



**THE CORRELATION BETWEEN TRANSLATION ABILITY AND READING
HABIT TOWARD READING SKILL**

THESIS



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GRADUATE PROGRAM

ENGLISH LANGUAGE TEACHING STUDY PROGRAM

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ABSTRACT

Eka Fatria, Nur Arqom 2019. *The Correlation Between Reading Habit and Translation Ability in Reading Skill* Thesis. English Education Department, Graduate Program University of Islam Malang, Advisor: Dr. H. Langgeng Budianto, M.Pd

Keyword: *Translation Ability, Reading Habit, Reading Skill*

The aim of this study is to find out the correlation between translation ability and reading skill, reading habit and reading skill, translation ability and reading habit toward reading skill.

This is a correlational research method which is a kind of quantitative research. The population of the study is the students' fifth semester in UNU Blitar. The sample are 52 students. The instruments in collecting the data are test and questionnaire. The test was used to collect the data of translation ability and reading skill, while questionnaire was used to know students' reading habit.

The results of this research show that 1) there is positive correlation between translation ability and reading skill ($r_{xy}=4.85$); 2) there is a positive correlation between reading habit and reading skill ($r_{xy}=2.32$); and 3) there is a positive correlation among translation ability, reading habit and reading skill ($R = 0.497$). The results of this research show that translation ability and reading habit have some contributions on the students reading skill especially in the students' score and the process to answer the question of the test. Therefore, translation ability and reading habit can be implemented in teaching and learning of reading. An English teacher needs to arrange some activities in his lesson plan which can increase translation ability and reading habit that are related to the teaching and learning of reading.

ABSTRAK

Eka fatria, Nur Arqom 2019. Korelasi antara Kebiasaan Membaca dan Kemampuan Penerjemahan dalam Keterampilan Membaca. Tesis. Jurusan Pendidikan Bahasa Inggris, Program Pascasarjana Universitas Islam Malang, Penasehat: Dr. H. Langgeng Budianto, M. PD

Kata kunci: Kemampuan Penerjemahan, Kebiasaan Membaca, Keterampilan Membaca

Tujuan dari studi ini adalah untuk mengetahui korelasi antara kemampuan terjemahan dan keterampilan membaca, membaca kebiasaan dan membaca keterampilan, kemampuan terjemahan dan kebiasaan membaca ke arah membaca keterampilan.

Ini adalah metode penelitian kuantitatif yang merupakan jenis Penelitian kuantitatif. Populasi dari studi ini adalah mahasiswa semester kelima di UNU Blitar. Sampel adalah 52 siswa. Instrumen dalam mengumpulkan data adalah tes dan kuesioner. Tes ini digunakan untuk mengumpulkan data kemampuan penerjemahan dan keterampilan membaca, sementara kuesioner digunakan untuk mengetahui kebiasaan membaca siswa.

Hasil penelitian ini menunjukkan bahwa 1) ada korelasi positif antara kemampuan terjemahan dan keterampilan membaca ($r_{xy} = 4,85$); 2) ada korelasi positif antara kebiasaan membaca dan membaca keterampilan ($r_{xy} = 2,32$); dan 3) ada korelasi positif antara kemampuan penerjemahan, kebiasaan membaca dan keterampilan membaca ($R = 0,497$). Hasil penelitian ini menunjukkan bahwa kemampuan terjemahan dan kebiasaan membaca memiliki beberapa kontribusi pada siswa keterampilan membaca terutama dalam Skor siswa dan proses untuk menjawab pertanyaan tes. Oleh karena itu, kemampuan penerjemahan dan kebiasaan membaca dapat diimplementasikan dalam pengajaran dan pembelajaran membaca. Seorang guru bahasa Inggris perlu mengatur beberapa kegiatan dalam rencana pelajarannya yang dapat meningkatkan kemampuan penerjemahan dan membaca kebiasaan yang berhubungan dengan pengajaran dan pembelajaran membaca.

CHAPTER I

INTRODUCTION

This research aims to find out whether reading habit, translation ability and reading skill are correlatively close and connected each other. This chapter presents background of the study, research problem, objective of the study, Hypothesis, assumption, limitation of the study, significance of the study and definition of key terms. Each section is presented as follows.

1.1 Background of the Study

Everyday reading is a part of people basic activities. Being exposed to reading materials every day such as newspaper, advertisements, books, mails, and even nowadays like reading chats over messaging application is very common in the society. In this globalization era, English has become one of lingua franca that has been spoken in many countries, so it becomes no wonders if there are a lot of text sources and reading materials written in English. In discussion about reading, it cannot be separated from the concept of communication because reading is one of the ways of communication where the information or messages are delivered in a written form. In the case of that, building a good reading capability is necessary in order to improve the ability in understanding the written text.

Understanding text, in fact, is not a naturally occurring skill at all, but rather a complex process that requires a careful and systematic instructional

approach (Healy, 2002). Although reading is an activity that people do almost every day, reading itself is a complex activity because reading is an activity where the reader is required to set the purpose. Reading is an activity that affects the reader to become active mentally and psychologically. As Fountas and Pinnel (2006) stated, reading is thinking within the text, about the text, and beyond the text. Reading builds a cognitive processing infrastructure that then influences every aspect of our thinking – particularly our crystallized intelligence—a person's depth and breadth of general knowledge, vocabulary, and the ability to reason using words and numbers (Stanovich in Duke, 2003).

In a higher academic area such as at high school or in a college, reading is unseparated activity from a learning process. Reading has become essential to understand every subject that student learn. Books, journals, and articles are some sources that student can read and being exposed to the English texts. One point that should be noted is the text that uses English is abundant and increasing as a result of information globalization. In the case of that, understanding reading is a necessity. Moreover, reading in higher level does not always study about vocabulary or words, especially in academic reading (e.g. reading at senior high school or universities). Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text (Hermida, 2009).

Cahyono and Widiati (2016:17) said that the need of the learners to be skilled in reading to learn has inspired EFL reading teachers or specialist to apply some techniques in the teaching of EFL reading and to investigate the effect of the techniques on improving Indonesian students' reading skill, as well as to examine various related aspects such as reading materials, reading strategies, and factors affecting reading comprehension.

Especially for those who want to master English. Building reading habit will give a lot of improvement because in reading, the reader will not only build a better reading skill but also will be able to integrate several aspects in learning English such as vocabulary building, grammar, and spelling as well. In addition, building a good reading habit can support learners to struggle in the academic environment besides enriching the knowledge of the learners themselves. In summary, to understand English text well, learners can improve their reading skill through building reading habit as one of the options to improve the reading skill in reading and for learners with limited comprehension skills, it will build vocabulary and cognitive structures through literacy activities (Stanovich, 1999: 111).

As mentioned above, English has become one of the most used language in the world that has implication into its use in some aspects especially in transferring information and communication. There are many information and knowledges written in English, so in the case of that mastering English has become a must for students. One of the ways to learn

English is by reading, regardless the topic or what kind of books or text that are read. Reading can be one of the effective ways to improve and expand knowledge (De Boer, 1996: 8).

(Victoria, Yulia, Kristina, 2018:50) assumed that Translational reading is professionally oriented, and translators also use different types of reading in their work, depending on the tasks facing them. Let us consider in detail the types of reading identified by researchers.

Synthetic and analytical are related to the concepts of analysis and synthesis and are linked together as a single process. Analytical reading is characterized by understanding a text through its specific linguistic forms, where there is a comparison between new and previously obtained information and between the author's various statements. This type of reading implies developing one's own assessment and attitude to what has been read through the lens of the reader's experience. In synthetic reading, information in a text is perceived holistically, and the reader does not need a dictionary.

A good reading is important for the development of a person since it is part of education and important to growth of a person. (Adeyinka Tella, 2007) asserted that the ability to read is at the heart of self-education and lifelong learning and that is an art capable of transforming life and society. As stated by (Rizqiya, 2013) Reading can be used transferring language in education although reading is not a subject in the curriculum. In reading, readers' knowledge is transferred by the writers.

(Hesham suleiman alyousef, 2006) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English. This is long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom. The first is Building a knowledge of language which will facilitate reading ability, Building schematic knowledge, The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning), Developing an awareness of structure of written texts in English, Taking a critical sentence to the contents of the texts.

To have an ability to cope with the demand in translating and to develop reading habits in English is significant for students because they are engaged much in reading English literature to achieve their academic success. Academic achievement means how much knowledge the individual has acquired from the school (Michael Owusu, 2014). (Iftanti, n.d.) claimed that there are some external factors that can influence reading habit of an individual such as environment, education, social background, and facilities. In addition, the success of reading practices is influenced by some factors such as students' home environment including parental influence, parental involvement, environmental influence, social class, and accessibility to reading materials. Continuation of students' language experience is a home language learning which they bring into the classroom. How language mastery developed in their daily life. In the developing knowledge of society, reading

plays a significant role in gaining information which prepares a person to face the various challenges of modern times.

Dealing with the backgrounds above, it can be assumed that reading habit, translation ability and reading skill are correlatively close and connected each other. By building a good reading habit, readers can have a better reading skill because reading habit can increase the possibility for the reader to be more exposed to the English text and as the result will improve their comprehension in reading. Meanwhile better translation ability due to the exposure of the language reading materials such as vocabulary, grammar, and understanding how the context and the content of the text was developed can enrich the reader's background knowledge. In the end, it will affect and increase the reader's skill in comprehending a text in reading. Both reading habit and translation ability cannot be separated because those are important in reading comprehension and influencing each other. Based on the description above, the writer is going to prove whether there is a **“correlation between students' translation ability, reading habit and reading skill.”**

1.2 Research Problem

Based on the background of the study, here are some problems that the writer focusing on this study. The Problem are formulated is following, “Do the better translation ability and reading habit the students have, the better reading skill students have?, Do the better translation ability students

have, the better reading skill students have?, Do the better reading habit students have, the better reading skill students have?”

1.3 Objectives of the Study

The purpose of this study is to measure the correlation between translation (X1) and reading habit (X2) towards reading skill (Y), to measure the correlation translation (X1) towards reading skill (Y). to measure the correlation reading habit (X2) towards reading skill (Y), The function coefficient determination is to know how many percents the correlation that was given variable (X1) and (X2) simultaneously towards variable (Y).

1.4 Hypothesis

Based on the theories and rationale as explained before, the hypotheses can be formulated as follows: The better students translation ability and reading habit, the better reading skill students' have.

1.5 Assumption

The researcher has an assumption of this research, there is a correlation between translation ability and reading habit and reading skill for English Foreign learners.

1.6 Scope and Limitation

The writer limits the problem of this study on three variables, Translating Ability in this part, the writer discussed the result of the research,

it includes test translating that was given to the sample which narrative test and translating from Indonesia into English. The maximum score is 100 and the minimum score is 10, The habit of translation in reading text is turn out to be the result of conventional teaching method which is usually used by the teacher at school; one of them is the direct method. In the direct method, the teacher usually asks the students to read the text, asks the difficult word, and asks the student to translate the text. As a result, translating in reading the English text becomes a habit for the students.

1.7 Significant of the Study

The study is intended to know the correlation between students' translation ability, reading habit and reading skill, especially on English Foreign Learners. By knowing the correlation among student's translation ability, reading habit and reading skill, it can give some benefits as follows:

For students, to give information about the importance of translation ability, reading habit and reading skill. As consideration for students, in learning English especially reading skill that need improvement through building reading habit. To give awareness about translation ability as one of the important aspects in reading skill and mastering English in general.

The significant For teachers to give information that reading habit and translation ability are aspects that contribute in teaching reading skill to the students. As input for teacher to enrich the method in teaching English

especially teaching reading to consider reading habit and translation ability as aspects to strengthen student's reading comprehension.

Thirdly, the significant for researchers, Giving updated information about correlation among reading habit, translation ability, and reading skill, and as additional information for the next researcher who wants to take the similar field topic. The result of this study hopefully would be able to enhance the knowledge toward English and can be beneficial for the other reader.

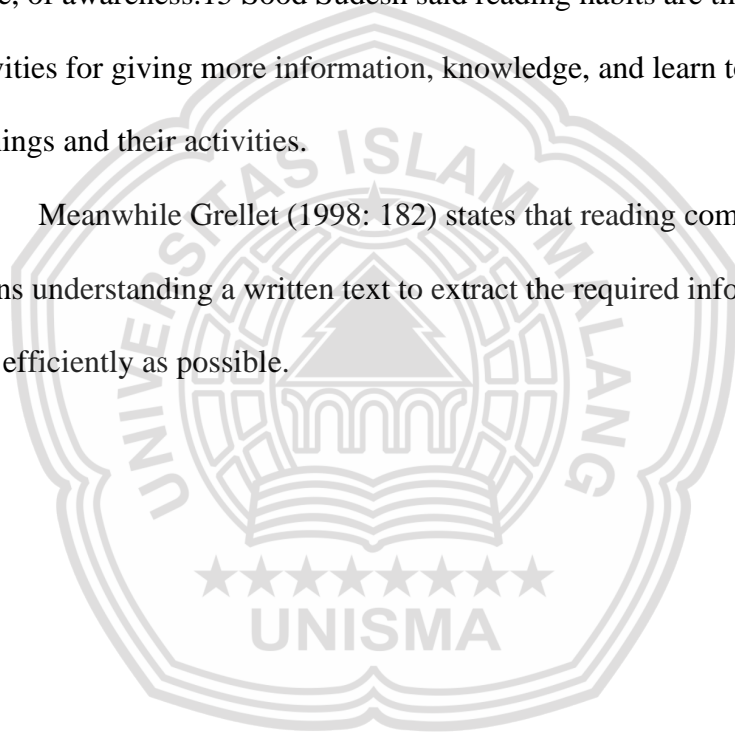
1.8 Definition of Key Term

The definition of this research, The efficiency to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002:09)

Translation as a process of conveying messages across linguistic and cultural barriers, is an eminently communicative activity, one whose use could well be considered in a wide range of teaching situations than may currently be the case (Tudor in Duff, 1996: 5). From this view, translating is not only a process of switching the language between two different languages to get the meaning or message only, but also a set of activity that involves many aspects such as linguistic ability and cultural knowledge. Meanwhile, Kridalaksana (in Nababan, 2003: 19) says that translation as a transfer of messages from the source language to the target language by revealing the meaning first and then the text style.

The definition of this research, reading habit is a activity that did by students' in 10 until 15 minutes in the beginning of the class. It uses to search detail or specific informations from the books or article. Per Nilsen said that habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense, of awareness.¹⁵ Sood Sudesh said reading habits are the intellectual activities for giving more information, knowledge, and learn to various types of things and their activities.

Meanwhile Grellet (1998: 182) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible.



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on research findings and discussion. From the aforementioned findings, several suggestions are addressed to English teachers and future researchers.

6.1 Conclusion and Suggestion

Within the context of this present study, it can be summed up that: 1) There is correlation between students' translation ability and students' reading skill; 2) There is correlation between students' reading habit and students' reading skill; 3) There is correlation between students' translation ability and reading habit toward students' reading skill. This result shows that translation ability and reading habit are important aspects of reading skill. Both of the aspects should be considered both by the English teachers and students in supporting the students' success in mastering reading skill. As well as, the English teachers should always support and motivate the students for improving their reading habit and their translation ability to improve their reading skill. Not only for reading skill, by improving their motivation in reading, the students will be reading more and more, then it will lead them to the improvement of their English language skills, namely writing skill, speaking skill, and listening skill.

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