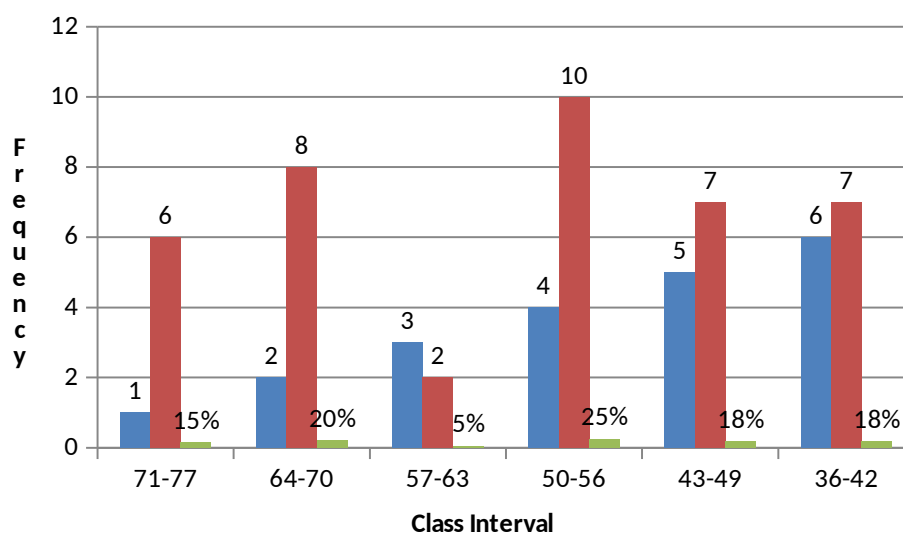
$$I = 6,83 \approx 7$$

The total of class interval of this result readings skill research was 7. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 6
The Table of Frequency Distribution of Reading Skill

Class Interval	Frequency	Percentage
71-72	6	15%
64-70	8	20%
57-63	2	5%
50-56	10	25%
43-49	7	18%
36-42	7	18%
Total	40	100 %

If the data was put into graphic, it can be seen as follow:

Graphic 1**The Invariant Frequency Distribution of Reading Skill**

Based on the table frequency distribution and graphic above, it can be inferred that 40 students as the research sample can be divided:

- 1). For the class interval of 71-72, there were 6 student or 15%.
- 2). For the class interval of 64-70, there were 8 students or 20% .
- 3). For the class interval of 57-63, there were 2 students or 5% .
- 4). For the class interval of 50-56, there were 10 students or 25% .
- 5). For the class interval of 43-49, there were 7 students or 18% .
- 6). For the class interval of 36-42, there were 7 students or 18%

2) The Students' Translation Ability

To measure the students' translation ability, the writer used written test too. The writer assume of the test is 12 items. The type

of translation test that they would be done essays where the students to translate text of English language into Indonesia Language and the writer used the criteria¹ score to get the student's translation ability result as follow, omission, transposition, vocabulary, grammar, and Suitable meaning between the sentence and the text. The result of the test as follow :

Table 7

The result of Translation Test Based on the Criteria

No	Code of sample	Omission	Transposition	Vocabulary	Grammar	Suitable meaning between the sentence in the text	Total Score
1	AA	1	1	2	1	1	6
2	AS	1	2	2	1	1	7
3	AR	1	1	2	1	1	6
4	AP	1	1	2	1	1	6
5	DA	1	1	2	1	1	6
6	DP	1	2	2	1	1	7
7	DO	1	1	2	1	1	6
8	DA	1	1	2	2	1	7
9	DR	1	1	2	2	1	7
10	DV	1	1	2	1	1	6
11	DP	2	2	2	2	1	9
12	DI	2	2	2	2	1	9
13	DS	2	1	2	2	2	9
14	ES	2	2	2	1	1	8
15	EN	1	2	2	1	2	8
16	EM	1	2	2	1	1	7
17	IR	1	1	2	1	1	6
18	IN	1	1	2	1	1	6
19	IA	1	1	2	2	1	7
20	IS	1	1	2	2	1	7
21	IK	2	2	2	1	1	8
22	LI	1	2	2	2	1	8

¹ Hurtando Albir A, *Methods of Evaluating Student Translations (University Pontificia Comillas Madrid, 2016)*. P.4

23	LS	2	2	2	2	1	9
24	NI	2	2	2	2	1	9
25	NH	1	1	2	2	2	8
26	OK	1	2	2	2	1	8
27	PL	1	1	2	2	1	7
28	RJ	2	2	2	1	1	8
29	RP	1	1	2	1	1	6
30	RS	0	1	1	1	1	5
31	SN	1	1	2	2	2	8
32	SA	2	1	2	2	1	8
33	SK	2	1	1	1	1	6
34	SM	1	1	2	1	0	5
35	SI	1	2	2	2	1	8
36	TA	1	1	2	2	1	7
37	TR	2	2	2	1	1	8
38	VA	1	1	1	1	1	5
39	WI	1	1	2	2	2	8
40	YM	2	1	2	2	1	8

Source: The Result of The Translation test at the eighth grade of SMP PGRI 4 Bandar Mataram

Explanation of the criteria score² : 2 : High

1 : Average

0 : Low

Furthermore, to find the score based on the criteria, the writer used the

formula
$$S = \frac{TS \times 100}{12}$$

Where: TS = Total Score

100 = Maksimal Score

12 = Number of Question

Example:
$$S = \frac{6 \times 100}{12} = 50$$

² Rochayah Machali, *Pedoman Bagi Penerjemah* (Jakarta :PT. Grasindo, 2006). P.115

Based the formula above, the writer can explain by this table :

Table 8
The Result of Translation Ability Test

No.	Code of Sample	Result of Translation
1	AA	50
2	AS	58
3	AR	50
4	AP	50
5	DA	50
6	DP	58
7	DO	50
8	DS	58
9	DR	58
10	DV	50
11	DP	75
12	DS	75
13	DS	75
14	ES	66
15	EN	66
16	EM	58
17	IR	50
18	IN	50
19	IA	58
20	IS	58
21	IK	66
22	LI	66
23	LS	75
24	NI	75
25	NH	66
26	OK	66
27	PS	58
28	RJ	66
29	RP	50
30	RS	42
31	SN	66
32	SA	66
33	SK	50
34	SM	42
35	SI	66
36	TA	58
37	TR	66
38	VA	42
39	WI	66
40	YM	66

Total	2381
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From the data above, it can be found that the highest score was 75 and the lowest score was 42. Based on the data, the writer then measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 40$$

$$K = 1 + 3,3 \times 1,60$$

$$K = 1 + 5,28$$

$$K = 6,28 \approx 6$$

$$R = \text{highest score} - \text{lowest score} + 1$$

$$R = 75 - 42 + 1$$

$$R = 34$$

$$I = \frac{K}{R}$$

$$I = \frac{34}{6}$$

$$I = 5,67 \approx 6$$

The total of class interval of this result translation ability test was 6. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 9
The Invariant Frequency Distribution of Translation Ability

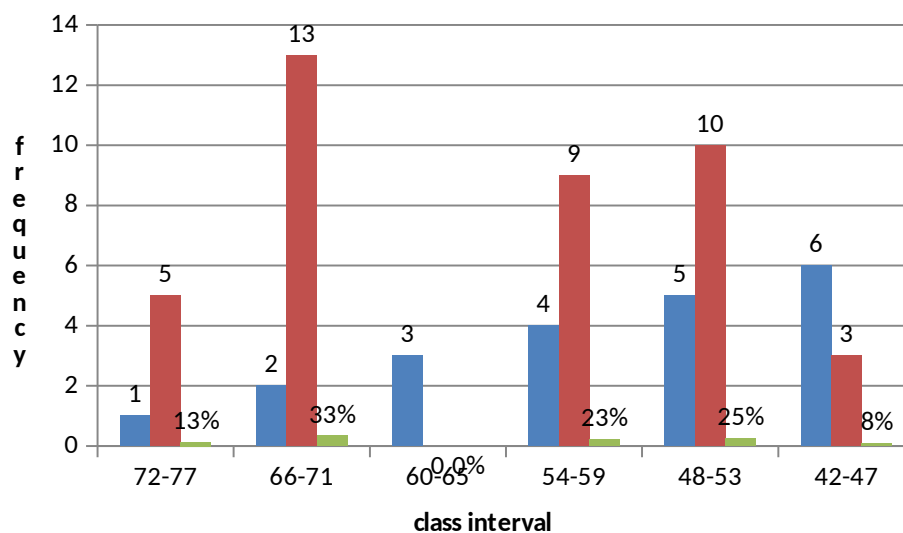
Class Interval	Frequency	Percentage
72-77	5	13%
66-71	13	33%
60-65	0	0%
54-59	9	23%
48-53	10	25,00%

42-47	3	8%
Total	40	100 %

If the data was put into graphic, it can be seen as follow:

Graphic 2

The Invariant Frequency Distribution of Translation Ability



Based on the table frequency distribution and graphic above, it can be inferred that 40 students as the research sample can be divided:

- 1). For the class interval of 72-77, there were 5 student or 13%.
- 2). For the class interval of 66-71, there were 13 students or 33% .
- 3). For the class interval of 60-65, there were 0 students or 0% .
- 4). For the class interval of 54-59, there were 9 students or 23% .
- 5). For the class interval of 48-53, there were 10 students or 25,00% .
- 6). For the class interval of 42-47, there were 3 students or 8%

B. Hypothesis Testing

Based on the table of reading and translation result, the writer wanted to know the correlation between them. To analyze to prove the hypothesis, we considered to the following table:

Table 10
The Data Calculation of the Correlation between Students' Reading Skill (X) and Translation Ability (Y)

No	Code of Sample	X	Y	X ²	Y ²	XY
1	AA	40	50	1600	2500	2000
2	AS	43	58	1849	3364	2494
3	AR	53	50	2809	2500	2650
4	AP	50	50	2500	2500	2500
5	DA	56	50	3136	2500	2800
6	DP	70	58	4900	3364	4060
7	DO	50	50	2500	2500	2500
8	DS	70	58	4900	3364	4060
9	DR	40	58	1600	3364	2320
10	DV	40	50	1600	2500	2000
11	DP	50	75	2500	5625	3750
12	DS	70	75	4900	5625	5250
13	DS	66	75	4356	5625	4950
14	ES	76	66	5776	4356	5016
15	EN	50	66	2500	4356	3300
16	EM	43	58	1849	3364	2494
17	IR	50	50	2500	2500	2500
18	IN	43	50	1849	2500	2150
19	IA	46	58	2116	3364	2668
20	IS	50	58	2500	3364	2900
21	IK	76	66	5776	4356	5016
22	LI	66	66	4356	4356	4356
23	LS	73	75	5329	5625	5475
24	NI	60	75	3600	5625	4500
25	NH	66	66	4356	4356	4356
26	OK	53	66	2809	4356	3498
27	PS	76	58	5776	3364	4408
28	RJ	66	66	4356	4356	4356
29	RP	43	50	1849	2500	2150

30	RS	43	42	1849	1764	1806
31	SN	50	66	2500	4356	3300
32	SA	76	66	5776	4356	5016
33	SK	43	50	1849	2500	2150
34	SM	40	42	1600	1764	1680
35	SI	66	66	4356	4356	4356
36	TA	36	58	1296	3364	2088
37	TR	73	66	5329	4356	4818
38	VA	40	42	1600	1764	1680
39	WI	40	66	1600	4356	2640
40	YM	60	66	3600	4356	3960
	Σ	2202	2381	127802	145321	133971

To find and to prove whether there is correlation between students' reading skill and their translation ability, the writer used the product moment correlation formula:

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\dots}}$$

Where:

$$N = 40$$

$$\sum X = 2202$$

$$\sum Y = 2381$$

$$\sum X^2 = 127802$$

$$\sum Y^2 = 145321$$

$$\sum XY = 133971$$

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\dots}}$$

$$\begin{aligned}
 r_{xy} &= \frac{40 \cdot (133971) - (2202)(2381)}{\sqrt{[40 \cdot (127802) - (2202)^2][40 \cdot (145321) - (2381)^2]}} \\
 &= \frac{5358840 - 5242962}{\sqrt{[5112080 - 4848804][5812840 - 5669161]}} \\
 &= \frac{115878}{\sqrt{[263276][143679]}} \\
 &= \frac{115878}{\sqrt{37827232404}} \\
 &= \frac{115878}{194492.24} = 0,596
 \end{aligned}$$

C. Interpretation

1. Interpretation of “*r* observed”

To interpret the degree of the researches use the table of interpretation as follow :

Table
Interpretation to the Index *r* observed

The Index of “ <i>r</i> ” Product Moment (r_{xy})	Interpretation
0,00-0,20	There is any correlation between X and Y variables, but it is lowest . Therefore the correlation is neglected. (There is not correlation between X and Y variable)
0,20-0,40	There is any correlation between X and Y variables which is low correlation .
0,40-0,70	There is any correlation between X and Y variables which is average correlation .
0,70-0,90	There is any correlation between X and Y variables which is high correlation .
0,90-1,00	There is any correlation between X and Y variables which is highest correlation . ³

³ Anas Sudjiono, *Pengantar Statistic Pendidikan*, PT Raja Grafindo Persada, Jakarta, 1987, p.180

The critical value of r observed is 0,596. if we interpret it based on the table above, it can be inferred that there is average correlation between reading skill and translation ability among the eight grade of SMP PGRI 4 Bandar Mataram.

2. Statistical Significance

The writer has formulated the Alternative Hypothesis (H_a) and Null Hypothesis (H_o), as follows:

a. Alternative Hypothesis (H_a)

There is positive and significant correlation between students' reading skill and their translation ability at the eighth grade of SMP PGRI 4 Bandar Mataram.

b. Null Hypothesis (H_o)

There is no positive and significant correlation between students' reading skill and their translation ability at the eighth grade of SMP PGRI 4 Bandar Mataram.

After H_a and H_o above were formulated, the writer consulted “ $r_{\text{calculation}}$ ” to “ r_{table} ” as follows:

- 1) If “ r_{observed} ” is higher than “ r_{table} ”, Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected.

- 2) If “ r_{observed} ” is smaller than “ r_{table} ”, Alternative Hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted.

To know the critical value of r product moment (r_{table}), the writer firstly counted df . Df is degree of freedom. The formulation of $df = N - 2$. N is the number of research population.

$$Df = N - 2$$

$$= 40 - 2$$

$$= 38$$

After considering the product moment table by using $df = 38$, it can be known that:

- 1) The critical value of r product moment (r_{table}) for the 5% level is 0.320.
- 2) The critical value of r product moment (r_{table}) for the 1% level is 0.413.

From all data analysis above, it can be known that:

The score 0,596 can be seen on the Product Moment table $N= 38$ using 5% confidence limits is gained the score 0,320 and 1%= 0.413, where $r_{\text{observed}}=0,596 > r_{\text{table}}=0,320$ or 0.413. Finally , the data confirmed that r observed is higher that r table. Therefore, it can be inferred that alternative hypothesis (H_a) is accepted. It means that there is correlation between students’ reading skill and translation ability.

The writer measured the level of correlation between reading skill and translation ability the eight grade of SMP PGRI 4 Bandar Mataram, by counting the square of r observed and multiplying it by 100%.

Therefore, the level of correlation between reading skill and translation ability = $(r \text{ observed})^2 \times 100\% = (0,596)^2 \times 100\% = 35, 52\%$.

Based on the analysis above, it can be inferred that the level of correlation between reading skill and translation ability is 35, 52%.

D. Discussion

In this research there are two variables. They are the students reading skill (x) and their translation ability (y). The variable was tested by using calculation of product moment correlation between the student's reading skill and their translation ability. It demonstrated that there was positive and significant correlation between student's reading skill and their translation ability.

Reading is a means of language acquisition , of communication, and of sharing information and ideas. By reading, we can get many knowledge which are contained science and technology, social life, economic, history, etc. So, reading is very important activity in learning of language process and important skill that should be mastered by the students.

Translation is an effort to change the source language text into target language or translation is transferring message from the source language (SL) into target language (TL) at the first expressing the meaning and the second is the

style. So, translation is very important in learning process where the student's must ability before to translate in the text.

Then, the writer measure in order to found out the basic ability of the students used the test. The total number of the reading skill result who have high score is 14 students (35%), average is 12 students (30%), low is 14 students (35%). And total number of the their translation ability result who have high score is 18 students (45%), average is 9 students (22.5%), low is 13 students (32.5%).

E. Limitations

This research was conducted at SMP PGRI 4 Bandar Mataram. The subject of the research were the eighth grade at the first semester in academic year 2016/2017. So, the result of this research could not be generalized.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

1. There is a positive and significant correlation between the students' reading skill and their translation ability. It can be seen from the result of the product moment correlation " r observed" = 0.596.
2. The correlation between the students' reading skill and their translation ability is average. It can be seen from the table of interpretation. Where, 0,40-0,70 is any correlation between X and Y variables which is average correlation.
3. From the result of the test, the writer got conclusion that total number of students who have high reading skill result is 14 (35%), average is 12 (30%), low is 14 (35%). And total number of the translation ability result of the students who have high score is 18 (45%), average is 9 (22.5%), low is 13 (32.5%).
4. There is a significant correlation between the students' reading skill and their translation ability Result. This fact can be seen from the result of the computation that r observed = 0.596 with the level of significant of " r table" 5% = 0.320 and the level of significant of " r table" 1% = 0.413. From the data above, it can be understood that " r observed" is higher than " r table". Therefore, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. So, the result of this research could not be generalized.

B. Suggestions

Due to the result of the research, the writer gives some suggestion to the side that related as the considered as follows:

1. For the Headmaster
 - a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
2. For the English teachers:
 - a. The English teachers should motivate the students to be more active in learning English by helping them of expand their knowledge by comprehending the reading text.
 - b. The teacher may give translation practice to the students. It hopes to be able to improve their skill in learning the English structure.
3. For the Students
 - a. They have to practice the reading skill in reading activity.
 - b. They have to read another reading source such as, newspaper, magazine, novel, journal, etc to develop them in reading.
 - c. They must can omitted the habit to translate text used word by word.

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CURRICULUM VITAE



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She graduated from Elementary School at SDN 1 Mataram Jaya in 2005. Then, She entered Junior High School in SMPN 2 Bandar Mataram and graduated in 2008. Then, She entered Senior High School in SMAN 1 Seputih Mataram and graduated in 2011. After finishing her study, She continued to S-1 English Education Study Program in STAIN Jurai Siwo Metro.



Students do the Reading Skill Test



Students do the Translation Ability Test



Teacher Attentive the Students