

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

It is not arguable that English language becomes the first international language in the world. In Indonesia English is considered as the first foreign language. Learning the language is a need for most Indonesian people. Because they think that by mastering English well, it will be easier for them to understand some information, not only in printed but also electronic media, such as books, news papers, magazines, radio, television, internet, and so on. For those reasons, Indonesian government has established English begins to be taught in Primary School.

Good reference books are still written in English. It is also known that most of informations about science and technology as found are written in English. If students have a good mastery in English, it will be helpful for them to develop their field of study in which they are learning. However, in fact, not all of students can well enough comprehend the contents of those books.

To be successful learners of English, students should master four language skills. Those are reading, speaking, listening, and writing. Reading is important. Reading instruction dominates the curriculum in most classrooms. The teaching of English in Indonesia emphasizes on reading comprehension. Heilman states that reading always involves the simultaneous application of a great number of mechanical skills and comprehension skills, all of which are influenced by the

reader attitudes, knowledge, and past experience. Reading is complicated process (1961: 4).

Reading comprehension means understanding what has been read. If a reader can comprehend the written message that is sent by the author, he will understand the hidden information in the text. White says that comprehension involves more than simply decoding. It involves recognizing the significance of the message, understanding the intentions of the author and going beyond what is written to guess at hidden, unstated or implied means (1997:41).

Repeated reading is an effective approach for improving reading comprehension. Students should have a good habit in reading English text and they should have a lot of practice in reading. By reading, students get enough science and information from what they have read. Students can improve their reading skill by reading a lot easy materials. It is relevant with what De Boer (1982) says that you can improve your reading only by reading abundantly. Get the habit of reading a great deal. You may wish to begin with easy material, with daily newspaper, a popular magazine, or book of easy short stories, as you develop fluency and pleasure in reading and accuracy (p: 8). It can assume that students should have a good habit of reading English, which helps them improve their knowledge of English. Moreover, they will read English fluently and accurately.

Another thing that affects reading comprehension ability is translation. As we know, that translation has good position in teaching and learning English of foreign language. Translation cannot be separated from the other abilities. When

students are reading, listening or speaking English, as a foreign language, actually they are translating. They translate from the source into target language.

Crystal (1993:34) states that it is sometimes said that there is no task more complex than translation: translator not only needs to know their source language well, they must also have understanding of the field of knowledge covered by the source language and any of social cultural or emotional combination that need to be specified in the target language. It means that translation is not only an act for transforming the language from the source language into target language but also it involves any skills and knowledge. Newmark states that ( 1991) translation is highly complicated process, it requires rapid multilayered analyses of semantic field, syntactic structure, the sociology and psychology of reader or listener responses, and cultural deference. The translator should have reading comprehension ability in one foreign language and good formation of reading habit in one foreign language. A translator also should has not only an intelligence, sensitivity and intuition, but also knowledge.

Dealing with reading comprehension, a reader will have good translation ability, if he has good skill in reading comprehension. When a student tries to comprehend the text and the message implied by the author, he will translate a foreign language written text into his mother tongue.

Based on the reason above, the study is appropriate to carry out in order to find whether reading habit and translation ability give a great significance in the reading comprehension.

## **B. Identification of the Problem**

Based on the background of the study, there are many problems that may arise. The problems are as follows: 1) how good is the student's reading comprehension; 2) how good is the student's reading habit; 3) how good is the student's translation ability; 4) what are the factors which influence the student's reading comprehension; 5) whether student's translation ability play important role toward student's reading comprehension; 6) whether student's reading habit play important role toward student's reading comprehension; etc.

## **C. Limitation of the Problem**

The writer has a very limited ability to study all the problems which have been identified. Therefore the study only focuses on the correlation among translation ability, reading habit and reading comprehension.

## **D. Formulation of the Problem**

The problems are formulated as follows:

1. Is there any positive correlation between student's translation ability and reading comprehension?
2. Is there any positive correlation between student's reading habit and reading comprehension?
3. Is there any positive correlation between student's translation ability, reading habit and reading comprehension?

### **E. The Benefits of the Study**

The study is intended to know the correlation between student's translation ability, reading habit, and reading comprehension. By knowing the correlation between student's translation ability, reading habit, and reading comprehension, it can give some benefits, as follows:

- a. It gives information about the importance of translation ability, reading habit, and reading comprehension.
- b. It is hoped to be one of considerations for English students to improve students' translation ability and reading habit to support their reading comprehension.
- c. It also hope that the result of this study can be an input for English teachers to motivate their students to get satisfying comprehension in reading English text by having translation ability and reading habit.

## CHAPTER II

### REVIEW ON RELATED THEORY

#### A. Reading Comprehension

##### 1. The Nature of Reading

There are some experts who defined reading. Heilman (1965:6) says that reading is a process of getting meaning from printed word symbols. It is not merely a process of making conventionalized noises associated with these symbols. It means that reading is more than a mechanical process, even though mechanics are an essential part of the processes. In line with Heilman, Smith and Robinson in Ogunranbi (1995) define reading as “an active attempt on the part of the reader to understand a writer’s message”. Boer states that reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language.

Other experts, Chamber and Lowry state that reading is more than merely recognizing the words for which certain combinations of letters bring about a correct recall. It includes the whole gamut of thinking responses: feeling and defining some need, identifying a solution for meeting the need, selecting from alternative means, experiment try with choices, rejecting or retaining the chosen route, and devising some means of evaluating the results. According to Aebersold reading is what happens when people look at a text and assign meaning to the written symbols in that text (1997:15). The text and the reader are two physical entities necessary for the reading process to begin.

From the statements above, it can be concluded that reading is an activity which involves the process of getting meaning and understanding the attention of the author.

## 2. The Purpose and Ways of Reading

When people read, they read for a purpose. Purpose determines how people read a text. According to Davies (1993:133), there are four main reasons for reading:

- a. Reading purpose for pleasure, the reader wants to follow a narrative, to enjoy the 'sound' and rhythm or rhyme of literary text.
- b. Reading purpose for organizing reading and study, a reader wishes to identify the important content of a text, to answer a specific question(s), to decide which section of a text to start studying, to gain an idea of the author's viewpoint, to gain an overall impression of the 'tone' of a text, to decide which section whether or not to read the text.
- c. Reading for learning content and procedures, he needs to gain an understanding of new concepts, to learn certain facts from a text and to follow instructions.
- d. Reading for language learning, he wishes to 'translate' the text, literally or metaphorically, to learn vocabulary, to identify 'useful' structures or collocations, to use the text as a model for writing and to practice pronunciation.

In line with Davies, Onwubiku in Ogunronbi (1995) summarized the purpose of reading into four types. These are:

1. Reading for pleasure, leisure, and relaxation.
2. Reading for information.
3. Reading for knowledge (studying)
4. Reading for any combination of the above.

The last two purposes are the most demanding in terms of the totality of activities involved in the reading habit.

Silberstein (1995:25) says that reading is a complex information processing skill in which the reader interacts with the text in order to (re) create meaningful discourse. It means that reading is an essential skill. Student needs an ability to understand and to comprehend written material. Grellet (1984:4) posits some main ways of reading to improve student's skill in processing the complex of information as follows:

a. Skimming

Skimming is reading quickly running one's eyes over a text to get the gist of it. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text. It also helps the reader to recognize their thought and specify what information they can get from a book, so that their subsequent reading is more efficient.

b. Scanning

Scanning is reading quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information.

It involves these steps:

- Determine what key words to look for
- Look quickly through the text for those words
- When you find each word, read the sentence around it to see if they provide the information being sought
- If they do, not read further. If they do not, continue scanning

c. Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding. In this type, students are usually given more freedom to choose reading materials that interest them. In this course, almost all of reading is done outside of class, without teacher's aid. The text is always to be read for comprehension of main ideas, not for every detail word.

d. Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

### 3. Model of Reading

The interaction between reader, text, and writer can be described in the model of reading. According Aebersold (1997:18) there are three main models of how reading occurs.

#### 1. Bottom – up theory.

The reader constructs the text from the smallest units (letters to words to phrases to sentence, etc) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates.

#### 2. Top – down theory.

The reader brings a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectation.

#### 3. The interactive school of theories.

Both top – down and bottom – up processes occurs, either alternatively or at the same time. These theorists describe a process that moves both bottoms – up and top – down, depending on the type of the text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

#### 4. Reading Comprehension

The result of reading is understood what has been read from written material. This is what we have considered as reading comprehension. Reading comprehension means an ability to understand information from a written text. David Pearson and Dale Johnson have pointed out “reading comprehension is at once unitary process and a set of discrete processes (1978:224). Understanding a written text is not enough to understand the gist of the text, but more detailed comprehension is necessary. According to Christine (1985:151) there are four basic comprehension units in reading. The basic comprehension units are word, sentence, paragraph, and whole selection of text.

William (1984:4) suggests some factors which help the reader to gain the meaning, they are:

a. Knowledge on the language

The important thing is that a reader should have a mastery of the language. An effective reader knows the language of the text he is reading.

b. Ability to interpret

To be an effective reader the ability to recognize the text as a whole and to see how the text is organized is very important.

c. Knowledge of the world.

Knowledge of the world does not only cover knowledge of a particular topic. But it may include familiarity with different text – types or knowledge of a certain culture or way of life.

d. Reason for reading

People do not read unless they have a reason for reading. It may be said that people are motivated to read a certain passage because they need something from it.

From all explanation stated above it can be concluded that reading comprehension is a process to understand information and ideas of the author within the text, which involves the experience and knowledge of the reader. From the discussion earlier, there are some main ways of reading which can help the students to comprehend or understand the information and the ideas on a text. The main ways of reading are skimming, scanning, extensive reading, and intensive reading. Skimming is reading quickly running one's eyes over a text to get the gist of it. Scanning is reading quickly going through a text to find a particular piece of information. Extensive reading is fluency activity, mainly involving global understanding. It consists of the way to identify the main idea of text, and identify the title of the text. While intensive reading is reading shorter texts, to extract specific information. It consists of the way to identify referents. In this thesis, the reading comprehension test is limited on skimming, scanning, identifying referents, identifying the main idea, and identifying the title of the text.

## B. Reading Habit

### 1. Definition of reading habit.

Reading is important activity that should be done by every student, especially reading with comprehension to get information from books. Students must have to practice a lot of reading to understand the contents and information of the books. The students with good habit formation of reading tend to read longer text, much more materials, and comprehend more accurately because they think that the material is useful. Ogunronbi (1995) states that reading is an indispensable tool for achieving emotional stability, enjoying leisure hours, sharing the difficult experiences which are encountered in books and for keeping abreast of happenings in the world at large. According to Dechan (1982:84) reading is a complex process: it is composite of many skills, habits and attitude. Habit is a fundamental factor in improving reading comprehension ability.

Every human in the world has habit. Habit can be described as a learned stimulus-response sequence. Swannel (1994:479) says that habit is:

1. a settled as regular tendency of practice.
2. a practice that is hard to give up.
3. a mental constitution or attitude.

According to America Heritage Dictionary (1981) habit refers to pattern of behavior set by continual repetition. In line with the definition, Webster (1972: 815) states that "habit is a thing done often and hence, usually do easily; practice; custom; act that acquired and has become automatic.

From the explanation above, we can get conclusion of reading habit.

Reading habit is the regular tendency in reading that is done by a person.

## 2. The Aspects of Reading habit.

Everybody can improve their reading ability. De Boer suggests some habits to improve reading ability. They turn as follows:

### a. Maintain a healthful routine

To read well, you should be in good physical condition.

### b. Avoid unnecessary distraction

Read in quite atmosphere, away from distracting, sight, and sounds.

### c. Plan a time schedule

For study type reading, it is best to adhere to a regular schedule.

### d. Have a clear purpose for reading

Reading without objective is just wasting time. The purpose in reading will determine how the reader read.

### e. Get the habit of reading widely

Students can improve their reading by reading abundantly. Get the habit of reading a great deal. Begin with easy material.

In line with De Boer, Ogunronbi suggests some aspects that influence reading habit as follows:

## 1. Parents' active participation would promote students' interest in reading.

On the contrary, if parents participate less in their children's reading activities, students tend to spend less time on reading.

2. Easy access to reading materials is one of the important factors in cultivating reading habit students.
3. Students would spend more time on reading materials if reading activities are actively promoted and a reading atmosphere created in school.

From all explanation stated above it can be concluded that reading habit is the regular tendency in reading that is done by a person. There are many aspects that influence students' reading habit. The aspects are reading frequency, motivation, skills, attitude, and facility. Reading frequency means time which is used by the students to read texts or books. Motivation means students' motivation of reading English texts and reason why they read. While skills consist of reading comprehension skill, students' ability after they read English text. Attitude consists of students' attitude, interest, and response toward reading. Facility means students' facility for reading. In this thesis, questionnaire of reading habit focuses on reading frequency, motivation, skills, attitude, and facility of English text.

### **C. Translation**

#### 1. Definition of Translation.

There are some experts who define translation. Bell says that translation is the expression in another language (target language) of what has been expressed in another source language, preserving semantics and stylistics equivalences

(1997:5). In line with the definition, Catford as quoted by A. Widyamartaya (2002:12) gives a definition of translation as follows: “translation is the replacement of textual material in one language (the source language/SL) by equivalent textual material in another language (the target language/TL). We can see that the equivalent is the essential thing in translation. The content, meaning, message of both source language and target language must be equivalent.

Furthermore, Newmark (2001:1) states that translation is a craft consisting in the attempt to replace a written message or in one language by the same message or statement in another language. He focuses on a replacement process of a message or material from the source language into the same message or material in the target language. He also distinguished some essential characteristics that any good translator should have: reading comprehension ability in foreign language, knowledge of the subject, sensitivity to language (both mother tongue and foreign language) and competence to write the target language dexterously, clearly, economically and resourcefully. Since translation is highly complicated process, it requires rapid multilayered analyses of semantic field, syntactic structure, the sociology and psychology of reader or listener responses, and cultural difference. The translator should have reading comprehension ability in one foreign language and good formation of reading habit in one foreign language. A translator also should have not only an intelligence, sensitivity and intuition, but also knowledge.

John Platt and Heidi Platt (1992:389) state that translation is the process of changing speech and writing form from one language (the source language) into

another language (the target language). They explain that translation is divided into free translation and literal translation. Free translation is translation which reproduces the original meaning and intention from the source language but it not closely followed by grammar, style and organization of source language, whereas literal translation is translation which reproduces the original meaning of source language that is closely followed by grammar, style.

The other definition is stated by Bassnet and Guire (1991:8). They say that translation is the substitution of target language meaning from source language meaning through linguistics studies and the target language culture, the essence of translation lies on meaning.

From the definition above, translation can be explained as (1) the process of analyzing a source language text to find the target language meaning; (2) reproducing equivalent message from the source language into the target language.

## 2. Types of Translation

The translator should know the types of translation. Because by knowing the types of translation, the translator can decide which type is more appropriate to translate the source language text. Roman Jakobson on Basnnet and Guire (1991: 14) distinguished three types of translation:

(1) Intralingual translation or rewording.

An interpretation of verbal signs by means of other signs in the same language.

(2) Interlingual translation or translation proper

An interpretation of verbal signs by means of some other language.

(3) Intersemiotic translation or transmutation

An interpretation of verbal signs by means of sign of nonverbal sign systems.

### 3. Principles of Translation

Some principles of translation can be used as references to produce accurate and complete translation. Tytler (in Bassnet and Guire, 1991:63) set up three basic principles:

1. The translation should give a complete transcript of the idea of the original work.
2. The style and manner of writing should be of the same character with that of the original.
3. The translation should have all the ease of the original composition.

The first principle means that the meaning of the original text should be reflected completely in the result of translation. The translator must understand the content and intention of the author.

The second principle means that the translator should not change the style of the original work. The ordering of words and ideas in translation should match the original as closely as possible.

The last principle means that the translator should catch the meaning of the source language text and tries to translate it naturally. The translator should make the result of the translation as natural as possible.

In line with the principles, Allan Duff (1996:10) explains some general principles which are relevant to all translation, as follows:

a. Meaning

The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be 'transposed'.

b. Form

The ordering of words and ideas in the translation should match the original as closely as possible. But differences in language structure often require changes in the form and order of words. When in doubt, underline in the original text the words on which the main stress falls.

c. Register

Languages often differ greatly in their levels of formality in a given context. To resolve these differences, the translator must distinguish between formal and fixed expression.

d. Source language influence

One of the most frequent criticisms of translation is that 'it doesn't sound natural'. This is because the translator's thoughts and choice of words are too strongly molded by the original text. A good way of shaking off the source language influence is to set the text aside and translate a few sentences aloud, from memory. This will suggest natural patterns of thought in the first language, which may not come to mind when the eye is fixed on the source language text.

e. Style and clarity

The translator should not change the style of the original. But if the text is sloppily written, or full of tedious repetitions, the translator may, for the reader's sake, correct the defects.

f. Idiom

Idiomatic expressions are notoriously untranslatable. These include similes, metaphors, proverbs and sayings, jargon, slang, and colloquialism, and phrasal verbs. If the expression cannot be directly translated, try any of the following:

- retain the original word, in converted commas : 'yuppie'
- Retain the original expression, with a literal explanation in brackets.
- use a close equivalent
- Use a non-idiomatic or plain prose translation.

The golden rule is: if the idiom does not work in the L1, do not force it into the translation.

#### 4. The Process of Translation

The process of translation is steps that should be done by the translator in transferring the message from the source language (SL) into the target language (TL). According to Nida (1975:80) there are three steps in process of translation.

They turn as follows:

a. Analysis

The translator first analyzes the messages of the source language into its simplest and structurally clearest forms. In this case, the translator should pay attention on the title, paragraph used, clause, idioms, collocations, etc. To get the messages from the whole text, the translator should read the text repeatedly until the translator get the clear grasp of the general meaning of the whole and the relation of the parts.

In the text analysis, translator should have knowledge and master the linguistics structure of the source and receptor language. The translator also should know the meaning of difficult vocabulary and strange words.

b. Transfer

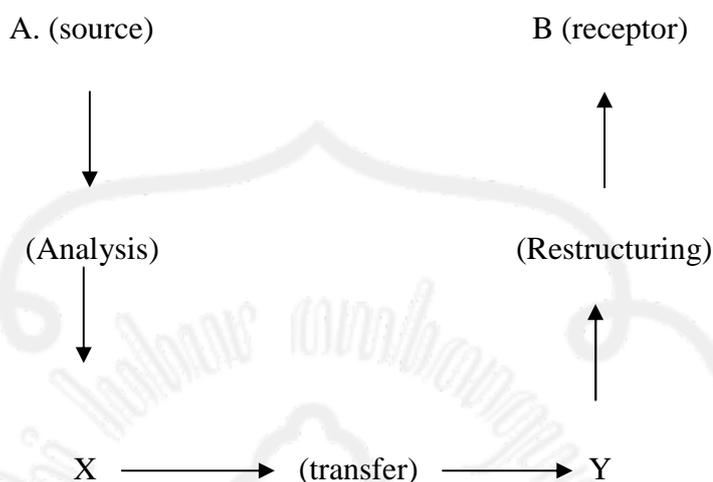
In the process of transfer, the result of the analysis of source language take place in someone's brain and the actual transfer takes place the translator's brain. It means that the translator should replace the ideas from the source language into the target language. In replacing the message, the translator has to be careful because it is difficult to build and arrange the sentences from the source language into the target language.

c. Restructuring

The aim of the restructuring is to get the final acceptable message fully in the target language. There are two ways to find out the appropriate message from the source language into the target language. The first is decomposition, the translator should try to find the substance message of the source language text, and the second one is re composition, the translator can translate text

freely with his/her own words or sentence in order to provide the most appropriate communication in the target language.

The process of translation can be seen in the diagram below:



#### 5. The testing of Translation

Lado (1964:265) says that the most valid and practical technique to test the ability of translation is a performance test. The students are given the selected sentences and then they are asked to translate it in the target language. The testing of translation from the source language to the target language can be in form of isolated sentences and text imitation.

According to Duff Allan (1996:7) good translation must develop three qualities to all language learning as follows:

- a. Accuracy: understanding the message of the source language and express the message into the target language.
- b. Clarity: it refers to the clear choice in target language. The form of language usage should be easy to understand as the source language itself.

- c. Naturalness: to make effective translation, naturalness is needed in translation. The equivalent should not be foreign. The result of translation should not sound 'strange' or foreign but it should 'flow easily' or sound natural so the readers can understand them easily.

From all explanation stated above it can be concluded that translation can be explained as (1) the process of analyzing a source language text to find the target language meaning; (2) reproducing equivalent message from the source language into the target language. From the discussion earlier, the testing of translation from the source language to the target language can be in form of isolated sentences and text imitation. In this thesis, the translation test is limited on translate English text into Indonesian text. It can be in form of phrases, short sentences, complex sentences, idioms, and reading passage.

#### **D. Rationale**

Reading comprehension is process to understand information that is not overtly stated in the text. Sometimes people, who read texts or books, get nothing from it. Understanding a written text is not enough to understand the gist of the text, but more detailed comprehension is necessary.

From the theoretical reviews discussed previously, reading comprehension is influenced by reading habit and translation ability. Students who read a lot and have broad knowledge of some field will have better reading comprehension. So, it can be predicted that reading habit contributes to reading comprehension. Besides, students who have good translation ability will easily understand

information and ideas of the written text. So, it can also be predicted that translation ability contributes to reading comprehension.

### **E. Hypotheses**

According to the rationale, the hypotheses can be formulated as follow:

1. There is a positive correlation between student's translation ability and reading comprehension
2. There is a positive correlation between student's reading habit and reading comprehension
3. There is a positive correlation between student's translation ability, reading habit toward reading comprehension

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Aim of the Study**

The research has three aims as follows:

1. To know whether there is a positive correlation between students' translation ability and their reading comprehension.
2. To know whether there is a positive correlation between students' reading habit and their reading comprehension
3. To know whether there is a positive correlation between students' translation ability, reading habit simultaneously, and their reading comprehension.

#### **B. Method of the study**

The term "method" means a way of doing something (Hornby, 1987:734). In relation to the aim of the study, this study uses correlation method in which the writer studies the correlation between each variable. As stated by Holonen and Santroct (1999:20), correlation method is a method of which goal is to describe the relation between two or more events or characteristics. It is the form of correlation analysis, which uses one or more independent variables to predict a dependent variable.

This study has three variables, namely:

1. Independent variables.
  - a. the students' translation ability ( $X_1$ )

- b. the students' reading habit ( $X_2$ )
2. Dependent variable.
    - The students' reading comprehension (Y)

The research design of the relationship of those variables can be shown as follows:

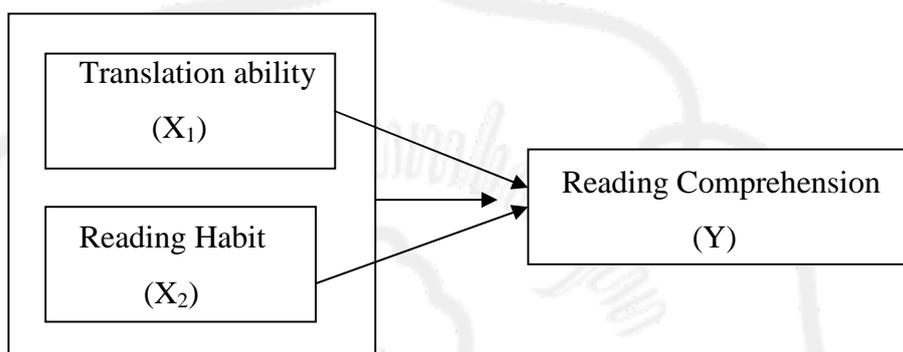


Figure 1. The Relationship between Student's Translation Ability ( $X_1$ ), Reading Habit ( $X_2$ ), and Reading Comprehension (Y)

### C. Place and Time of the Study

This research was conducted at the tenth grade of SMA Negeri 1 Kebakkramat in the academic year 2008/2009. It was conducted in November 2008.

### D. Population, Sample and Sampling

#### 1. Population

Population is the universe to be sampled. Fraenkel and Wallen (1932: 103) state that population is the larger group to which one hopes to apply the result. According to Halonen and Santrock (1999:18), population is the complete group of organism that will be represented by the research participants. This research took all of the tenth grade students of SMA Negeri 1 Kebakkramat in the

2008/2009 academic year as the population. They consist of seven classes and the average number of students in each class is 50 students.

## 2. Sample

Halonen and Santrock state that sample is representative group drawn from the population (1999: 18). Another expert Fraenkel and Wallen (1932: 103) say that sample is a group in a research study on which information is obtained.

From the total number of the tenth grade students of SMA N Kebakkramat, the writer took one class among the classes randomly; the total number of the students of the class is 50 students. In this research, the writer did not observe the whole population. She took 30 students as a sample. And the rest of the students were taken to follow the try out.

## 3. Sampling

Sampling is the technique in taking the sample. Fraenkel and Wallen (1932: 103) states that sampling refers to the process of selecting these individuals. In this research, the writer uses a cluster random sampling.

First, the writer took one class among the seven classes randomly. The steps of the selecting the class are follows:

- a. Make a list of all tenth grade classes.
- b. Give each class a code.
- c. Write each code on a piece of paper and enrolling the pieces.
- d. Take one roll of paper randomly. The taken roll will be the classes for the sample.
- e. Class for the sample is X7

After determining the class as the sample, the writer took some students as the sample randomly. The steps of choosing the sample were as follows:

1. making a list of all students
2. giving each students a code
3. writing each code on a piece of paper and enrolling them
4. filling the rolled paper in the box
5. Taking the rolled papers in the box randomly and the result will be the sample of the research.

#### **E. Technique of Collecting the Data**

The writer will use test and questionnaire as the techniques to collect the data for the research. The test is used to collect the data of student's reading comprehension and student's translation ability, while the questionnaire will use to obtain the data of student's reading habit. The instruments of collecting data are:

1. The Instrument
  - a. Test.

A test is a systematic procedure for observing one's behavior and it with the aid of numerical device or category system (Cornbach in M. Syakur, 1999: 5). While, according to Sax a test can be defined as a task or series of tasks used to obtain systematic observations presumed to be representative of educational or psychological traits or attributes (Sax in Moore, 1999: 290). Testing is an important part of every teaching and learning process. A classroom test is used to measure students' achievement and contribute to the evaluation of this progress.

In this research the writer used objective test type in the form of multiple choice test type with five options (A, B, C, D, E).

The test of reading comprehension is intended to collect data about students' reading comprehension. The test is an objective test in the form of multiple-choice type consisting of 30 items. There are five options in each item, and the students are required to choose the correct answer by crossing one of the four letters provided in the worksheet.

The test of translation is intended to collect data about student's translation ability. The test is an objective test in the form of multiple-choice type consisting of 30 items. There are five options in each item, and the students are required to choose the correct answer by crossing one of the five letters provided in the worksheet.

#### b. Questionnaire

Questionnaire is a list of (usually printed) questions to be answered by a group of people, especially to get facts or information, or for a survey (Hornby, 1995: 952). In the study, the questionnaire is given to the students to find numerical data of their reading habit. The questionnaire consists of 30 items and each item has five options with the scale of scoring from 1 to 5. The students are required to choose one of them based on what the students actually experienced. If it has not ever happened, it is also an actual response of the students toward the situation given in the questionnaire. The way to score is as follows:

- 1) the positive statement

Option a is scored 5

Option b is scored 4

Option c is scored 3

Option d is scored 2

Option e is scored 1

2) the negative statement

Option a is scored 1

Option b is scored 2

Option c is scored 3

Option d is scored 4

Option e is scored 5

2. Try out of the Instruments

Before the instrument will be used, they are tried out. It is intended to find the level of validity and reliability of instruments. The instruments of this research: reading habit questionnaire, translation test and reading comprehension test are given to the students joining the try out.

a. The Validity of the Instrument

An instrument is valid if it is able to measure what the researchers are going to measure (Arikunto 1998: 160). After administering the try out, the results are computed to find out their validity. They are computed by using Pearson Product Moment Correlation Formula is as follows:

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

$r_{xy}$  = the correlation coefficient between X and Y

N = the number of the students

$\sum X$  = sum of the scores of each time

$\sum Y$  = sum of the scores of each student

The computation of the validity of the questionnaire is presented in appendix 20, while the computation of the validity of translation is presented in appendix 16 and the computation of the validity of reading comprehension is presented in appendix 11. After being computed, they were consulted to the r table of Pearson Product Moment. The value of r table for N = 20 at the level  $\alpha = 0,05$  is 0.444. The result of the try out indicates that:

1. From 30 items of questionnaire, 20 items are valid and 10 items are invalid
2. From 30 items of translation test, 20 items are valid and 10 items are invalid.
3. From 30 items of reading comprehension test, 23 items are valid and 7 items are invalid.

b. The Reliability of the instrument

Reliability refers to consistency of score obtained by the same persons when they are reexamined with the same test on different occasions or with different sets of equivalent items (Anastasi and Urbina, 1997: 87)

To determine the reliability of reading habit questionnaire, the writer used Alpha Cronbach technique. The formula of Alpha Cronbach is as follows:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]$$

- $r_{11}$  = the coefficient of reliability
- $k$  = the number of items
- $S_1^2$  = the total variance of each item
- $S_t^2$  = the total variance

The writer uses Kuder Richardson-20 formula or KR-20 in determining the reliability of translation and reading comprehension test:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum pq}{\sigma^2} \right]$$

- $r_{11}$  = the coefficient of reliability
- $k$  = the number of items
- $p$  = the proportion of test takers who pass the items
- $q$  = the proportion of test takers who fail the items
- $\sigma^2$  = the variance of the total test scores

The computation shows that the coefficient of reliability of reading comprehension is 0.899 (see appendix 13). While the coefficient of reliability of translation ability is 0.841 (see appendix 17). And the coefficient of reliability of reading habit is 0.861 (see appendix 21).

### F. Technique of Analyzing the Data

This research is going to test the hypothesis using product moment and multiple linier regressions. Product moment is used to describe the strength of

relationship between two variables, while multiple linear regressions are used to describe the strength between two variables and one independent variable (Arikunto).

To test the first and the second hypothesis, the writer uses the simple correlation technique using the Product Formula as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

To test the third hypothesis of the study, the writer uses Multiple Linear Regression. The formula is:

$$R_{y(1,2)} = \sqrt{\frac{a_1 \sum X_1 Y + b \sum X_2 Y}{\sum Y^2}}$$

$R_{y(1,2)}$  = Coefficient correlation  $X_1$  and  $X_2$  towards  $Y$

$\sum X_1 Y$  = Sum of product moment between  $X_1$  and  $Y$

$$= \sum X_1 - \frac{(\sum X_1)(\sum Y)}{N}$$

$\sum X_2 Y$  = Sum of product moment between  $X_2$  and  $Y$

$$= \sum X_2 Y - \frac{(\sum X_2)(\sum Y)}{N}$$

$a_1$  = coefficient of independent variable  $X_1$

$b$  = coefficient of independent variable  $X_2$

$\sum Y^2$  = sum of square of dependent variable  $Y$

$$= \sum Y - \frac{(\sum Y)^2}{N}$$

$\sum X_1$  = sum of independent variable 1

$\sum X_2$  = sum of independent variable 2

$\sum Y$  = sum of dependent variable

To find out whether or not the coefficient of  $R_{YX_1X_2}$  is significant, the writer uses the formula of regression line analysis as follows:

$$F_{reg} = \frac{R^2/k}{(1-R^2)/(n-k-1)}$$

$F_{reg}$  = the value of regression line

$R^2$  = the coefficient of correlation between  $X_1$  and  $X_2$  towards  $Y$

$k$  = the number of independent variable

$n$  = the number of sample

After being calculated, the result of  $F_{reg}$  is consulted with the table  $F$ . If

$F_{reg}$  is higher than  $F$  table, it can be concluded that  $F_{reg}$  is significant.

## CHAPTER IV

### THE RESULT OF THE STUDY

#### A. The Description of the Data

The data obtained, namely the students' translation ability, the students' reading habit, and reading comprehension can be described as follows:

##### 1. The Data of Reading comprehension.

The data of Reading Comprehension were collected by using a test. The highest score of the test is 91 and the lowest score is 65, so the range is 26. The mean of total score is 76.13. The median is 76, and the mode is 78. The standard deviation is 6.96. The frequency of the score of the reading comprehension ability is presented at the table 1.2 and the histogram is given at figure 2.1

Table 1.1 the Data of Reading Comprehension Ability

no	classification	Number
1	The highest score	91
2	The lowest score	65
3	Score range	26
4	Class number	$1+3.3 \log N = 1+3.3 \log 30 = 1+3.3(1.477)=5.87 = 6$
5	The length of interval	$26/6=4.33$

Table 1.2 the Frequency Distribution of Reading Comprehension Ability

No	Interval	F absolute	%
1	65-69	4	13.33
2	70-74	11	36.67
3	75-79	7	23.33
4	80-84	4	13.33
5	85-89	3	10
6	90-94	1	3.33
	total	30	100%

## 2. The Data of the translation ability

The data of the translation ability were collected by using a test. The highest score of the test is 90 and the lowest score is 55, so the range is 35. The mean of total score is 74. The median is 75, and the mode is 70. The standard deviation is 8.94. The frequency of the score of the reading comprehension ability is presented at the table 1.4 and the histogram is given at figure 2.2

Table 1.3 the Data of Translation Ability

no	classification	Number
1	The highest score	90
2	The lowest score	55
3	Score range	35
4	Class number	$1+3.3 \log N = 1+3.3 \log 30 = 1+3.3$

		$(1.477) = 5.87 = 6$
5	The length of interval	$35/6 = 5.83$

Table 1.4 the Frequency Distribution of Translation Ability

No	Interval	F absolute	%
1	55-59	1	3.33
2	60-64	2	6.67
3	65-69	4	13.3
4	70-74	7	23.3
5	75-79	5	16.67
6	80-84	4	13.3
7	85-89	6	20
8	90-94	1	3.33
	total	30	100%

### 3. The Data of Students' Reading Habit

The data of the Students' Reading Habit were collected by using a questionnaire. The highest score of the test is 75 and the lowest score is 54, so the range is 21. The mean of total score is 64.37. The median is 64.5, and the mode is 60. The standard deviation is 6.27. The frequency of the score of the Students' Reading Habit is presented at the table 1.6 and the histogram is given at figure 2.3

Table 1.5 the Data of Students' Reading Habit

no	classification	Number
1	The highest score	75
2	The lowest score	54
3	Score range	21
4	Class number	$1+3.3 \log N = 1+3.3 \log 30 = 1+3.3$ $(1.477)=5.87 = 6$
5	The length of interval	$21/6=3.5$

Table 1.6 the Frequency Distribution of Students' Reading Habit

No	Interval	F absolute	%
1	54-58	5	16.67
2	59-63	9	30
3	64-68	5	16.67
4	69-73	9	30
5	74-78	2	6.67
	total	30	100%

The writer uses the regression line for  $Y X_1$ ,  $Y X_2$ ,  $Y X_1 X_2$ . The regression line are as follows:

- a. the regression line for  $Y X_1$

$$\hat{Y} = a + b X_1$$

- b. the regression line for  $Y X_2$

$$\hat{Y} = a + b X_2$$

c. the regression line for  $Y X_1 X_2$

$$\hat{Y} = a_0 + a X_1 + bX_2$$

The result on the computation of each line shows the regression line of  $Y X_1$  is  $\hat{Y} = 39.48 + 0.49 X_1$ . It means that the increasing of one unit of translation ability ( $X_1$ ) will be followed by the increasing of the reading comprehension (Y) as  $0.49 X_1$  with the constant number 39.48. The value of  $F_o$  for regression is 18.76 and the value of  $F_t$  for  $df (1.28) \alpha = 0.05$  is 4.20. So the  $F_o$  is greater than  $F_t$  ( $18.76 > 4.20$ ). It means that the regression of reading comprehension ability and translation ability is significant. Meanwhile the value  $f$  of  $F_o$  linear regression is 0.78 and  $F_t$  for  $df (12.16) \alpha = 0.05$  is 2.42. So the  $F_o$  is smaller than  $F_t$  ( $0.78 < 2.42$ ). It means that the regression is linear.

The result on the computation of each line shows the regression line of  $Y X_2$  is  $\hat{Y} = 30.10 + 0.72 X_2$ . It means that the increasing of one unit of reading habit ( $X_2$ ) will be followed by the increasing of the reading comprehension (Y) as  $0.72 X_2$  with the constant number 30.10. The value of  $F_o$  for regression is 20.1 and the value of  $F_t$  for  $df (1.28) \alpha = 0.05$  is 4.20. So the  $F_o$  is greater than  $F_t$  ( $20.1 > 4.20$ ). It means that the regression of reading comprehension and reading habit is significant. Meanwhile the value  $f$  of  $F_o$  linear regression is 0.924 and  $F_t$  for  $df (12.16) \alpha = 0.05$  is 2.42. So the  $F_o$  is smaller than  $F_t$  ( $0.924 < 2.42$ ). It means that the regression is linear.

The regression line for  $Y_{X_1 X_2}$  is  $\hat{Y} = 11.9932 + 0.31 X_1 + 0.64 X_2$ . It means that the increasing of translation ability ( $X_1$ ) and reading habit ( $X_2$ ) will be followed simultaneously by increasing of the value of reading comprehension (Y) as  $0.31 X_1 + 0.64 X_2$ . So the  $F_o$  multiple regression is 22.4 and  $F$  table for df (2,27)  $\alpha = 0.05$  is 3.35. So the  $F_o$  is greater than  $F_t$  ( $22.4 > 3.35$ ). It means that the regression is significant.

From the data of reading comprehension (Y), it can be seen that the result of the normality test is as follows: the value of  $L_o$  is 0.127 and  $L_t$  for  $N=30$  and  $\alpha = 0.05$  is 0.161. So the  $L_o$  is smaller than  $L_t$  ( $0.127 < 0.161$ ). It means that the population is in the normal distribution. Meanwhile, the result of normality test of the data of translation ability ( $X_1$ ) shows that the value of  $L_o$  is 0.14 and the  $L_t$  for  $N=30$  and  $\alpha = 0.05$  is 0.161. So the  $L_o$  is smaller than  $L_t$  ( $0.14 < 0.161$ ). It means the population is in the normal distribution.

The normality test of the data of reading habit ( $X_2$ ) is as follows: the value of  $L_o$  is 0.125 and the  $L_t$  for  $N=30$  and  $\alpha = 0.05$  is 0.161. So the  $L_o$  is smaller than  $L_t$  ( $0.125 < 0.161$ ). It means the population is in the normal distribution.

## B. Hypothesis Testing

In this thesis, the writer uses the zero hypothesis ( $H_o$ ) against the alternative hypothesis ( $H_a$ ). The tested hypothesis is as follows:

- a. The first hypothesis

$$H_0: \rho_{y_1} = 0$$

$$H_a: \rho_{y_1} > 0$$

b. The second hypothesis

$$H_0: \rho_{y_2} = 0$$

$$H_a: \rho_{y_2} > 0$$

c. The third hypothesis

$$H_0: R_{y_{12}} = 0$$

$$H_a: R_{y_{12}} > 0$$

Where:  $H_0$  = zero hypothesis

$H_a$  = alternative hypothesis

$\rho_{y_1}$  = the value of r test

$\rho_{y_2}$  = the value of r test

$R_{y_{12}}$  = the value of R test

a. The correlation between translation ability ( $X_1$ ) and reading comprehension (Y)

The calculation shows that the coefficient correlation between the translation ability ( $X_1$ ) and reading comprehension (Y) is 0.63. Meanwhile, the significance of correlation coefficient (to) translation ability ( $X_1$ ) and reading comprehension is 5.526. The t table for  $df = 28$  at the level significance  $\alpha = 0.05$  is 2.248. The value of  $t_o$  is higher than  $t_t$

(5.526 > 2.248). it means that  $r$  is significant. Therefore, the zero hypothesis ( $H_0$ ) stating that there is no correlation between translation ability ( $X_1$ ) and reading comprehension (Y) is rejected. It means that there is positive correlation between translation ability ( $X_1$ ) and reading comprehension (Y) of the tenth years students of SMA N Kebakkramat.

- b. The correlation between reading habit ( $X_2$ ) and reading comprehension (Y).

The correlation between reading habit ( $X_2$ ) and reading comprehension (Y) is 0.64. Meanwhile, the significance of correlation coefficient ( $t_o$ ) between reading habit ( $X_2$ ) and reading comprehension ability is 4.406. The  $t$  table for  $df = 28$  at the level significance  $\alpha = 0.05$  is 2.248. The value of  $t_o$  is higher than  $t_t$  (4.406 > 2.248). It means that  $r$  is significant. Therefore, the zero hypothesis ( $H_0$ ) stating that there is no correlation between reading habit ( $X_2$ ) and reading comprehension (Y) is rejected. It means that there is positive correlation between reading habit ( $X_2$ ) and reading comprehension (Y) of the tenth years students of SMA N Kebakkramat.

- c. The correlation between translation ability ( $X_1$ ) and reading habit ( $X_2$ ) and reading comprehension (Y).

The coefficients correlation between  $X_1$  and  $X_2$  simultaneously and Y or R is 0.79. The result of the analysis shows that  $F_o$  is 22.4. The value of  $F_o$  is consulted with the F table at the level significance  $\alpha = 0.05$

with df (2.27) is 3.35. The value of  $F_o$  is higher than  $F_t$  ( $22.4 > 3.35$ ). It means that there is positive correlation between translation ability ( $X_1$ ) and reading habit ( $X_2$ ) toward reading comprehension (Y).

### C. The Discussion of Research Finding

After analyzing the correlation among the variables, a discussion can be given as follows. The discussion will emphasize more on finding the possible causes of the result of the study.

The result of the research shows that, there is a significant correlation between students' translation ability and reading comprehension. It also shows there is a positive correlation between reading habit and reading comprehension. Both the students' translation ability and reading habit have positive correlation toward reading comprehension. The correlation among those variables is shown by the regression line  $\hat{Y} = 11.9932 + 0.31 X_1 + 0.64 X_2$ . So, when the students' translation ability and reading habit are good, their reading comprehension is also good. It can be said that they have a big chance to get more information and knowledge from the passage.

The coefficient of determination between the students' translation ability and reading comprehension ability is 39.69 %. It means that 39.69% variance of reading comprehension is influenced by translation ability while the other 60.51% is contributes by other factors. The coefficient of determination between the reading habit and reading comprehension is 40.96%. It means that 40.96% variance of reading comprehension is influenced by reading habit while the other 59.04% is contributes by other factors. The coefficient of determination of

translation ability and reading habit to reading comprehension is 62.41%. It means that 62.41% variance of reading comprehension is influenced by reading habit and translation ability while the other 37.59% is contributes by other factors.



## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

#### A. CONCLUSION

From the result of the research, it can be concluded that:

1. There is correlation between student's translation ability and reading comprehension of the tenth year students of SMAN Kebakkramat.
2. There is correlation between student's reading habit and reading comprehension of the tenth year students of SMAN Kebakkramat.
3. There is correlation between student's translation ability, reading habit toward reading comprehension of the tenth year students of SMAN Kebakkramat.

#### B. IMPLICATION

The result of the research shows that translation ability and reading habit are important factors for reading comprehension. It can be seen from the contribution they give to reading comprehension. The coefficient determination between translation ability and reading comprehension is 39.69%. It means that 39.69% variance of reading comprehension is influenced by translation ability while the other 60.51% is contributed by other factors. The coefficient determination between reading habit and reading comprehension is 40.96%. It means that 40.96% variance of reading comprehension is influenced by the reading habit while the other 59.04% is contributed by other factors. And the

coefficient of determination of translation ability and reading habit to reading comprehension is 62.41%. It means that 62.41% variance of reading comprehension ability is influenced by translation ability and reading habit while the 37.59% is contributed by other factors. Therefore, translation ability and reading habit should be considered by teachers in improving students' reading comprehension.

Translation ability is an important factor for students who want a good result on reading comprehension ability. Besides that, the students should have a good formation of reading habit. The students who have a good reading habit will have better reading comprehension than those who don't. Teachers should motivate their students for having a good reading habit and translation ability by repetitions, reading task, concentration and schedule.

### C. SUGGESTION

Based on the conclusion and implication above, it can be suggested that:

1. For the teacher.
  - a. The quality of students' reading comprehension should be improved. It can be done by improving translation ability and reading habit.
  - b. The quality of students' translation ability should be improved. It can be done by giving them a daily task
  - c. The quality of students' reading habit should be improved. It can be done by giving them a daily reading task.

2. For the students.

- The students should realize that reading comprehension is important. So they must improve by doing more exercises in understanding reading text.
- The students should realize that translation ability is important element. So they have to master it well.
- The students should realize that reading habit is important element. So that, they have to improve their reading habit by making them accustomed have a good reading habit.

3. For other researchers.

Hopefully, there will be other researchers who investigate similar topics. So this study will be continued and there will be a better solution in improving students' reading comprehension.

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