

**THE CORRELATION BETWEEN TRANSLATION
ABILITY AND READING COMPREHENSION
OF THE ENGLISH EDUCATION STUDENTS
UIN SYAHADA PADANGSIDIMPUAN**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as the partial fulfilment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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**TARBIYAH AND TEACHER TRAINING FACULTY
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2023

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a.n. Meli Handayani Siregar

To : **Dean of Tarbiyah and Teacher
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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Meli Handayani Siregar**, entitled "*The Correlation between Translation Ability and Reading Comprehension of the English Education Students UIN Syahada Padangsidempuan*", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikumsalam Warahmatullahi Wabarakatuh

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ABSTRACT

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This research discussed about the correlation between students' translation ability and reading comprehension of English Education students UIN Syahada Padangsidimpuan. The students' problem in this research were: 1) The students had problem in understanding the text, 2) The students had low vocabulary, 3) The difference of structure English and Indonesian made the students difficult to translate the text, 4) The students got difficult in getting the real meaning of the text. The purposes of this research were to know the students' translation ability, to know the students' reading comprehension and to find out the correlation between the students' translation ability and their reading comprehension. The kind of this research was quantitative research with correlational method. The population of this research was all the seventh semester students of UIN Syahada Padangsidimpuan. The sample of this research were 60 students or all the population from two classroom TBI-1 and TBI-2 taken by using total sampling technique. Further, the instrument of this research used for collecting the data were an essay test and test in multiple choice forms. To analyze the data, the researcher used Product Moment formula and t-test by using SPSS V.26. After analyzing the data, the researcher found that the mean score of variable X was 63.13 which means in good category and mean score variable Y was 69.43 which means in good category. Further, for the correlation, the score of r_{xy} was more than r-table ($0.239 > 0.214$) in level significant 5%. It was shown that there was the correlation between translation ability and reading comprehension in low correlational category. Based on the result of t-test, it was known that H_a was accepted and H_0 was rejected, because the result of t_{count} is higher than t_{table} ($1.875 > 1.671$). It means that there is significant correlation between students' translation ability and students' reading comprehension of the English Education students UIN Syahada Padangsidimpuan.

Key Words : Translation Ability, Reading Comprehension

ABSTRAK

Nama : Meli Handayani Siregar
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Judul Skripsi : Korelasi antara Kemampuan Menerjemah dan Pemahaman
Bacaan Mahasiswa Pendidikan Bahasa Inggris UIN Syahada
Padangsidempuan

Penelitian ini membahas tentang korelasi antara kemampuan menerjemah dan pemahaman bacaan mahasiswa Pendidikan Bahasa Inggris UIN Syahada Padangsidempuan. Masalah yang dihadapi mahasiswa dalam penelitian ini adalah: 1) Mahasiswa memiliki masalah dalam memahami teks, 2) Mahasiswa memiliki kosakata yang rendah, 3) Perbedaan struktur bahasa Inggris dan bahasa Indonesia membuat mahasiswa kesulitan dalam menerjemahkan teks, 4) Mahasiswa kesulitan dalam memahami arti sebenarnya dari teks. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan menerjemah mahasiswa, untuk mengetahui pemahaman membaca mahasiswa dan untuk mengetahui korelasi antara kemampuan menerjemah dan pemahaman membaca mahasiswa. Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasional. Populasi penelitian ini adalah seluruh mahasiswa semester tujuh UIN Syahada Padangsidempuan. Sampel penelitian ini adalah 60 mahasiswa atau seluruh populasi dari dua kelas TBI-1 dan TBI-2 yang diambil dengan menggunakan teknik total sampling. Selanjutnya, instrumen penelitian yang digunakan untuk mengumpulkan data adalah tes esai dan tes dalam bentuk pilihan ganda. Untuk menganalisis data, peneliti menggunakan rumus Product Moment dan uji-t dengan menggunakan SPSS V.26. Setelah menganalisis data, peneliti menemukan bahwa nilai rata-rata variabel X adalah 63.13 dalam kategori baik dan nilai rata-rata variabel Y adalah 69.43 dalam kategori baik. Selanjutnya, untuk korelasi, nilai r_{xy} lebih besar dari r_{tabel} ($0.239 > 0.214$) pada taraf signifikan 5%. Hal ini menunjukkan bahwa terdapat korelasi antara kemampuan menerjemah dan pemahaman bacaan dengan kategori korelasi yang rendah. Berdasarkan hasil uji-t, diketahui bahwa H_a diterima dan H_0 ditolak, karena hasil t_{hitung} lebih besar dari t_{tabel} ($1.875 > 1.671$). Hal ini berarti bahwa terdapat hubungan yang signifikan antara kemampuan menerjemah mahasiswa dengan pemahaman bacaan mahasiswa Pendidikan Bahasa Inggris UIN Syahada Padangsidempuan.

Kata Kunci: Kemampuan Menerjemah, Pemahaman Bacaan

ملخص

الإسم	: ميلي هاندياني سيريجار
رقم القيد	: ١٩٢٠٣٠٠٠٣٩
الموضوع	: العلاقة بين القدرة على الترجمة وفهم القراءة لدى طلاب تعليم اللغة الإنجليزية في الجامعة الإسلامية الحكومية شيوخ علي حسن أحمد أداري بادانج سيدمبوان

يناقش هذا البحث العلاقة بين القدرة على الترجمة وفهم القراءة لدى طلاب تعليم اللغة الإنجليزية في الجامعة الإسلامية الحكومية للشيوخ علي حسن أحمد أداري بادانج سيدمبوان. المشاكل التي يواجهها الطلاب في هذا البحث هي: (١) يواجه الطلاب مشاكل في فهم النص، (٢) لدى الطلاب مفردات منخفضة، (٣) الاختلافات في بنية اللغتين الإنجليزية والاندونيسية تجعل من الصعب على الطلاب ترجمة النص، (٤) الطلاب يجدون صعوبة في فهم المعنى الحقيقي من النص. الغرض من هذا البحث هو تحديد قدرات الترجمة لدى الطلاب، وتحديد فهم القراءة لدى الطلاب وتحديد العلاقة بين قدرات الطلاب في الترجمة والاستيعاب القرائي. هذا النوع من البحث هو بحث كمي بأساليب ارتباطية. كان مجتمع هذه الدراسة جميع طلاب الفصل الدراسي السابع في الجامعة الإسلامية الحكومية للشيوخ علي حسن أحمد أداري بادانج سيدمبوان. كانت عينة هذا البحث ٦٠ طالبًا أو جميع السكان من فئتين تادريس إنجليزي - ١ و تادريس إنجليزي - ٢ تم أخذها باستخدام تقنيات أخذ العينات الإجمالية. علاوة على ذلك، كانت أدوات البحث المستخدمة لجمع البيانات هي الاختبارات المقالية واختبارات الاختيار من متعدد. لتحليل البيانات، استخدم الباحثون صيغة لحظة المنتج واختبار t باستخدام برنامج SPSS الإصدار ٢٦. وبعد تحليل البيانات وجد الباحثون أن متوسط قيمة المتغير X كان ٦٣.١٣ في الفئة الجيدة ومتوسط قيمة المتغير Y كان ٦٩.٤٣ في الفئة الجيدة. علاوة على ذلك، بالنسبة للارتباط، تكون قيمة r_{xy} أكبر من جدول r (٠.٢٣٩ > ٠.٢١٤) عند مستوى الأهمية ٥٪. وهذا يدل على أن هناك علاقة ارتباطية بين القدرة على الترجمة واستيعاب القراءة مع وجود قوة ارتباط منخفضة. بناءً على نتائج اختبار t ، من المعروف أن الفرضية آخرها مقبولة و الفرضية أوائل مرفوضة، لأن نتيجة t العدا أكبر من جدول t (١٦٧٥ > ١٦٧١). وهذا يعني أن هناك علاقة ذات دلالة إحصائية بين قدرة الطلاب على الترجمة وفهم القراءة لطلاب تعليم اللغة الإنجليزية في الجامعة الإسلامية الحكومية شيوخ علي حسن أحمد أداري بادانج سيدمبوان.

الكلمة الرئيسية: القدرة على الترجمة، فهم المقروء

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I realize that there are still many short comings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, November 2023
Researcher

Meli Handayani Siregar
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CHAPTER I INTRODUCTION

A. Background of the Problem

In learning English there are four main skills should be mastered, they are listening, speaking, reading, and writing. Reading is one of the important skills which have to master by the learner. Reading is getting the information, knowledge, and the idea from the text. Reading is interpreting a message from the text. By mastering reading, the learner will be easier to get information especially from the written text such as book, magazines, and newspaper.

Maxom says that one of the main skills in learning the language is reading and consolidating the learners to obtain speaking, listening and writing. By mastering reading skill students can get much information that they need.¹ According to Nunan, reading is not a fixed skill, but there are different types of reading skills that correspond to different objectives pursued in reading. Nunan believes that a student's reading activity has many purposes, whatever the purpose may be, such as completing school and acquiring knowledge to continue learning. Reading comprehension is required to reach the goal. Nunan also claimed that people read text for two main reasons, the first is for fun and the second one is to get

¹ Maxom, *Teaching, Learning and Study Skill: A Guide for Tutors* (London: SAGE Publication Company., 2004).

information.² Reading as one of the main skills in learning language has many purposes, such as getting information and knowledge, then reading can be the entertain the reader as well.

Reading has a position as the basic skill in learning and understanding English text. It can be seen in from reading syllabus that ask the students to understanding the text in some genres, such as descriptive text, narrative text, and recount text. The students are not only have to know about the kind of the text but the students have to comprehension the content of the text. In this part, the students need to translate the text first.

It is really important for people who read the text to catch the idea from the text, and they have to comprehend the text. Based on Pardo, when the readers do interaction with the text and then found the meaning, the interaction can be done by combining the previous experience, previous knowledge, the idea in the text and the reader's conviction that have connection to the text.³ Catch the idea from the text can be achieved by combining the previous experience knowledge and conviction.

In reading the text, the learners need to understand about the text. Reading is difficult for someone who does not understand about the text because the subject is unfamiliar, the vocabulary is new, and complicated. Some of the readers know the meaning of the word one by one but to understand or to get the man idea is unsuccessful.

² David Nunan, *Practical English Language Teaching* (London: Practice Hall International Ltd, 2001).

³ L S. Pardo, "What Every Teacher Needs to Know about Comprehension : In the Reading Teacher" 58, no. 3 (2004).

Based on the interview with students of English Education Department State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. The students said that they get some difficulties in reading and translating English text. They cannot be concentrate while reading, they often find unfamiliar vocabulary, different structure between English and Indonesian make them confuse in arrange the sentence, they do not understand about English text at all.⁴ Based on the interview, the research can conclude that the students' problems in translating and reading English text are lack of vocabulary, get difficulties about the structure of the text and then get confused in understanding the meaning of the text.

Reading comprehension has relation with the students' skill in getting the message of the text as known as translation ability. Aguion stated "The ability of students in the language translation affects the performances in a reading comprehension test".⁵ When it comes to reading comprehension, readers who are great in their reading comprehension are also strong in translation. A learner will translate the written foreign language into his own tongue or his mother language in an effort to understand the author's words and facts.

The translation will be influenced by the reader's comprehension. In teaching English as a foreign language, translation is crucial. According to

⁴ Private Interview, with English Education students at seventh semester UIN Syahada Padangsidempuan (on November 22th 2022)

⁵ Mark Anthony Reyes Aguion, "Language Translation as a Reading Comprehension Test : A Meta-Analysis" 3, no. 4 (2021): 7–10, <https://doi.org/http://doi.org/10.53057/linfo/2021.3.4.2>.

Newmark, translation is the attempt to change the message or statement in one language to other language. It is closely related to other skills. Students translate English as the foreign language when they read, listen to, and speak.

The researcher chose this topics research because when the learners want to improve their reading comprehension, they have to understand the point of the text well and pay attention more to the text. The readers in reading try to understand the meaning from the text, what the text about.⁶ In English text, there are many words can make the learner confused because the structure of English and Indonesia are different. So, they have to improve their skill in translation and or reading.

In all educational sectors English as foreign language is required of all students. Students must master English. Study foreign language, such as English, is highly important because it facilitates communication with individuals worldwide. As stated in surah Al-Kahfi verse 91-93 as follow :

كَذَلِكَ وَقَدْ أَحَطْنَا بِمَا لَدَيْهِ خُبْرًا (٩١) ثُمَّ أَتْبَعَ سَبِيلًا (٩٢) حَتَّىٰ إِذَا بَلَغَ بَيْنَ السَّدَّيْنِ وَجَدَ مِنْ دُونِهِمَا قَوْمًا لَّا يَكَادُونَ يَفْقَهُونَ قَوْلًا (٩٣)

Which means : Thus. and We had encompassed [all] that he had in knowledge. Then he followed a way. Until, when he reached [a pass] between two mountains, he found beside them a people who could hardly understand [his] speech.⁷

⁶ Eka Sustris Harida, *Basic Reading For EFL University Students* (Medan: Merdeka Kreasi, 2021), <https://shorturl.at/jEVW1>.

⁷ Rowad Translation Centre, *Explanation of the Meanings of The Noble Qur'an in the English Language* (Rabwah: Rowad Translation Institution for Telecommunications & Information Technology, 2020), https://quranenc.com/id/browse/english_saheeh.
https://quranenc.com/id/browse/english_saheeh/6

The verses above say Allah the Almighty explained a religious community with a communication problem because they did not understand another language. The diversity of languages forces people to learn languages. Nowadays, communication with other countries is a requirement. Therefore, learning other language is really important. Communication with other people will be easier when you understand a foreign language such as English.

Reading and translation are important skills that cannot be ignored in study English. Start reading the original text in order to get understanding and ends with re-writing it into target language is the work of translation. According to Newmark, translation also involves four process : comprehension of the vocabulary of the original source language, comprehension of the meaning of the source language, reformulation of the message in the target language, and judgment of the adequacy of the target language text.⁸ These processes are participated in translation.

Based on the explanation above, the researcher wanted to know whether there is correlation between students' translation ability and reading comprehension at seventh semester students of English Education in UIN Syahada Padangsidempuan. From this idea, the researcher determines the topic entitled "The Correlation between students' translation ability and

⁸ Peter Newmark, *A Textbook of Translation* (New York: Prentice Hall International, 1998)

reading comprehension of the English Education Students UIN Syahada Padangsidempuan”.

B. Identification of the Problem

Based on the background above, the researcher determines the problems of the research as follow :

1. The students have problem in understanding the text.
2. The students have low vocabulary
3. The difference of structure English and Indonesian makes the students difficult to translate the text
4. The students are getting difficult in getting the real meaning of the text

C. Limitation of the Research

In this research, the researcher only limited the research in understanding the text. In understanding text, the students have to comprehend the text and have to know the meaning of text. In translation the students have to translate the text from English into Indonesia, and researcher limited the research in Full Translation.

D. Definition of Operational Variables

The researcher determine the definition about the research variables to make it explicit and avoid misunderstanding as followed :

1. Translation ability

Translation ability is the students' skill to transfer the message of the whole text from the source language (English) into target language (Indonesian) meaningfully.

2. Reading Comprehension

Reading Comprehension is the readers' activity to understand the written text into your own language, and then comprehend the text to discover the texts' meaning.

E. Formulations of the Problem

Based on the identification above, the researcher formulate the problems as follow :

1. How is the students' translation ability of the English Education students UIN Syahada Padangsidimpuan?
2. How is the students' reading comprehension of the English Education students UIN Syahada Padangsidimpuan Padangsidimpuan?
3. Is there any significant correlation between translation ability and reading comprehension of the English Education students UIN Syahada Padangsidimpuan?

F. Objectives of the Research

Based on the formulation above, the researcher determine the purpose of the research as follow :

1. To examine the students' ability in English translation of the English Education students UIN Syahada Padangsidimpuan.

2. To examine the students' ability in reading comprehension of the English Education UIN Syahada Padangsidimpuan.
3. To find whether there is or there is not significant correlation between students' translation ability and their reading comprehension of the English Education students UIN Syahada Padangsidimpuan.

G. Significances of the Research

This research has significance of study as follow :

1. For the lecturer

It can be used as the information about the students' ability of English students State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in translating and reading comprehension .The researcher hopes this research will give the lecturer positive inspiration in teaching whether in translating class or reading class.

2. For the students

The researcher will provide the correlation between translation ability and reading comprehension. Hopefully, it can be inspired the students to more participate in class and study harder to improve their ability.

3. Other researchers

The researcher hopes this research will help other researcher to conduct further research and will give inspiration for the same topic but in different context.

H. Outline of Thesis

The research consists of five chapters. Each chapter divided into some sub chapters. The first chapter is about introduction. It consists of background of the problem, identification of the problem, limitation of the research, formulation of the problem, objective of the research, significances of the research, definition of research variables, and outline of thesis. The second chapter is about theoretical description. This chapter consists of the concepts of translation consists of the definition of Translation, types of translation, method of translation, characteristics of translation and the measurement of translation ability. In addition is about the concept of reading that is consists of definition of reading, the models of reading, and measurement of reading comprehension.

The third chapter is about research methodology. It consists of ; place and time of the research, research design, population and sample, instrument of the research, validity and reliability of test, technique of collecting data, and technique of data analysis. The fourth chapter is about the result and discussion of the research discuss about the description of the data, hypothesis of testing, and the correlation between two variables. The fifth chapter is about the conclusion, suggestion and implication.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. The Concept of Translation Ability

a. Definitions of Translation

There are some definitions of translation based on some experts. According to Hatim and Munday translation is a phenomenon that has a huge effect on everyday life.⁹ In other hand, Newmark stated that translation is a process of rendering meaning, ideas, or messages of a text from one language to other language.¹⁰ Translation provides the effect after through the process of rendering meaning, idea, or message.

Furthermore, Venuti said that translation is a procedure in which the translator uses an interpretation to provide a chain of signifiers in the target language to replace the source language text's chain of signifiers.¹¹ Besides, Robinson stated that translation is a text from the perspective of "external knowledge", but an activity (aiming at the production of a text) from the perspective of internal

⁹ Basil Hatim and Jeremy Munday, *Translation: An Advanced Resource Book for Students*, Translation: An Advanced Resource Book for Students (London and New York: Routledge, 2019), <https://doi.org/10.4324/9780429266348>.

¹⁰ Newmark, *A Textbook of Translation*.

¹¹ Lawrence Venuti, *The Translator's Invisibility: A History of Translation*, *English Studies*, 2nd ed. (New York: Routledge, 2008), <https://doi.org/10.1080/00138380902797001>.

knowledge.¹² Translation as the procedure provides a chain of signifiers in the target language that is one person's subjective reading and it aims to produce a text.

From the descriptions above, the researcher conclude that translation is interpreting the message of the text from one language in other language as accurately and meaningfully as possible. Translation uses interpretation and it is person's subjective reading. Translation is not only interpreting the message but after translating the text is produced.

b. Types of Translation

Translation is not only finding the meaning of the word by word in your own language. In translating one language into another language can be done in several ways. Catford divides translation into several types, namely:

1) Full Translation and Partial Translation

In full translation, the whole of text is submitted into translation process, text material is replaced in each part of the source language. By text Catford means any stretch of language, spoken or written, which is under discussion. In accordance with

¹² Douglas Robinson, *Becoming a Translator: An Introduction to the Theory and Practice of Translation* (New York: Routledge, 2020), <https://doi.org/10.4324/9780429276606>.

circumstances a text, may be a whole library of books, a single volume, a chapter, a paragraph, a sentences, a clause, etc

Example:

English : How are you doing?

Indonesian : *Apa kabar?*

In a partial translation, some part(s) of the SL text are left untranslated. They are simply transferred to the TL text. In a literary translation, it is uncommon for some SL lexical items to be treated in this way.

Example:

English : I like pizza.

Indonesian : *Saya suka pizza.*

2) Total and Restricted Translation

A total translation means replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology/graphology by non-equivalent TL phonology/ graphology.

Example:

English : If there is one woman in the world who
deserves our great admiration, it is Florence
Nightingale.

Indonesian : *Jika ada seorang wanita di dunia ini yang*

*patut mendapatkan penghargaan tinggi dari
kita, dialah Florence Nightingale.*

Restricted translation means replacement of SL textual material by equivalent TL textual material at only at the phonological or at the graphological level, or at only one of the two levels of grammar and lexis.

3) Rank of Translation

In rank of translation there are rank-bound and unbound translations. Rank-bound translation is translation in which the selection of TL equivalents is deliberately confined to one rank or a few ranks in the hierarchy of grammatical units, usually at word or morpheme rank, that is, setting up word-to-word or morpheme-to-morpheme equivalence. In contrast with this, normal translation in which the equivalence shifts freely up and down the rank scale is called unbounded translation. Sometimes it tends to be at the higher ranks, sometimes between larger units than the sentences.¹³

Based on the description above, there are three types of translation; full translation and partial translation, total and restricted translation, and rank of translation. In summary, nowadays, translation has many

¹³ John Cunnison Catford, *A Linguistic Theory of Translation* (London: Oxford University Press, 1965).

various types, but, all of them have different portions in a translation related to their function.

Furthermore, according to Larson¹⁴, there are two kinds of translation, they are :

1) Literal Translation

Literal translation is a form-based translation; in literal translation, the form of the source language is transferred into the form of the target language. Although this literal translation is useful for the purposes that related to the study of the source language, it has little help to the speakers of the receptor language who are interested in the meaning of the source language text. A literal translation has little communication value.

Example :

SL : Who has he been living with?

TL : *Siapa dia tinggal dengan?*

The translations above sound unnatural. The word who is simply translated into *siapa*. Has is translated into *telah*, he is translated into *dia*, been living is translated into *tinggal* and with is translated into *dengan*. The result is translated by word –for–word translation

¹⁴ M.L. Larson, *Meaning-Based Translation: A Guide to Cross-Language Equivalence* (New York: University Press of America, Inc, 1984).

and it causes the combination of the target language sentence sounds unnatural and it usually makes the readers confused.

2) Idiomatic Translation

Idiomatic translation is meaning-based translations which make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Idiomatic translation uses meaning-based in the translating process. This means that a translator basically needs to know about the meaning of the source language before he transfers this meaning into other languages. Idiomatic translation uses the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. The idiomatic translation does not sound like a translation, it sounds like it was written originally in the receptor language.

Usually, some good translations use mixtures of a literal transfer of the grammatical units along with some idiomatic translation. Accordingly, by doing it, the results of the translation will sound more natural.

Example:

SL : Who has he been living with?

TL : *Dengan siapa dia tinggal?*

The example above shows that there is a change of structure. The word *dengan* is placed in front of the sentence and it makes the sentence better. The result of the translation is easier to understand and can be accepted by the readers.

There are several types of translation, in this research the researcher focused on the Full translation by Catford. In Full translation the students is translate the whole text in source language into target language. Each word in the text should be translated by the students.

c. The Process of Translation

Transferring the message of the text from source language into target language is not simple, there are several process that have to be done. According to Nababan¹⁵, he classified three process of translating as follow :

a. Analysis

In this process, the message as given in the source of language is analyzed in term of grammatical relation and the meaning of the words and combination of the words.

b. Transfer

The analyzed material is transferred in the mind of translator from the source language to the target language.

¹⁵ Rudolf Nababan, *Teori Menerjemahkan Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003).

c. Restructuring

In this process, the transferred material is restructured in order to make a final message fully acceptable in the target language.

The translator has to know about the process above. The process of getting the meaning of the text can be done after you do the process. Analyzing the term of the word, then transfer in mind and then restructured the message to get the final message.

The translator also can transfer the information from one language into another language in other ways. Translation process refers to the stages of translating in which the translators proceed at translating something in practice in order to transfer the meaning of the SL into the TL. Based on Newmark¹⁶, there are three basic translation processes :

1. The interpretation and analysis of the SL text
2. The translation procedures, which may be direct, or on the basis of SL and TL corresponding syntactic, or through an underlying logical 'inter language'.
3. The reformulation of the text in relation to the writer's intention the reader' expectation, the appropriate norms of TL.

In translating you have to understand the target language interpret the text and analyze it well. It can be done direct or through

¹⁶ Newmark

inter language. Last, rearrange the text relate to the readers' expectation and it can be understood by the target language reader.

d. Methods of Translation

A translator must decide who or the goal for which the translation will be used before a translator performs a translation. The translator must choose one method that suits whom and for what purpose the translation used. Newmark¹⁷ mentions the difference between translation methods and translation procedures. He stated that translation methods relate to whole texts, whereas translation procedures are used for sentences and the smaller units of language. So, the translation methods that he referred to is as follows :

1) Word-for-word Translation

In which, out of context, the SL word order is maintained and the words are translated singly by their most common meanings.

2) Literal Translation

Where the lexical words are once more translated singly and out of context while the SL grammatical constructions are converted to their closest TL equivalents.

3) Faithful Translation

¹⁷ Newmark.

Within the constraints of the TL grammatical structures, it attempts to produce the precise contextual meaning of the original.

4) Semantic Translation

It contrasts to 'faithful translation'. Semantic translation allows the aesthetics elements of the SL text by compromising long as it is within the limits of reasonableness. Semantic translation is more flexible as well.

5) Adaptation

Which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

6) Free Translation

It produces the TL text without the style, form, or content of the original. It depends on the translator.

7) Idiomatic Translation

It reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

8) Communicative Translation

It tries to convey the exact meaning of the original context in such a way that the reader can easily understand and accept the content and language.

Based on the explanation above, it is known that to get the meaning or to transfer the message from the source language into target language can be done in by using the method depend on to what translation is used. It is also known that these are 8 methods of translation as the ways for the translator to translate English text.

e. Characteristics of Translation

Translation is considered as a work of a written or text form of message. Thus a work can be stated as the work of translation when it has the characteristic following requirements:

- 1) It is a kind of replacement or reproducing message, of SL into TL.
- 2) It concerns with written message or textual material or text.
- 3) It transfers the context or thought or messages, not the form SL text.
- 4) It is also a kind of process or exercise.
- 5) The second text must have the same meaning or message with the first or original.
- 6) The second text uses idiomatic expression in the TL to retain the style or to make it sounds like the original text.
- 7) The second text uses target language equivalent to the source language.¹⁸

¹⁸ Langgeng Budianto and Aan E. Fardhani, *A Practical Guide for Translation Skill* (Malang: UIN-Maliki Press, 2010).

The characteristics mentioned above showed us that translating English text into another text is not only producing the text into the target language, but it must have the characteristics itself. The translator must know about it. A good translation is a translation that has meaningful meaning.

f. The Measurement of Translation Ability

Assessment is very important to know the ability of students and also measure their potential in study. In translation there are several indicators that have to be known by the translator, they are :

a) The accuracy of the translation text

Accuracy is a term used in translation evaluation to refer to whether the source language text and the target language are equivalent or not. A text can be called a translation text if it has the same meaning or message as the source language text. Therefore, efforts to reduce or add to the content or message of the source language text in the target language text must be avoided.

b) The acceptability of the translation text

This term refers to whether a translation has been expressed in accordance with the rules, norms, and culture prevailing in the target language or not. It is very important. It can be rejected by the target readers if the expression is contrary to the rules, norm, and culture of the target language.

c) The readability of the translation text

This term basically not only concern the readability of the source language but also the readability of the target language text. This is accordance with the nature of every translation process which always involves both languages at once.¹⁹

In measuring translation, the translators have to know the aspects that are assessed and needs to consider. The aspects are the accuracy, acceptability, and readability of the text. It does not only change the language from the source language to target language, but transferring the meaning without misunderstanding.

2. The Concept of Reading Comprehension

a. Definitions of Reading

Reading is a selective progression by tentative decisions are made to be confirmed, rejected, or refined, which implicates part use of available minimal language prompts designated from perceptual input base on the reader's hope. Reading is a reasoning activity whereby the reader creates meaning on the basis of textual clues.²⁰ The reader can creates meaning after implicating the language prompts.

¹⁹ Mangatur Nababan, Ardiana Nuraeni, and Sumardiono, "Pengembangan Model Penilaian Kualitas Terjemahan" 24, no. 1 (2012): 44–45, <https://scholar.google.co.id/>.

²⁰ Rohib Adrianto Sangia, "The Process and Purpose of Reading," 2018, 1–8, <https://doi.org/10.31227/osf.io/2jnf8>.

According to MacNaughton and William²¹, reading is the process of recognizing and deciphering the meanings of individual words or groups of words or symbols printed on paper. Making sense of print is the core of reading. When we read a road sign, we first identify the word or symbol and then attempt to figure out what it means. When we read, we try to figure out the meanings of groups of printed words and images in the book. Reading related how to understand the meaning of words or symbols in text

The interaction between readers and text can be said as reading activity. In reading activity, the reader tries to understand the text well and try to communicate with the writer. Reading has a role in language learning.²² The reader can get many information and knowledge from reading.

Based on the statements above, it can be said that reading is an activity with a purpose that requires comprehension. The purpose of reading is to guide the reader's in selecting the text. It means that through reading the reader will get the information and general

²¹ Glenda MacNaughton and Gillian Wiliams, "Teaching Young Children" (Australia: Open University Press, 2004).

²² Desti Amelisa Gultom, Eka Sustri Harida, and Fitri Rayani Siregar, "The Correlation between Reading Motivation and Reading Reading Comprehension of the Grade X Students SMA S Nurul Ilmi Padangsidempuan," *English Education* 06, no. 1 (2018): 112, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1251>.

comprehension based on what the text they read. When the students read a text, they will get the point of the text.

b. Purposes of Reading

There are many purposes for reading, they are identified as follow :

1) Reading for detail or facts.

It means that reading is to find or to know the discovery done by the actor, what was happened with the actor, what was made by the actor or the problems that is solved by the actor.

2) Reading for main ideas

It means that reading is to know why something is good and interesting, the problems in the story, what learned by the actor was, and summarize the things done by the actor to reach the goal.

3) Reading for sequence or organization.

It means that reading is to know what happened in every chapter, what happened in first chapter, second chapter and so on. Each chapter is made to solve the problems and events.

4) Reading for inference.

Reading is to find why the actor feel like their way, what will the author show to reader, why the actor changed, the quality of the actor which is make him success or fail.

5) Reading for classify.

Reading is to find and know what unusual things, the strange of the actor, what the funny in story is, or the story is right or not.

6) Reading to evaluate.

Reading is to find whether the actor success in life with some standards, will we do like the actor, or do something which is like the actors done in story.

7) Reading to compare or contrast.

Reading is to find how the actor changed, how two stories have similarity, how the actor's life different with our live and how the actor has similar with the reader.²³

Reading is an activity that has many purposes. The reader read the text depends on their needs. The kinds of the text also influence the purpose. Reading helps the reader to get information or knowledge about the aspect they want. In this research the researcher use reading for detail or facts. It goals to know about the facts in the text.

c. The Models of Reading Comprehension

Reading model is the way or manner that describes the people to process a words and sentences and analysis it in reading activity.

Based on Babashamsi et al, there are four various models for reading comprehension as follows :

²³ Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: CV Angkasa, 2015).

1) The Psycholinguistic Model

In this model of reading comprehension, using all of the existing textual hints is not required for the skilled reader. If the reader is able to make suitable and related guessing, the less confirmation via the text is required, that is, the less visual perceptual information the reader needs.

2) The Bottom-up Model

Bottom-up model in reading comprehension begins from vocabulary to the sentence level. However, one drawback of such a reading model is that if students focus too much on decoding every single word, their understanding of the overall meaning will be hindered. Because the short-term memory has a limited capacity, a slow decoder is apt to forget the message of the preceding reading.

3) The top-down model

The top-down model is in direct opposition to the bottom-up model. In bottom-up model lower-level linguistic processing is required, whereas in top-down model, cognitive higher-level processes is necessary and the reader's elicitation to get enough information from a text is emphasized in order to verify or decline various expectations or prior knowledge.

4) The Interactive model

In this model, the reader interacts with the text in order to extend the meaning, and the reader uses different types of knowledge such as linguistic or universal knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).²⁴

In other hand, Baha stated that reading has a various models. There are three models if reading, they are :

1. The bottom-up model

This model starts from partial to whole. In this model reading start with the learner's knowledge of letters, sounds, and words, and then analyze how it formed to make sentence.

2. The top-down model

Top-down model is broader and more realistic. This model involves the reader's experience or knowledge. Teaching also will be more effective

3. The interactive model

The interactive model involves students more. It can be said this model is the combination of bottom-up and top-down model. They

²⁴ Parastoo Babashamsi, Saeideh Bolandifar, and Nahid Shakib, "Various Models for Reading Comprehension Process," *International Journal of Applied Linguistics and English Literature* 2, no. 6 (2013): 150–54, <https://doi.org/10.7575/aiac.ijalel.v.2n.6p.150>.

use their knowledge of subject theme, their pre-experience of written words, their reading and their own expectation to make prediction about reading text.²⁵

The models of reading mentioned will be useful for reading. The interactive model will help students to increase their reading skill. They can get knowledge and information by understand the text well. This model is used in this research.

d. Measurement of Reading Comprehension

Measures of reading comprehension are limited in that they prepare only a common indicator of how the student understands to text. In order to measure students' understanding of reading, the educators should evaluate their performance based on the indicators of reading comprehension. King and Stanley²⁶ stated that there are several indicators of reading comprehension as follow :

a) Finding factual information

Factual information requires readers to scan specific detail.

There are many types of questions. Students should be able to locate and comprehend specific pieces of information in the text.

b) Finding the main idea

²⁵ Osama Abu Baha, "Reading Models : A Review of the Current Literature" 2, no. 3 (2017): 44–49, <https://doi.org/https://dx.doi.org/10.24001/ijels.2.3.6>.

²⁶ Carol King and Nancy Stanley, *Building for the TOEFL* (Jakarta: Bina Aksara, 2010).

The main idea refers to the most significant or central concept of the paragraph or larger section of text. Therefore, in this indicator, students should be able to determine the main idea of the paragraph and find the authors' purpose.

c) Finding the meaning of vocabulary in context

Vocabulary refers to word of language. The students have to know and understand the meaning of the words in text. The words have been same meaning or contrast.

d) Identify the references and inferences from reading text

Recognize reference words will help the reader to understand the text. Students should be able to identify and comprehend certain terms or phrases that refer to a specific meaning. Reference words usually such as it, she, he, etc. Students should be able deduce necessary information that the author does not convey to the reader in the text. Reader is being able to get the author' idea. It is interaction between reader and author.

Reading comprehension measures are limited and should be evaluated based on several indicators. These including finding the factual information, determining the main idea, understanding the vocabulary, identify the reference and the inference from the reading text. These indicators must be mastered to measure the reading test.

3. Descriptive Text

Descriptive text is a kind of the text that contains of two components which is identification and description. This kind of the text is describing an object that can be person, animal, and things²⁷. Descriptive text is a written text that is telling about describing someone or something.

From the explanation above, it can be concluded that descriptive text is a text that goals to representing someone or or something in which can be an animal, a plant, a building, and a place. The function of this text is to describing the particular object.

The example of Description text :

My Sphinx Cat

My Sphinx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My sphinx has a normal cat proportion. I like his tail although my mom say that it is like a rats tail. I love his usual color verities including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. he is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my family.²⁸

²⁷ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008).

²⁸ Nurdiono, "Purpose and Example Descriptive Text," 2017, <http://nurdiono.com>., accessed on 22th November 2023

4. The Correlation between Translation Ability and Reading Comprehension

Reading has important role in learning English. When the students have a good understanding in getting the main idea of the English text, as known as reading comprehension, they will be easier to study English text. The students' reading comprehension can be improved by increase their translation ability. Aguion stated that translation relates to students' reading comprehension. The ability in translating the text affects the performance in reading comprehension. When the students can transfer the meaning in the English text into their own language, their reading comprehension is improving.²⁹ Reading comprehension an English text is not easy, the reader have to have good translation ability.

There are some factors affect reading comprehension. Bond et al say in their book that in reading comprehension there are several factors affect reader's comprehension they are background knowledge, their vocabulary mastery, and the ability to translate the authors idea.³⁰ To achieve a good comprehension, one of the skill have to master by the reader is translation.

²⁹ Mark Anthony Reyes Aguion, "Language Translation as a Reading Comprehension Test : A Meta-Analysis" 3, no. 4 (2021): 7–10, <https://doi.org/http://doi.org/10.53057/info/2021.3.4.2>.

³⁰ Guy L Bond et al., *Reading Difficulties*, ed. Seventh, 7th ed. (Sydney: Allyn and Bacon, 1994), <https://niepid.nic.in/>.

B. Review of Related Findings

There are many researchers who have conducted research related to this topic. Some previous studies are relevant to the research's topic. The researcher will give a glance at those relevant studies.

The first study, from Syalwah who found that there was fair correlation between the students' translation ability and reading comprehension at the Sixth Semester Students of English Education Department at Muhammadiyah University of Makassar in academic year 2019/2020. The correlation coefficient between students' translation ability reading comprehension was 0.466. Based on the result, it could be concluded that there was correlation between the students' translation ability and the reading comprehension.³¹

The second study, Dicky got data from distributing reading comprehension questions and English texts to 36 students through Google forms. After getting the average value of both, the Pearson product moment formula will be used. It was found that there is a positive and significant relationship between reading comprehension and translation skills in English education at Islamic State University of Maulana Malik Ibrahim Malang with a correlation coefficient of 0.517³²

³¹ Syalwah, "The Correlation between Students' Translation Ability and Reading Comprehension at the Sixth Semester of English Education Department in Muhammadiyah University of Makassar" (Muhammadiyah University of Makassar, 2021), <https://www.academia.edu/44037665/>.

³² Dicky Fajar Alamsyah, "The Correlation between Students' Reading Comprehension and Translation Ability of EFL Learners in UIN Maulana Malik Ibrahim Malang" (UIN Maulana Malik Ibrahim Malang, 2021), <http://etheses.uin-malang.ac.id/36511/1/17180014.pdf>.

The third study was concluded that there is a significant correlation between students' reading comprehension and their translation ability of analytical exposition text at the eleventh grade of MA Ummatan Wasatahan Riau is categorized into good level. From the data analysis by using Product Moment formula through SPSS 17.00, H_a was accepted which indicated that there is a significant correlation between students' reading comprehension and their translation ability of analytical exposition text. From the probability, it concluded that the researcher's hypothesis was accepted.³³

Next study, Widiyanti et al concluded that there was correlation between the students' translation ability and the reading comprehension. The correlation result is 0.724, so their correlation was in high correlation. It got from the result of product moment correlation that analyzed by using SPSS 16.0. Thus the conclusion of this research is there was correlation between the students' translation ability and reading comprehension at the tenth grade students of SMA Muhammadiyah 1 Trimurjo.³⁴

The last study, Hasdiyanti was concluded that there was correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018. Their

³³ Fitri Habibah, "The Correlation between Students' Reading Comprehension and Their Translation Ability of Analytical Exposition Text at the Eleventh Grade Students of MA Ummatan Wasathan Pesantren Teknologi Riau" (State Islamic University Sultan Syarif Kasim Riau, 2018), <https://repository.uin-suska.ac.id/14107/>.

³⁴ Ratih Widiyanti, Ujang Suparman, and Sudirman, "The Correlation between Students' Translation Ability and Reading Comprehension," 2018, 1–10, <https://media.neliti.com/media/publications/193308-EN-the-correlation-between-students-transla.pdf>.

correlation was in fair correlation. It got from the result of multiplication by using pattern of product moment correlation and the indexes of correlation. It was concluded that the high and the low of students' translation ability correlate with the high and the low of reading comprehension. Thus the conclusion of this research is there was correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018.³⁵

From the studies above, the researchers have relevant topic to this research. There are some differences with them. The previous study mostly took the sample using random sampling. In this research the researcher used non-random sampling. Then to compare with the previous study, the researcher has two variables which is translation ability as independent variable and reading comprehension as dependent variable. The previous studies use documentation as the instrument whereas in this research the instrument is only test.

C. Framework of Thinking

Reading is one of the main skills in learning English. In understanding the English text, the students have to comprehend the text well. Reading comprehension means the students skill to get the meaning of the text, they can retell the point of the text. They discover the text's meaning. Discovering the

³⁵ Hasdiyanti, "The Correlation between the Reading Comprehension and the Students' Translation Ability at the Tenth Grade Students of SMK Negeri 5 Pangkep" (Muhammadiyah University of Makassar, 2018), https://digilibadmin.unismuh.ac.id/upload/691-Full_Text.pdf.

text's meaning can be done when the students know the meaning of the text. Translation ability is needed. The students as the reader can analyze the meaning of the text to get information or knowledge from the text. To understand the text the reader needs to know the meaning of the text. It is not easy. That is way the reader need to comprehend the text. Comprehending the text the reader has to know the meaning of the text or translating the text. So, it will be easier to comprehend. Reading comprehension skill strongly influences the translation of the students. When the students have problem in translation, they also have problem in reading comprehend.

Based on the explanations above, the researcher can assume that there is correlation between reading comprehension and translation ability. It cannot be separated. When the students can translate the text well they will comprehend the text as well.

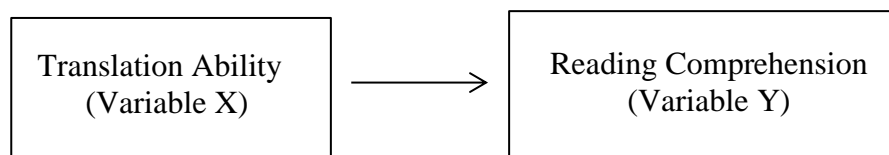


Figure II 1 Framework of Thinking

D. Hypothesis

The researcher formulates the hypothesis as follows:

Ha : There is significant correlation between translation ability and reading comprehension of the English students UIN Syahada Padangsidimpuan

H_0 : There is no significant correlation between translation ability and reading comprehension of the English students UIN Syahada Padangsidimpuan.

CHAPTER III RESEARCH METHODOLOGY

A. Place and Time of The Research

This research was conducted in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan at Jl. HT Rizal Nurdin No. Km 4, RW.5, Sihitang. The research was conducted from January 2023 until December 2023

B. Research Method

The kind of this research was quantitative method. Quantitative method goal is to prove the theory. Quantitative method explains about the reduction to a parsimonious set of variables, tightly controlled through design or statistical analysis provides measures or observations for testing a theory. This research was focused on correlational research.

This research intended to investigate whether there is positive and significant the correlation between students reading comprehension and translation ability in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. The subject of this research was the seventh semester of English Educational Department. There are two variables in this research. They are independent variable (X) is translation ability and the dependent variable (Y) is reading comprehension.

C. Population and Sample

a. Population

Population is a group of individuals who have the characteristic. Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed. The population of the research was the seventh semester students of English Department UIN Syahada Padangsidempuan. They already learned translation and reading comprehension lesson. The students consisted of 60 students.

Table III 1 Population of the research

No.	Class	Students
1.	TBI-1	28
2.	TBI-2	32
TOTAL		60

b. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. It is clear that sample is a group in population which represents that population which will be researched. In this research, the researcher used total sampling. Total sampling is sampling technique where the number of samples is the same with the population. The population is less than 100 the entire population is used as a research sample. So, the researcher took 60 students as the sample.

D. Instrument of the Research

The instrument of this researcher used two tests. Test is used to know the ability of the students whether in translation or in reading comprehension.

There was an essay test for translation test and there were 20 items of questions for reading comprehension test.

1. Translation Test

The first test was the test to know the students' translation ability. The researcher gave the students English text, and then students translate into Indonesian language. The indicators for translation test as follow :

Table III 2 Indicators of Translation³⁶

Indicators	Criteria	Score
Accuracy	Accurate and clear meaning, without any omission and addition or changes meaning	3 (Accurate)
	Correct meaning with minimum omission, addition or changes meaning	2 (Less Accurate)
	Different meaning, unclear, ambiguous	1 (Inaccurate)
Acceptability	Natural form, appropriate word, none of grammatical errors, read naturally	3 (Acceptable)
	Minimum inappropriate word or unnatural word.	2 (Less-Acceptable)
	Unnatural form, any inappropriate word	1 (Inacceptable)

³⁶ Mangatur Nababan, Ardiana Nuraeni, and Sumardiono, "Pengembangan Model Penilaian Kualitas Terjemahan" 24, no. 1 (2012): 44–45, <https://scholar.google.co.id/>.

Indicators	Criteria	Score
Readability	Words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader	3 (Readable)
	In general, the translation can be understood by the reader; however there are certain parts that should be read more than once to understand the translation	2 (Less-readable)
	Translation difficult to understand by the readers	1 (Unreadable)

2. Reading Comprehension Test

The second test was the test to know about the students' reading comprehension of the English text. This test was in multiple choices form. The test consisted of 30 items before validation. Each item has 5 points, in total the score is 100 points.

Table III 3 Indicators of Reading Comprehension Test

Before Validation			
No	Indicator	Number of Item	Items
1	The students are able to find factual information	3,7,12,13,18,19,20,23,24,25,28	11
2	The students are able to find the main idea	6,11,17,27	4
3	The students are able to find the meaning of vocabulary	4,14,15,17,26,29,30	7
4	The students are able to make reference and inference reading text	1,2,5,8,9,10,21,22	8
TOTAL			30
After Validation			
No	Indicator	Number of Item	Items

1	The students are able to find factual information	4,5,7,11,12, 13,17,18	8
No	Indicator	Number of Item	Items
2	The students are able to find the main idea	6	1
3	The students are able to find the meaning of vocabulary	2,8,9,10,16, 19,20	7
4	The students are able to make inference from reading text	1,3,14,15	4
TOTAL			20

E. Validity and Reliability of the Instrument

The instrument of the research should be valid and reliable. Reliability and validity are bound together in complex ways. These two terms sometimes overlap and at other times are mutually exclusive.

1. Validity

The degree to which all of the real facts to the intended interpretation of test scores for proposed goal. Researcher has to do validity, because to get accurate data in which has good quality needs validity. Moreover, to explore the suitability of the test and how well the test samples are being tested, it has to do validity.

a. Translation Test

The instrument for translation ability categorized valid because it adopted from the book.³⁷ The text is adopted from their book. It has been valid because it has been used by many researchers as the instruments.

b. Reading Comprehension Test

Validity of instrument for reading comprehension used content and item validity. The researcher employed Pearson product-moment correlation by SPSS V.26. If $r_{\text{value}} > r_{\text{table}}$ the test item can be categorized as valid. However, if $r_{\text{value}} < r_{\text{table}}$ the test item can be categorized as invalid.

The formula as follow :

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

Where :

- r_{xy} : The correlation between X and Y variables
- Σxy : The sum of the multiplication between variable X and Y scores.
- Σx : The sum of x scores
- Σy : The sum of y scores
- Σx^2 : The total standard deviation from variable x
- Σy^2 : The total standard deviation from variable y

The result of the analysis for 30 questions of the test, there are 23 questions were categorized valid and 7 questions were categorized invalid. The result of item validation can be seen in appendix 4. The researcher took 20 items as the instruments of test. The valid questions can be seen in appendix V.

³⁷ Zuchridin Suryawinata and Sugeng Hariyanto, *Translation : Bahasa Teori & Penuntut Praktis Menerjemahkan* (Malang: Media Nusa Crative, 2016).

2. Reliability

In the instrument of the research must be reliable. The reliability test purposes at testing the consistency and accuracy of the measurement results. The reliability of the test can be found by Cronbach's Alpha formula by using SPSS V.26.

Table III 4 The Table of Classification of Test Reliability³⁸

No	Reliability (r_{11})	Description
1	$0 < r_{11} > 0.2$	Lowest
2	$0.2 < r_{11} > 0.4$	Low
3	$0.4 < r_{11} > 0.6$	Medium
4	$0.6 < r_{11} > 0.8$	High
5	$0.8 < r_{11} > 1.02$	Highest

The result of Cronbach's Alpha was 0.918, so that it could be concluded the description of reliability was in highest category and declared reliable. The result of the reliability can be seen in appendix VI.

F. Technique of Collecting Data

Written test is used by the researcher to collect the data in this research. The test is as the main technique to collect the data that would be used to get data. The researcher used two kinds of the tests.

1. Translation test

³⁸ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

The first test was the students' translation ability test, the procedure of this test was :

- a. The researcher prepared the test and the answer sheets.
- b. The researcher distributed the question sheets and the answer sheets to students.
- c. The researcher explained to the students the questions and how to answer it.
- d. The researcher gave time to the students to answering the question.
- e. The researcher collected the answer sheet and gave the score by analyzing the answer.

2. Reading Comprehension Test

- a. The researcher prepared the test and the answer sheets.
- b. The researcher distributed the question sheets and the answer sheets to students.
- c. The researcher explained to the students the questions.
- d. The researcher gave time to the students to answering the questions.
- e. The researcher collected the answer sheet and gave the score by analyzing the answer

G. Technique of Data Analysis

After collecting the data, the researcher analyzed the data by using quantitative data. Analysis data means the process of calculation and

arrangement systematically of the data is done by the researcher. In quantitative research the most suitable analysis is using the statistical process and done by the following steps.

1. The researcher checked the answer sheets of the students and gave the score.
2. Identified the mean, median and mode by using SPSS V.26 to arranged and to categorized the score of variable X and Y.

Table III 5 The Table Interpretation of Means Score³⁹

No	Interval	Predicate
1.	80-100	Very Good
2.	60-79	Good
3.	50-59	Enough
4.	40-49	Less
5.	0-39	Fail

3. Identified the Normality Test by using SPSS V.26 to know the data is normal or not.

4. Homogeneity Test

Homogeneity test is used to see from two classes in same or different variant case. The data analyzed by using SPSSV.26. The Criteria are :

- a. If the significance value (sig) > 0.05 the data variance of two classes is homogeneous
- b. If the significance value (sig) < 0.05 the data variance of two classes is not homogeneous

5. To know the correlation between two variables

³⁹ Anas Sudijono, *Pengantar Statistik Pendidikan* (Raja Grafindo Persada, 2018).

To determine the correlation between variable X and Y by using SPSS V.26. The result should be appropriated with interpretation to index of Product Moment of correlation. The interpretation of the result could be seen in the following table :

Table III 6 Criteria Score Interpretation of Correlation⁴⁰

Percentage	Criteria
0.00-0.199	Very low correlation
0.20-0.399	Low correlation
0.40-0.599	Enough Correlation
0.60-0.799	High Correlation
0.80-1.000	Very High Correlation

6. The contribution coefficient data determination variable

To know the contribution of coefficient correlation between variable X and Y. The formula as follow :

$$CD = r^2 \times 100\%$$

Where :

CD : Contribution of coefficient determination

R : Coefficient correlation

7. Test the Hypothesis

This research used T-test to examine the hypothesis. This research used independent sample with SPSS V.26. The hypothesis was accepted if the significance is higher than 0.05 and the hypothesis was rejected if the significance is lower than 0.05.

⁴⁰ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D*.

CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, the researcher discussed the result of this research about the correlation between translation ability and reading comprehension of the English Education Students UIN Syahada Padangsidempuan. The researcher used the formula of product moment to analyze the data of students' translation ability and reading comprehension. Then the researcher described the data as follow :

A. Description of the Data

To facilitate understanding of the data result in this study, the data were described by sequence of variables. Description of research result was started from variable (X) which is Translation Ability and variable (Y) which is Reading Comprehension. The researcher showed the result of the or score of both variables as follow

1. Translation Ability

In this part, this research showed the result of research that has been done to dependent variable that was Translation Ability. The researcher presents an essay consists of 11 sentences in this research.

The result of students' translation ability (variable X) shows that highest score was 78 and the lowest score was 11. The researcher also calculated that the mean score was 63.13, the median 67.50, and the mode was 70 (can be seen in appendix X). Mean score was represents the

general value that was achieved by the students. Meanwhile, median was the score in the middle or score which divided a distribution of data into equal part and mode was a score which has the most frequency.

The score of variable (X) which was translation ability was described in the table as follows:

Table IV 1 The Resume of Variable Score of Translation Ability

NO	Statistic	Variable
1	The Highest Score	78
2	The Lowest Score	11
3	Range	67
4	Interval	7
5	Mean Score	63.13
6	Median Score	67.50
7	Mode	70

Based on table IV.1 above, the conclusion of the result from the students' answer showed that mean score was 63.13. It means that students' translation ability was in good category. To know the revelation of data done to group of variable score of translation ability. The total classes are 10 and interval is 7. Then, the computed frequency distribution of the students' score of groups can be applied into table frequency distribution as follows:

Table IV 2 The Frequency Distribution of Translation Ability

No	Interval	Mid Point	Frequency	Percentage
1	11-20	15.5	1	1.67%
2	21-30	25.5	0	0.00%
3	31-40	35.5	1	1.67%
4	41-50	45.5	6	10.00%
5	51-60	55.5	8	13.33%
6	61-70	65.6	30	50.00%
7	71-80	75.5	14	23.33%
I=10			60	100.00%

Based on the table IV. 2 above, it was known that the variable relevation of students' translation ability showed the respondent an interval 11-20 were 1 student (1.67%), interval 21-30 were null student (0.00%), interval, interval 31-40 were 1 student (1.67%), interval 41-50 were 6 students (10.00%), interval 51-60 were 8 students (13.33%), interval 61-70 were 30 students (50.00%) and last interval 71-80 were 14 students (23.33%).

In order to get a description of the data clearly and completely, the researcher presents the data in histogram on the following figure :

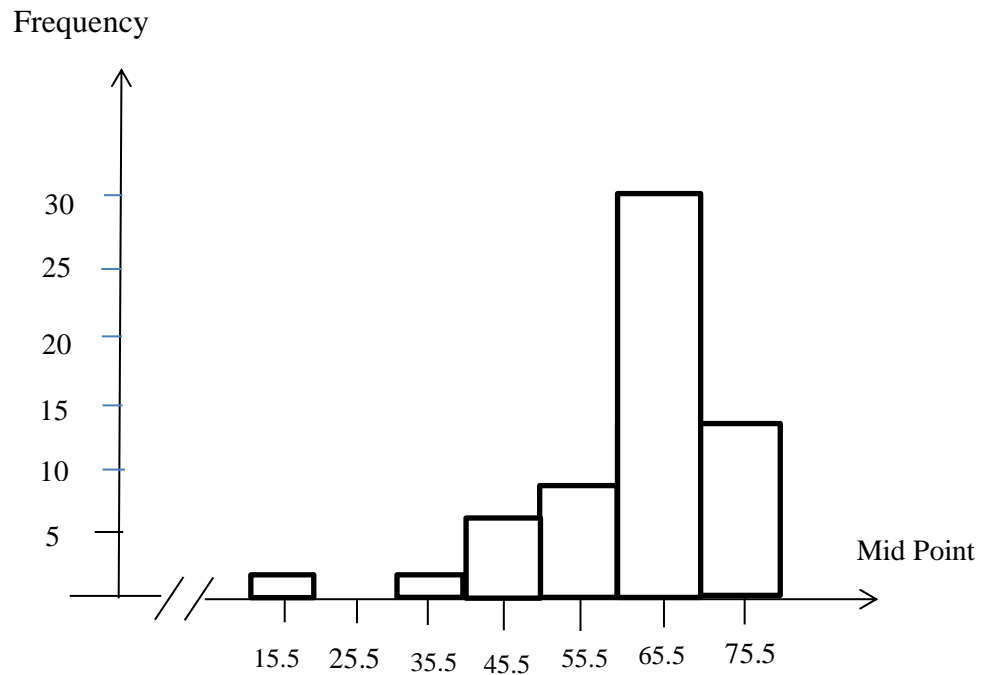


Figure IV 1 Description Data of Translation Ability

In the histogram it can be seen that most of the students have good translation ability in the middle point 65.5, it was 30 students and the percentage was 50.00%. It can be said that the curve was normal. Based on the result, the students' translation ability was in good category.

2. Reading Comprehension

In this part, this research showed the result of research that has been done to dependent variable that was Reading Comprehension. The researcher presented multiple choice test which was consisting of 20 items. The result score of students' reading comprehension (variable Y) shows that the highest score was 95 and the lowest score was 20. The researcher also calculated that the mean score was 69.43, the median score was 75, and the

mode was 90 (see appendix XI). Mean score is the score which shows the general value that was achieved by students. Median is the middle score or score which divided a distribution of data into equal part and mode is the score which has the most frequency

The score of variable (Y) which was reading comprehension was described in the table as follow :

Table IV 3 The Resume of Variable Score of Reading Comprehension

NO	Statistic	Variable
1	The Highest Score	95
2	The Lowest Score	20
3	Range	75
4	Interval	7
5	Mean Score	69.43
6	Median Score	75.00
7	Mode	90

Based on table IV.3 above, the researcher got that the students' highest score was 95. It also showed that mean score was 69.43, median was 75 and mode was 90. It means that reading comprehension ability was in good category. The calculation of means score of students' reading comprehension ability was fair category, to know the revelation of data was done to group the variable score of students' reading comprehension ability.

Then, the computed frequency distribution of the students score of groups can be applied into table frequency distribution as follows :

Table IV 4 The Frequency Distribution of Reading Comprehension

No	Interval	Mid Point	Frequency	Percentage
1	20-30	25	4	6.67%
2	31-41	36	6	10.00%
3	42-52	47	6	10.00%
4	53-63	58	4	6.67%
5	64-74	69	8	13.33%
6	75-85	80	10	16.67%
7	86-96	90	22	36.67%
I=11			60	100.00%

Based on the table IV. 4 above, it was known that the variable revelation of students' translation ability showed that the respondent in interval 20-30 were 4 students (6.67%), interval 31-41 were 6 students (10.00%), interval 42-52 were 6 students (10.00%), interval 53-63 were 4 students (6.67%), interval 64-74 were 8 students (13.33%), interval 75-85 were 10 students (16.67%), interval 86-96 were 22 students (36.67%).

In order to get a description of the data clearly and completely, the researcher presents the data in histogram on the following figure :

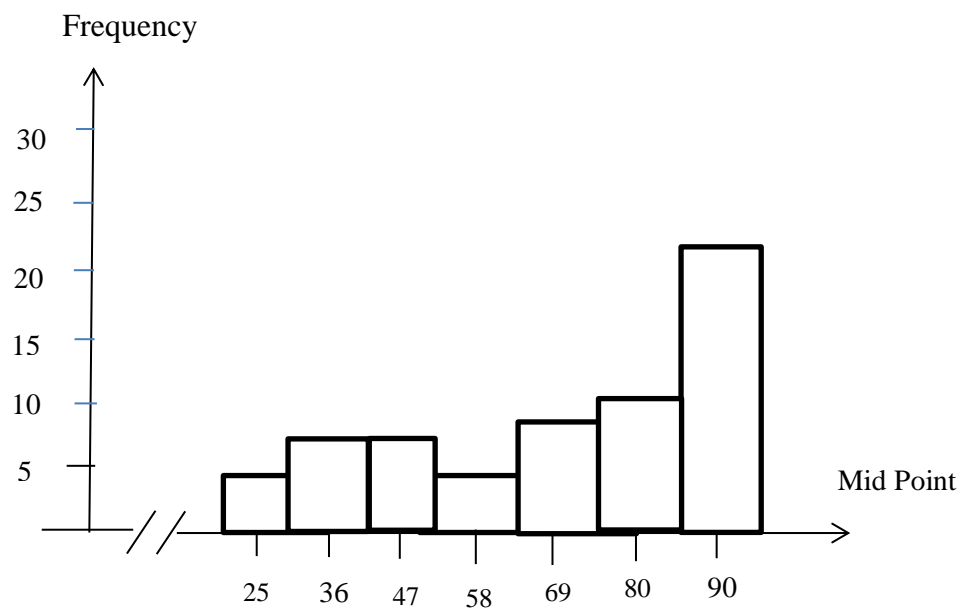


Figure IV 2 Description Data of Reading Comprehension

In the histogram, it can be seen that most of the students have good translation ability, it is for 90 were 22 students and the percentage was 36.67%. It can be said that the curve was normal. Based on the result, the students' reading comprehension was in good category.

B. Analysis of the Data

1. Normality and Homogeneity Test

To analyze the data was normal or not, the researcher was calculated using SPSS V.26 *Shapiro Wilk* test because the number of samples in the study was 60 students, the significance level of test was 5% or 0.05. It meant that data X and Y were distributed normal (appendix XII).

Table IV 5 Normality and Homogeneity of Data X and Y

No	Class	Normality Test		Homogeneity	
		Sig 5%	Sig. <i>Shapiro Wilk</i>	Homogeneity	Sig. 5%
1	Data X	0.05	0.383	0.066 > 0.05	
2	Data Y	0.05	0.365		

Based on the table above, the researcher found that *Shapiro Wilk* > 5% (0.383 > 0.05) in variable X. It was also found in variable Y, *Shapiro Wilk* > 5% (0.363 > 0.05). Distributon of data X and Y (Translation Ability and Reading Comprehension) was normal.

From the result of homogeneity test by using SPSS V.26 it was found that homogeneity of variance both of classes was 0.066 and the significant value was 0.05. It means that homogeneity of variance was higher than significant value (0.066 > 0.05). So, based on the data it can

be seen both variable X and variable Y were distributed homogen or same

2. Hypothesis Testing

a) Correlation of both variables

To determine the correlation between translation ability and reading comprehension ability of the English Education student at seventh semester students UIN Syahada Padangsidimpuan used product moment formula with using SPSS V.26

Table IV 6 Product Moment Test

Correlations			
		X	Y
X	Pearson Correlation	1	0.239
	Sig. (2-tailed)		0.066
	N	60	60
Y	Pearson Correlation	0.239	1
	Sig. (2-tailed)	0.066	
	N	60	60

The results of calculations using SPSS obtained a correlation coefficients $r_{xy} = 0.239$. The result showed that there was a correlation between translation ability and reading comprehension of the seventh semester English Education students UIN Syahada Padangsidimpuan in low category. It has been written in the table of coefficient correlation interpretation below :

Table IV 7 The Criteria of Correlational Score

No.	The Value	Degree
1	Between 0.00-0.20	Very Low
2	Between 0.21-0.40	Low
3	Between 0.41-0.70	Enough
4	Between 0.71-0.80	High
5	Between 0.91-1.00	Very High

The result in the table of XY interpretation is “low” category. It means when the students have low ability in translating, it will effect to their reading comprehension, that make them will also low in comprehending English text.

To look for the contribution of variable X to variable Y as follows:

$$\begin{aligned}
 CD &= r^2 \times 100\% \\
 &= (0.239)^2 \times 100\% \\
 &= 0.057 \times 100\% \\
 &= 5.7 \%
 \end{aligned}$$

On the calculating above, it is found that the contribution of translation ability toward reading comprehension was 5.7 and 94.3% influenced by other variables.

b) Hypothesis Test

Testing the truth of significant correlation, it was calculated by using SPSS. The result can be seen on the table below :

Table IV 8 Hypothesis Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.057	15.396		2.667	.010
	Translation Ability	.449	.240	.239	1.875	.066

a. Dependent Variable: Reading Comprehension

Then, the researcher calculated that t_{count} was 1.875, df was $(60-2) = 58$, and level significant was 5% (0.05). So, the significant value is 0.066 which is higher than 0.05. So, there was correlation between two variables and the alternative hypothesis was “accepted” and null hypothesis was “rejected”. It means that there is the significant correlation between translation ability and reading comprehension of the English Education Students UIN Syahada Padangsidimpuan.

C. Discussions

After doing the research, the researcher found that the correlation between translation ability and reading comprehension ability of the English Education students UIN Syahada Padangsidimpuan was in low correlation. When the result compared to the others previously, the researcher said that there was no research that was exactly the same as the title of this study, namely “The Correlation between Translation Ability and Reading Comprehension”

Translation ability is one of the related-factor that has relationship to reading comprehension. Aguion said that the performance of the students translation influence their comprehension in reading English text⁴¹. These two abilities really need to consider by the students in learning English because it related each other. The students have to improve their skills.

When comparing to Marpuah⁴², the result of translation in her thesis was categories into good category while the students reading comprehension was categories into fair category. It means the result same as this research, but they have different indicators in in translating with this research. The result of her research was 0.115. Marpuah conclude that there is no correlation between English translation and reading comprehension ability, and for the alternative hypothesis (H_a) in this research; there is a correlation between English translation and reading comprehension ability is denied and the hypothesis null (H_0). In this research; there is no correlation between translation and reading comprehension ability and is accepted. Compared with this research the researcher found there is correlation between translation and reading comprehension which the result was 0.239 and alternative was accepted.

⁴¹ Mark Anthony Reyes Aguion, "Language Translation as a Reading Comprehension Test : A Meta-Analysis" 3, no. 4 (2021): 7–10, <https://doi.org/http://doi.org/10.53057/linfo/2021.3.4.2>.

⁴² Siti Marpuah, "The Correlation Between English Translation and Reading Comprehension Ability of The Sixth Semester Students of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2015/2016." (Antasari State Institute for Islamic Studies Banjarmasin, 2016), <https://idr.uin-antasari.ac.id/7123/>.

The second is Widiyari et al⁴³. she found that there is significant correlation between translation ability and reading comprehension. Same as this research. The coefficient is higher than the critical value of r table ($0.724 > 0.393$) at significant level 0.01 whereas in this research the r count is higher than r table ($0.239 > 0.214$). The result of her research shows that the students' translation ability correlates positively with reading comprehension. But, in this the correlation between translation and reading comprehension was in low category.

The third is Syalwah⁴⁴, she found that t count ($0.466 > 0.396$) which means there was significant correlation between translation ability and reading comprehension. In this research the researcher got the t count 1.875 which means there was significant correlation between translation ability and reading comprehension. The researcher also used SPSS to calculated the data. The researcher compared the result in students' translation ability and students' reading comprehension was in good category whether in this research the researcher got the t count $0.239 > 0.214$ and it was in low correlation

Based on the explanation above, it can be seen that the correlation between translation ability and reading comprehension was fair significant.

⁴³ Ratih Widiyari, Ujang Suparman, and Sudirman, "The Correlation between Students' Translation Ability and Reading Comprehension," 2018, 1–10, <https://media.neliti.com/media/publications/193308-EN-the-correlation-between-students-transla.pdf>.

⁴⁴ Syalwah, "The Correlation between Students' Translation Ability and Reading Comprehension at the Sixth Semester of English Education Department in Muhammadiyah University of Makassar" (Muhammadiyah University of Makassar, 2021), <https://www.academia.edu/44037665/>.

It can be proven by t count was huger than t table. So, it is proven that translation ability has correlation to reading comprehension. The higher translation ability, the higher reading comprehension. At the end, from the hypothesis testing of the research, the researcher founded that there is low correlation between translation ability and reading comprehension of the English Education Students UIN Syahada Padangsidempuan.

Based on the explanation it is clear that translation ability has correlation to reading comprehension. Translation is needed and important in reading. The last, from hypothesis testing of the research, it is found that translation ability has correlation to reading comprehension. This fact can be seen from $r_{\text{count}} > r_{\text{table}}$ ($0.239 > 0.214$) and $t_{\text{count}} > t_{\text{table}}$ ($1.875 > 1.671$).

D. Threats of the Research

The researcher limited this research as follow :

1. The researcher gave the answer sheet to test their translation ability and their reading comprehension, before the students answer the researcher explained how to answer the questions.
2. The researcher did not know how concentrated and serious the students did the test.
3. The researcher did not know the students did the tests honestly or not.

CHAPTER V CLOSING

A. Conclusion

The researcher describe the data after getting the result of research as follow :

1. Students' Translation Ability of the English Education Students UIN Syahada Padangsidimpuan was in good category by getting mean score were 63.13.
2. Students' Reading Comprehension of the English Education Students UIN Syahada Padangsidimpuan was in good category by getting mean score were 69.43.
3. The result of this research was $r_{xy} = 0.239$ and r_{table} on significant 5% was 0.214, the comparison between r_{count} and r_{table} was ($0.239 > 0.214$). It means there was low correlation between translation ability and reading comprehension of the English Education UIN Syahada Padangsidimpuan. Then, based on the calculating of t_{count} , the researcher got $t_{count} = 1.875$ and $t_{table} = 1.671$. The comparison both of values is $t_{count} > t_{table}$ ($1.875 > 1.671$). So, it can be concluded that there was significant correlation between translation ability and reading comprehension of the English Education students UIN Syahada Padangsidimpuan. It means the alternative hypothesis (H_a) was accepted whereas null hypothesis (H_0) was rejected.

B. Suggestions

1. Students

The researcher hopes the students is still increasing their ability whether in translating the English text or reading comprehension the English text.

2. Lectures

The researcher hope the lecture can encourage the students to reinforce them to help confidence in reading task especially translation and reading comprehension.

3. Other researcher

The researcher hopes this research can be useful and can be used by the other researcher as the reference in new findings in related ideas.

C. Implications

Implication is a consequence or direct result of the findings of a scientific study. The results of this study were about the correlation between translation ability and reading comprehension. Based on the result of the study, it is known that there is correlation between translation ability and reading comprehension. The implication of this research is as follow :

1. Translation ability can be used as one of the aspect that has to consider by the students in comprehending English text. Based on the result of the research, the translation ability towards reading comprehension can consider as a positive related-factor. When the students improve the

implementation of their translation ability, their reading comprehension will be improve on the same way.

2. This research is expected to lecturer and students as conception that in learning and understanding the English text. The lecturer or students have to have good ability in translating the text into their own language. Students' translation ability can influence their reading comprehension.
3. This research is hopefully can be useful for the reader as the material for consideration and to increase knowledge.

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APPENDIXES

Appendix I

Translation Test

Name :

Reg. Number :

Class/Semester :

Please translate the text below from English into Indonesian!

Social control is the process whereby conformity to norms is maintained in a society. Without social control, society and human system would not be possible. We can see instances of social control by simply calling attention to everyday, taken-for-granted events around us. Your professor shows up each day at approximately the correct time. So do you. Most students sit quietly in class. Most are polite and follow the proper procedure for asking questions. We all drive on the right side of the road, stop at red lights, and use our turn signals. We go to the bank and we are sure that people will be there to help us. These are commonplace events, but they are what makes society possible. Despite tendencies for deviation, most people, most of the time, are willing to occupy key status positions, recognize relevant norms, and play appropriate roles.

Appendix II

Reading Comprehension Test Before Valid

Name :
Reg. Number :
Class/Semester :

CHOOSE THE CORRECT ANSWER BY CROSSING A,B,C, or D!

Text 1

Today's cars are smaller, safer, cleaner, and more economical than their predecessors, but the car of the future will be far more pollution-free than those on the road today. Several new types of automobile engines have already been developed that run on alternative sources of power, such as electricity, compressed natural gas, methanol, steam, hydrogen, and propane. Electricity, however, is the only zero emission option presently available.

Although electric vehicles will not be truly practical until a powerful, compact battery or other dependable source of current is available, transportation experts foresee a new assortment of electric vehicles entering everyday life; shorter-range commuter electric cars, three-wheeled neighborhood cars, electric delivery vans, bikes, and trolleys.

As automakers work to develop practical electrical vehicles, urban planners and utility engineers are focusing on infrastructure systems to support and make the use of the new cars. Public charging facilities will need to be as common as today's gas stations. To encourage the use of electric vehicles, the most convenient parking in transportation centers might be reserved for electric cars.

Planners foresee electric shuttle buses, trains, buses, and neighborhood vehicles all meeting at transit centers that would have facilities for charging and renting. Commuters will be able to rent a variety of electric cars to suit their needs: light trucks, one-person three-wheeler, small cars, or electric/gasoline hybrid cars for longer trips, which will no doubt take place on automated freeways capable of handling five minutes times number of vehicles that can be carried by a freeway today.

1. What is the author's purpose of the passage?
 - A. to criticize the conventional vehicle
 - B. to support the invention of electric cars
 - C. to persuade the readers to use electric cars
 - D. to describe possibilities for transportation in the future
2. The passage would most likely be followed by details about....
 - A. automated freeways
 - B. pollution restrictions in the future
 - C. the neighborhood of the future
 - D. electric shuttle bus
3. In the second paragraph the author implies that
 - A. a dependable source of electric energy will eventually be developed

- B. everyday life will stay much the same in the future
 - C. a single electric vehicle will eventually replace several modes of transportation
 - D. electric vehicles are not practical for the future
4. In the fourth paragraph, the word "foresee" could be best replaced with
 - A. count on
 - B. rely on
 - C. imagine
 - D. invent
 5. This passage would most likely be found in a
 - A. medical journal
 - B. history book
 - C. popular psychology periodical
 - D. textbook on urban planning

Text 2

As computers have become powerful tools for rapid and economic of production of picture, computer graphics has emerged as one of the most rapidly growing fields in computers science. It such used routinely in such diverse areas as business, industry, government, research, training, and medicine.

One of of the initial uses of computer graphics and ultimately its greatest use, been as an aid to design, generally referred to as computer-aided design (CAD). For three-dimensional rendering of machine parts, engineers rely heavily on CAD. Automobile, spacecraft, aerospace, and ship designers use CAD techniques to design vehicles and test their performance. Building designs are also created with computer graphics systems. Architect can design a building layout create a three-dimensional model, and even go for simulated "walk" through the rooms or around the outside of the building.

6. What does the passage mainly talk about?
 - A. Computer graphics applications
 - B. Routines uses of computers
 - C. The rapidly growing field of computer science
 - D. Computers as the architects of the future
7. According to the passage, architects use CAD to....
 - A. inspect building
 - B. create graphs
 - C. make cartographic materials
 - D. create three-dimensional models

Text 3

Research has indicated that dyslexia has biological origin,and most investigators now suspect that dyslexic children read poorly as a result of highly specific language problem,sometimes called "phonological unawareness". Dyslexic children cannot easily learn to read because they have trouble associating printed letters with the sound of speech. A similar problem occurs in congenitally deaf people who have mastered the linguistic complexities and subtleties of sign language but have trouble learning to read.

Evidence also exists suggesting that the root cause for much dyslexia is a problem with processing very rapidly changing sensory stimuli.For example, studies have shown that dyslexic children have trouble making accurate distinctions between similar auditory signals. They often cannot hear the difference between speech sounds

such as "pah", "dah", and "bah". Recently, differences have been noted between the visual pathways of dyslexics and those of non-dyslexics that suggest a comparable problem with fast changing visual stimuli. Researchers have also found several other neuroanatomical abnormalities in the temporal lobe and in the other areas of the brain. All of these studies are extremely valuable in helping researchers understand the mechanisms underlying reading problems so that dyslexic children can be accurately identified and more efficiently helped

8. What is the main purpose of the passage?
 - A. to change current ideas about dyslexia
 - B. to explore the causes of dyslexia
 - C. to determine between dyslexia and congenital deafness
 - D. to take example of dyslexia behavior
9. This passage would be most interest to....
 - A. children
 - B. writers
 - C. educators
 - D. scientists
10. The author compares the problems of dyslexic children with....
 - A. dyslexic adults
 - B. the subtleties of sign language
 - C. the visual pathways of other dyslexics
 - D. the problems of congenitally deaf people

Text 4

In North America there are two forms of bison, the plains bison and the woodland bison. The plains bison once ranged from Pennsylvania and Georgia to the Rockies, north to the edge of the Canadian forest, and south onto the central plateau of Mexico. The bison has a great tolerance to cold. When blizzards rage across the North American prairie, bison lower their heads and face directly into the storm. In winter the vegetation on which these animals feed may be hidden beneath a deep blanket of snow; however, this does not present a problem, for the bison use their hooves and massive heads to clear away the snow and then feed on the grasses below. Bison are strong survivors and have few predators except for humans, who reduced their population to the point at which, around 1900, there were fewer than a thousand plains bison left. However, with protection and careful breeding they have been brought back to the point where their numbers can be multiplied at will. Large herds presently range on both government and private lands where they are protected. Other endangered species need the same planning and protection.

11. What is the topic of the passage?
 - A. the diversity of climates in America
 - B. national parks of north America
 - C. cold-blooded animals of the Southwestern desert
 - D. the endangered grizzly of North America
12. Where would Bison be found during severe winter storm?
 - A. Seeking shelter behind boulders
 - B. In the open
 - C. in caves
 - D. Behind trees
13. It can be concluded from the passage that....

- A. Bison will eventually be extinct controlled
- B. Bison are more fragile than they appear
- C. The Bison population can be controlled
- D. Bison were native to a limited territory

Text 5

A curfew is a specific type of law instituted by those in power. It is one that requires citizens to be off the streets and out of public places at specified hours.

There are active curfew laws in some communities in the United States today; these laws are currently functioning. The existing curfew laws generally refer to minors. These laws usually indicate the hour when the children must be off the streets and out of public unless they are with their parents.

Curfew laws have a long tradition. William of Normandy introduced the custom to the British Isles after his invasion there in 1066. At curfew time, a bell was rung.

The pealing of the bell indicated that citizens should extinguish any burning fires and clear the streets for the night. The word curfew actually developed at this time from the Norman French expression *couvre-feu* or cover the fire.

14. Look at the word “pealing” in paragraph 3. This word is closest in meaning to which of the following?
- A. ringing
 - B. uncovering
 - C. breaking
 - D. burning
15. Citizens should extinguish any burning fires, (paragraph 3). Word extinguish is closest in meaning to...
- A. put in
 - B. put on
 - C. put off
 - D. put out
16. Dotting the marshy expanse of the Florida Everglades are little islands known **locally** as hummocks. The word “locally” means.....
- A. generally
 - B. to all
 - C. in that area
 - D. occasionally

Text 6

My home is on Sultan Alauddin Street No. 12 Makassar. My home is located between the market and museum. There is a hotel behind of my home. In front of the hotel, there is a city park. I have a pond in backyard of my home. My home is not far from my school. I can take my school by motorcycle. There is a tennis court beside my school. I usually play tennis there with my tennis team.

17. The best title for the text is...
- A. My home
 - B. My school
 - C. My family
 - D. My friends
18. The writer goes to the school by...

- A. Bus
 - B. Motorcycle
 - C. Foot
 - D. Taxi
19. These places are near from his/her home, except...
- A. Hotel
 - B. Market
 - C. Museum
 - D. Supermarket
20. The city park is....hotel
- A. Behind
 - B. Beside
 - C. In front of
 - D. Next to
21. The goal of the writer is...
- A. To entertain the readers
 - B. To describe his/her home
 - C. To describe people
 - D. To explain about his/her school

Text 7

Spider

Spiders are predatory invertebrate animals. They are not classified in the class of insect. A spider has eight legs while an insect never has more than six legs.

Spiders have a body with two main divisions, four legs and two other pair of abdominal spinnerets for spinning threads of silk. This silk can be used to aid in climbing, build egg sacs and catch pray.

Spiders kill so many insects, but they never do the least harm to man's belonging. Spiders are busy for at least half of the year killing insects. It is impossible to find out how many insects they kill, since they are hungry creature which cannot be content with only here meals a day.

22. What kind of the text above?
- A. Narrative text
 - B. Descriptive text
 - C. Argumentative text
 - D. Procedure text
23. Why can't spider be classified in the class of insect?
- A. Because spiders have more than six legs
 - B. Because spider's bodies have two main divisions
 - C. Because they have walking legs
 - D. Because spiders kill many insects
24. Which sentences describe the behavior of spiders?
- A. A spider has eight legs
 - B. A spider has a body with two main divisions
 - C. A spider has four pairs of walking legs and two pairs of adnominal spinnerets
 - D. A spider kills so many insect
25. The following sentences are true about spiders, except...
- A. They eat many insects
 - B. They have eight legs
 - C. They belong to insect
 - D. They are not dangerous for people
26. "They never do the last harm to men's belonging"
- The underlined word has almost the same meaning as the word...
- a. Useless
 - b. Damage
 - c. Bothering
 - d. Intervention

Text 8

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other wore orange and black shirts, orange shorts, and black stockings.

“They look like bees”, my brother said, and we laughed. They played like bees too. They ran very fast, attacked very hard and pass the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, “Come on, Valley School! Come on the Valleys!” Our headmaster was near us and he was shouting too. He seemed very enthusiastic.

However, the high school scored another goal. We were very sad. Then, one of the “bees” stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted “Hooray!” the score was now 2:1. That was better. Now our team began to play better or the “bees” were getting tired. Our team scored another goal before half-time. In the second half of the match, both team tired very hard, but neither scored, so at the end the score was still two all.

27. The text tells about...

- | | |
|-----------------------------|-------------------------------|
| A. Joining a football match | C. Attending a football match |
| B. Winning a football match | D. The school football team |

28. Which statement is true according to the text?

- A. The writer and his brother will watch a football match
- B. The writer’s school team wore orange and black shirts
- C. The writer’s school team scored the first goal
- D. The opponent scored the first goal.

29. A word in the text which has the same meaning as “leader” is...

- | | |
|------------|------------|
| A. Brother | C. Captain |
| B. Goal | D. Team |

30. He seemed very enthusiastic”

The antonym of the underlined word is...

- | | |
|--------------|--------------|
| A. Energized | C. Eager |
| B. Excited | D. Apathetic |

Appendix III

Reading Comprehension Test After Valid

Name :
Reg. Number :
Class/Semester :

CHOOSE THE CORRECT ANSWER BY CROSSING A,B,C, or D!

Text 1(Question 1-3)

Today's cars are smaller, safer, cleaner, and more economical than their predecessors, but the car of the future will be far more pollution-free than those on the road today. Several new types of automobile engines have already been developed that run on alternative sources of power, such as electricity, compressed natural gas, methanol, steam, hydrogen, and propane. Electricity, however, is the only zero emission option presently available.

Although electric vehicles will not be truly practical until a powerful, compact battery or other dependable source of current is available, transportation experts foresee a new assortment of electric vehicles entering everyday life; shorter-range commuter electric cars, three-wheeled neighborhood cars, electric delivery vans, bikes, and trolleys.

As automakers work to develop practical electrical vehicles, urban planners and utility engineers are focusing on infrastructure systems to support and make the use of the new cars. Public charging facilities will need to be as common as today's gas stations. Public parking spots on the street or in commercial lots will need to be equipped with devices that allow drivers to charge their batteries while they shop, dine, or attend a concert. To encourage the use of electric vehicles, the most convenient parking in transportation centers might be reserved for electric cars.

Planners foresee electric shuttle buses, trains, buses, and neighborhood vehicles all meeting at transit centers that would have facilities for charging and renting. Commuters will be able to rent a variety of electric cars to suit their needs: light trucks, one-person three-wheeler, small cars, or electric/gasoline hybrid cars for longer trips, which will no doubt take place on automated freeways capable of handling five times the number of vehicles that can be carried by a freeway today.

1. What is the author's purpose of the passage?
 - A. to criticize the conventional vehicle
 - B. to support the invention of electric cars
 - C. to persuade the readers to use electric cars
 - D. to describe possibilities for transportation in the future
2. In the fourth paragraph, the word "foresee" could be best replaced with
 - A. count on
 - B. rely on
 - C. imagine
 - D. invent
3. This passage would most likely be found in a
 - A. medical journal
 - B. popular psychology periodical

B. history book

D. textbook on urban planning

Text 2 (Question 4)

As computers have become powerful tools for rapid and economic of production of picture, computer graphics has emerged as one of the most rapidly growing fields in computers science. It such used routinely in such diverse areas as business, industry, government, research, training, and medicine.

One of of the initial uses of computer graphics and ultimately its greatest use, been as an aid to design, generally referred to as computer-aided design (CAD). One of its greatest advantages is that designers can see how an object will look after construction and make changes freely and much more quickly than with hands drafting. For three-dimensional rendering of machine parts, engineers rely heavily on CAD. Automobile, spacecraft, aerospace, and ship designers use CAD techniques to design vehicles and test their performance. Building designs are also created with computer graphics systems. Architect can design a building layout create a three-dimensional model, and even go for simulated "walk" through the rooms or around the outside of the building.

Business graphics is another rapidly growing are of computer graphics, where it is to create graphs, charts, and cost models summarize financial, statistical, mathematical, scientific, and economic data. As an education aid, computer also has creative and commercial art applications, where it is used in advertising, publishing and film productions, particularly for computer animation, which is achieved by a sequential process.

4. According to the passage, architects use CAD to....

A. inspect building materials

C. make cartographic

B. create graphs

D. create three-

dimensional models

Text 3 (Question 5)

Research has indicated that dyslexia has biological origin,and most investigators now suspect that dyslexic children read poorly as a result of highly specific language problem,sometimes called "phonological unawareness". Dyslexic children cannot easily learn to read because they have trouble associating printed letters with the sound of speech. A similar problem occurs in congenitally deaf people who have mastered the linguistic complexities and subtleties of sign language but have trouble learning to read.

Evidence also exists suggesting that the root cause for much dyslexia is a problem with processing very rapidly changing sensory stimuli.For example,studies have shown that dyslexic children have trouble making accurate distinctions between similar auditory signals. They often cannot hear the difference between speech sounds such as "pah","dah", and "bah". Recently,differences have been noted between the visual pathways pf dyslexics and those of non-dyslexics that suggest a comparable

problem with fast changing visual stimuli. Researchers have also found several other neuroanatomical abnormalities in the temporal lobe and in the other areas of the brain. All of these studies are extremely valuable in helping researchers understand the mechanisms underlying reading problems so that dyslexic children can be accurately identified and more efficiently helped

5. The author compares the problems of dyslexic children with....
- A. dyslexic adults
 - B. the subtleties of sign language
 - C. the visual pathways of other dyslexics
 - D. the problems of congenitally deaf people

Text 4 (Question 6-7)

In North America there are two forms of bison, the plains bison and the woodland bison. The plains bison once ranged from Pennsylvania and Georgia to the Rockies, north to the edge of the Canadian forest, and south onto the central plateau of Mexico. The bison has a great tolerance to cold. When blizzards rage across the North American prairie, bison lower their heads and face directly into the storm. In winter the vegetation on which these animals feed may be hidden beneath a deep blanket of snow; however, this does not present a problem, for the bison use their hooves and massive heads to clear away the snow and then feed on the grasses below. Bison are strong survivors and have few predators except for humans, who reduced their population to the point at which, around 1900, there were fewer than a thousand plains bison left. However, with protection and careful breeding they have been brought back to the point where their numbers can be multiplied at will. Large herds presently range on both government and private lands where they are protected. Other endangered species need the same planning and protection.

6. What is the topic of the passage?
- A. the diversity of climates in America
 - B. national parks of north America
 - C. cold-blooded animals of the Southwestern desert
 - D. the endangered grizzly of North America
7. Where would Bison be found during severe winter storm?
- A. Seeking shelter behind boulders
 - B. In the open
 - C. in caves
 - D. Behind trees

Text 5 (Question 8-10)

A curfew is a specific type of law instituted by those In power. It is one that requires citizens to be off the streets and out of public places at specified hours.

There are active curfew laws in some communities in the United States today; these laws are currently functioning. The existing curfew laws generally refer to minors. These laws usually indicate the hour when the children must be off the streets and out of public unless they are with their parents.

Curfew laws have a long tradition. William of Normandy introduced the custom to the British Isles after his invasion there in 1066. At curfew time, a bell was rung.

The pealing of the bell indicated that citizens should extinguish any burning fires and clear the streets for the night. The word curfew actually developed at this time from the Norman French expression *couvre-feu* or cover the fire.

8. Look at the word “pealing” in paragraph 3. This word is closest in meaning to which of the following?
 - A. ringing
 - B. uncovering
 - C. breaking
 - D. burning
9. Citizens should extinguish any burning fires, (paragraph 3). Word extinguish is closest in meaning to...
 - A. put in
 - B. put on
 - C. put off
 - D. put out
10. Dotting the marshy expanse of the Florida Everglades are little islands known locally as hummocks.
The word “locally” means.....
 - A. generally
 - B. to all
 - C. in that area
 - D. occasionally

Text 6 (Question 11-14)

My home is on Sultan Alauddin Street No. 12 Makassar. My home is located between the market and museum. There is a hotel behind of my home. In front of the hotel, there is a city park. I have a pond in backyard of my home. My home is not far from my school. I can take my school by motorcycle. There is a tennis court beside my school. I usually play tennis there with my tennis team.

11. The writer goes to the school by...
 - A. Bus
 - B. Motorcycle
 - C. Foot
 - D. Foot
12. These places are near from his/her home, except...
 - A. Hotel
 - B. Market
 - C. Museum
 - D. Supermarket
13. The city park is....hotel
 - A. Behind
 - B. Beside
 - C. In front of
 - D. Next to
14. The goal of the writer is...
 - A. To entertain the readers
 - B. To describe his/her home school
 - C. To describe people
 - D. To explain about his/her school

Text 7 (Question 15-17)

Spider

Spiders are predatory invertebrate animals. They are not classified in the class of insect. A spider has eight legs while an insect never has more than six legs.

Spiders have a body with two main divisions, four legs and two other pair of abdominal spinnerets for spinning threads of silk. This silk can be used to aid in climbing, build egg sacs and catch pray.

Spiders kill so many insects, but they never do the least harm to man's belonging. Spiders are busy for at least half of the year killing insects. It is impossible to find out how many insects they kill, since they are hungry creature which cannot be content with only here meals a day.

15. What kind of the text above?
- A. Narrative text
B. Descriptive text
C. Argumentative text
D. Procedure text
16. Why can't spider be classified in the class of insect?
- A. Because spiders have more than six legs
B. Because spider's bodies have two main divisions
C. Because they have walking legs
D. Because spiders kill many insects
17. Which sentences describe the behavior of spiders?
- A. A spider has eight legs
B. A spider has a body with two main divisions
C. A spider has four pairs of walking legs and two pairs of adnominal spinnerets
D. A spider kills so many insect

Text 8 (Question 18-20)

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other wore orange and black shirts, orange shorts, and black stockings.

"They look like bees", my brother said, and we laughed. They played like bees too. They ran very fast, attacked very hard and pass the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, "Come on, Valley School! Come on the Valleys!" Our headmaster was near us and he was shouting too. He seemed very enthusiastic.

However, the high school scored another goal. We were very sad. Then, one of the "bees" stopped the ball with one of his hands, so our team got the free lick. Our captain took it and scored a goal. We shouted "Hooray!" the score was now 2:1. That was better. Now our team began to play better or the "bees" were getting tired. Our team scored another goal before half-time. In the second half of the match, both team tired very hard, but neither scored, so at the end the score was still two all.

18. Which statement is true according to the text?

- a. The writer and his brother will watch a football match
 - b. The writer's school team wore orange and black shirts
 - c. The writer's school team scored the first goal
 - d. The opponent scored the first goal.
19. A word in the text which has the same meaning as "leader" is...
- a. Brother
 - b. Goal
 - c. Captain
 - d. Team
20. "He seemed very enthusiastic"
- The antonym of the underlined word is...
- a. Energized
 - b. Excited
 - c. Eager
 - d. Apathetic

Appendix IV

ANSWER KEY OF TRANSLATION TEST

Kontrol sosial adalah proses untuk memelihara penyesuaian tingkah laku terhadap norma-norma di dalam masyarakat. Tanpa kontrol sosial, masyarakat dan sistem kemanusiaan tidak mungkin ada. Kita dapat melihat contoh-contoh kontrol sosial dengan memperhatikan kejadian sehari-hari yang kita lakukan begitu saja di lingkungan sekitar kita. Dosen Anda datang pada waktu yang hampir sama tiap hari. Begitu juga Anda. Kebanyakan mahasiswa duduk tenang di dalam kelas. Kebanyakan sopan dan mengikuti prosedur yang tepat untuk mengajukan pertanyaan. Kita semua mengemudi di jalan sebelah kiri, berhenti pada lampu merah, dan menggunakan lampu sein (tanda belok) kita. Kita pergi ke bank dan kita yakin bahwa orang-orang akan ada di sana untuk membantu kita. Itu semua adalah kejadian biasa, tetapi itulah yang bisa menjaga masyarakat kita. Meskipun ada kecenderungan penyimpangan, tetapi kebanyakan orang biasanya sudi menempati posisi kunci, menaati norma-norma yang sesuai, dan memainkan peran yang tepat.

ANSWER KEY OF READING COMPREHENSION BEFORE VALID

1. D	11. D	21. B
2. A	12. B	22. B
3. A	13. C	23. A
4. C	14. A	24. D
5. D	15. D	25. C
6. A	16. C	26. B
7. D	17. A	27. C
8. B	18. B	28. D
9. C	19. D	29. C
10. D	20. C	30. D

ANSWER KEY OF READING COMPREHENSION AFTER VALID

1. D	11. B
2. C	12. D
3. D	13. C
4. D	14. B
5. D	15. B
6. D	16. A
7. B	17. D
8. A	18. D
9. D	19. C
10. C	20. D

Appendix V

VALIDITY OF READING COMPREHENSION

	Item -1	Item -2	Item -3	Item -4	Item -5	Item -6	Item -7	Item -8	Item -9	Item -10	Item -11	Item -12	Item -13	Item -14	Item -15	Item -16	Item -17	Item -18	Item -19	Item -20	Item -21	Item -22	Item -23	Item -24	Item -25	Item -26	Item -27	Item -28	Item -29	Item -30	Total
Item -1	1	0.179	0.115	.560*	.811*	-.01182	.524*	0.0319	0.0171	0.0424	0.0538*	0.0522	0.0833	0.081*	.524*	-.01182	.524*	0.0689	0.081*	0.0119	0.0267	0.0439	0.0345	-.0211	0.0385	0.0061	0.0032	0.0005	0.0105	0.0115	0.0551
Si g. (2- tail ed)		0.450	0.060	0.001	0.000	0.444	0.008	0.017	0.011	0.0063	0.0095	0.0094	0.0092	0.0000	0.0008	0.0068	0.0011	0.0000	0.0062	0.0080	0.0055	0.0048	0.0085	0.0062	0.0061	0.0099	0.0044	0.0000	0.0005	0.0066	0.0012
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Item -2	0.179	1	0.115	-.0032	0.0094	0.0074	.453*	.533*	0.0058	0.0010	.453*	0.0052	0.0014	0.0093	.533*	0.0079	0.0079	0.0027	0.0011	-.0000	0.0087	-.0002	-.0009	0.0013	0.0046	0.0000	0.0010	0.0002	0.0005	0.0008	0.0020
Si g.	0.4		0.68	0.0	0.4	0.1	0.0	0.0	0.08	0.09	0.0	0.01	0.05	0.0	0.04	0.04	0.02	0.04	0.04	0.09	0.02	0.07	0.04	0.06	0.00	0.09	0.01	0.08	0.0	0.0	

	(2-tailed)	50		73	95	86	63	96	45	15	08	66	45	96	18	86	24	50	50	20	50	63	66	20	31	50	05	76	66	96	33	065	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Item_3	Pearson Correlation	0.105	0.101	1	0.034	0.010	.57*	0.020	0.015	0.024	0.036	.503*	0.034	0.040	0.036	0.010	.620*	.524*	0.031	0.048	.522*	0.033	0.040	.621*	0.048	0.030	0.034	.503*	.600*	.500*	.607**		
	Si.g. (2-tailed)	0.660	0.667		0.177	0.073	0.008	0.068	0.038	0.035	0.011	0.022	0.077	0.081	0.063	0.005	0.017	0.074	0.013	0.019	0.018	0.039	0.044	0.004	0.077	0.070	1.000	0.015	0.020	0.005	0.020	0.001	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Item_4	Pearson Correlation	.560*	-.032	0.034	1	.600*	0.036*	0.009	0.017	0.042	0.014	.453*	0.039	.524*	.400*	0.039	-.099	.567*	.413	0.021	-.033	0.048	0.033	0.043	0.035	0.009	0.011	-.082	0.024	0.015	0.005	0.015	.524*
	Si.g. (2-tailed)	0.010	0.085	0.017		0.005	0.000	0.067	0.041	0.006	0.013	0.004	0.008	0.011	0.007	0.006	0.000	0.000	0.006	0.018	0.088	0.085	0.058	0.055	0.088	0.064	0.077	0.041	0.043	0.066	0.066	0.001	0.018

	Si g. (2- tail ed)	0. 4 7 1	0. 0 1 5	0. 3 8 8	0. 4 7 1	0. 1 5 8	1. 0 0 0	0. 3 8 8	0. 2 7 4		1. 0 0 0	0. 2 0 0	0. 3 8 6	0. 0 8 8	0. 0 5 8	0. 1 8 8	0. 3 5 5	0. 8 8 8	0. 2 8 8	0. 2 7 4	0. 3 1 3	0. 7 4 2	0. 0 8 6	0. 4 7 1	0. 4 8 2	0. 3 1 7	0. 2 2 0	1. 0 0 0	0. 6 6 9	0. 1 6 3	
	N	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	
It e m _ 1 0	Pe ar so n _ Co r re l a ti o n	0. 4 2 4	0. 0 5 8	0. 3 4 6	0. 4 2 4	.5 2 3	0. 3 3	0. 0 6	0. 0 1	0. 0 0	1 0 5	- 0 8	0. 0 6	0. 1 1	0. 0 2	0. 1 9	0. 0 4	0. 0 8	0. 4 7	0. 0 2	0. 0 6	0. 0 5	0. 0 7	.7 0 7	0. 3 0	0. 0 0	0. 0 6	0. 1 7	0. 3 4	.5 7 7	. 4 9 4
	Si g. (2- tail ed)	0. 0 6 3	0. 8 0 8	0. 1 3 5	0. 0 6 8	0. 0 1 5	0. 1 3 5	0. 8 0 0	1. 0 0 0		0. 8 0 8	0. 8 0 0	0. 6 2 8	0. 5 9 7	0. 2 1 5	0. 0 3 4	0. 0 6 3	0. 0 3 6	0. 0 7 3	0. 0 8 0	0. 7 8 0	1. 0 0 0	0. 0 0 0	0. 1 9 5	1. 0 0 0	0. 7 8 0	0. 4 6 3	0. 1 3 5	0. 0 0 8	0. 0 2 7	
	N	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	
It e m _ 1 1	Pe ar so n _ Co r re l a ti o n	0. 0 3 2	0. 0 1 0	.5 0 3	.4 5 3	0. 0 1	0. 2 9	0. 3 0	0. 0 8	0. 2 7	- 0 5	1 0 8	.6 0 1	.5 0 3	.7 2 4	0. 1 0	0. 3 3	0. 0 2	0. 0 4	0. 0 2	0. 0 4	0. 0 1	0. 0 3	0. 0 8	0. 0 7	0. 1 2	0. 2 8	0. 0 5	0. 3 9	0. 1 0	. 5 4 3
	Si g. (2- tail ed)	0. 8 9 5	0. 9 6 6	0. 0 2 4	0. 0 4 5	0. 9 6 5	0. 2 1 9	0. 0 8 9	0. 2 2 0	0. 8 0 8		0. 0 2 5	0. 0 2 4	0. 0 0 0	0. 3 6 9	0. 1 8 5	0. 3 9 0	0. 1 3 8	0. 0 5 3	0. 3 0 8	0. 2 1 6	0. 0 5 8	0. 1 7 3	0. 4 5 0	0. 2 2 0	0. 8 8 6	0. 0 8 7	0. 6 7 3	0. 1 9 6	0. 0 1 3	

	(2-tailed)	10	50	77	10	05	95	18	71	58	63	03	71	00	24	89	77	42		01	10	13	89	74	05	78	71	00	45	77	12	00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Item_19	Pearson Correlation	.685*	0.287	0.048	.471*	.698*	0.036	0.048	0.071	0.025	.471*	0.032	.599*	.612*	0.089	.688*	.624*	0.083	1	.471*	0.036	0.048	0.071	.471*	-0.043	0.050	0.023	0.013	0.043	0.008	0.043	.736**
	Si.g. (2-tailed)	0.001	0.020	0.074	0.006	0.007	0.041	0.028	0.000	0.011	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.003	0.012	0.020	0.003	0.004	0.008	0.028	0.031	0.006	0.007	0.004	0.000	0.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Item_20	Pearson Correlation	0.121	0.179	.524*	0.011	.077*	0.005	0.039	-0.027	0.042	0.033	0.001	0.034	0.011	0.027	.544*	.560*	.566*	.471*	1	.545*	.601*	0.057	0.023	0.009	0.017	0.030	0.044	.544*	0.037	0.061	.618**
	Si.g. (2-tailed)	0.112	0.040	0.008	0.061	0.000	0.067	0.077	0.024	0.033	0.071	0.094	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.003	0.005	0.024	0.006	0.047	0.079	0.011	0.030	0.001	0.011	0.004	0.004

	Si g. (2- tail ed)	0. 6 1 2	0. 4 5 0	0. 1 7 8	0. 6 7 8	0. 8 9 5	0. 8 0 7	0. 1 7 8	0. 6 7 8	0. 4 7 1	0. 1 9 5	0. 4 7 8	0. 6 6 0	0. 3 8 4	0. 0 8 9	0. 6 7 1	0. 6 7 8	0. 8 5 8	0. 6 7 8	0. 0 6 3	0. 8 9 5	0. 4 7 1	0. 0 3 6		0. 8 5 8	0. 8 0 0	0. 0 8 9	0. 1 7 7	0. 0 0 1	0. 0 0 1	0. 2 5 6	
	N	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	
It e m _ 2 6	Pe ar so n _ Co r re l a t i o n	0. 3 8 5	0. 1 2 3	0. 0 0 1	0. 1 3 8	0. 0 2 0	0. 0 2 4	0. 0 5 7	0. 0 6 7	0. 1 0 0	0. 0 2 8	0. 0 8 7	.6 8 5*	0. 4 3 4	0. 0 8 8	0. 1 3 4	0. 0 7 8	0. 1 5 7	0. 2 7 5	0. 0 1 0	0. 1 7 3	0. 2 3 8	0. 0 4 2	- 0 4 2	0. 0 4 3	1 0 0	0. 0 8 0	0. 0 8 2	0. 0 0 0	0. 1 0 0	0. 0 8 0	0. 0 1 2
	Si g. (2- tail ed)	0. 0 9 4	0. 6 0 5	1. 0 0 1	0. 4 7 8	0. 1 0 0	0. 3 8 8	0. 0 7 4	0. 0 8 2	1. 0 0 0	0. 2 0 0	0. 0 2 0	0. 0 0 1	0. 5 7 4	0. 0 7 8	0. 1 4 1	0. 4 7 7	0. 4 8 1	0. 2 7 8	0. 0 4 3	0. 3 7 1	0. 1 5 8	0. 8 6 2	0. 8 6 2		1. 0 0	0. 7 3 1	1. 0 0	0. 0 0	0. 6 6 9	0. 0 6 1	
	N	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	
It e m _ 2 7	Pe ar so n _ Co r re l a t i o n	0. 0 6 1	0. 4 0 6	0. 3 4 6	- 0. 1 8 2	0. 1 7 4	0. 0 2 1	0. 0 1 5	0. 0 2 4	0. 0 3 6	0. 0 6 8	0. 0 5 2	0. 0 1 5	0. 0 1 6	0. 0 1 4	0. 0 3 6	0. 0 6 1	0. 0 6 1	0. 0 3 6	0. 0 2 3	0. 0 0 0	0. 4 7 6	0. 0 0 1	- 0. 0 6 1	0. 0 0 0	1 0 0	0. 2 9 0	0. 0 3 6	0. 1 4 6	0. 0 8 9	0. 2 4 8	0. 0 9 1
	Si g. (2- tail ed)	0. 8 0 0	0. 0 7 6	0. 1 3 5	0. 4 4 4	0. 3 6 9	0. 6 2 8	0. 0 6 3	0. 0 1 7	0. 3 8 0	0. 4 0 8	0. 4 4 4	0. 6 2 8	0. 5 9 7	0. 4 6 3	0. 1 3 5	0. 8 0 0	0. 8 0 1	0. 3 9 5	0. 1 9 8	0. 3 9 6	0. 0 7 6	1. 0 0 0	0. 8 0 0	1. 0 0 0		0. 2 1 5	0. 1 3 5	0. 0 1 7	0. 0 2 8	0. 0 1 8	

Appendix VI

Reliability

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.918	30

Appendix VII

THE RESULT OF TRANSLATION TEST

No.	Initial	Accuracy	Acceptability	Readability	Total Score
1	TAN	15	18	17	50
2	FAF	17	20	23	60
3	NAH	20	26	21	67
4	DFR	18	22	23	63
5	IRBS	15	20	22	57
6	TMH	13	13	15	41
7	RES	20	27	26	73
8	SP	20	24	27	71
9	RSDRBS	20	27	27	74
10	WATH	19	25	26	70
11	FN	20	26	25	71
12	NPS	17	24	27	68
13	MRS	16	23	30	69
14	FAR	19	25	25	69
15	FDAH	20	25	25	70
16	SS	18	23	25	66
17	SSR	18	23	25	66
18	RS	18	21	31	70
19	ISS	9	13	12	34
20	YTWS	18	24	23	65
21	ERS	19	27	27	73
22	WD	20	28	30	78
23	E	17	22	25	64
24	RHN	16	21	26	63
25	TSS	11	15	15	41
26	MRP	12	17	19	48
27	SWN	19	23	26	68
28	ERT	15	19	18	52
29	SL	11	16	15	42
30	AS	16	21	22	59
31	WS	19	20	23	62

32	SW	20	26	26	72
33	MM	19	23	27	69
34	DSP	19	23	25	67
35	RS	21	26	27	74
36	MTS	19	23	30	72
37	PZHL	17	20	25	62
38	YPSS	15	17	20	52
39	SA	19	26	27	72
40	JH	19	20	25	64
41	MR	10	16	15	41
42	SNS	19	23	27	69
43	DFN	19	23	26	68
44	IAL	19	22	26	67
45	K	16	21	24	61
46	CM	23	26	26	75
47	ANS	19	22	26	67
48	WS	19	24	27	70
49	SS	14	22	24	60
50	ASN	19	26	27	72
51	EH	19	23	27	69
52	DSSH	3	4	4	11
53	YAH	20	26	25	71
54	NKH	18	18	22	58
55	IP	21	25	26	72
56	WND	15	17	21	53
57	NANH	19	23	26	68
58	KS	19	24	27	70
59	IKR	19	24	25	68
60	THHBR	20	23	27	70
TOTAL		1043	1314	1431	3788

Appendix VIII**THE RESULT OF READING COMPREHENSION**

No.	Initial	Score of Students
1	TAN	35
2	FAF	65
3	NAH	75
4	DFR	75
5	IRBS	75
6	TMH	30
7	RES	55
8	SP	95
9	RSDRBS	35
10	WATH	70
11	FN	20
12	NPS	95
13	MRS	95
14	FAR	35
15	FDAH	85
16	SS	50
17	SSR	45
18	RS	90
19	ISS	50
20	YTWS	25
21	ERS	40
22	WD	45
23	E	90
24	RHN	35
25	TSS	55
26	MRP	40
27	SWN	65
28	ERT	65
29	SL	95
30	AS	90
31	WS	65
32	SW	25
33	MM	90

34	DSP	90
35	RS	80
36	MTS	90
37	PZHL	80
38	YPSS	50
39	SA	90
40	JH	90
41	MR	70
42	SNS	90
43	DFN	80
44	IAL	90
45	K	55
46	CM	90
47	ANS	65
48	WS	95
49	SS	90
50	ASN	90
51	EH	70
52	DSSH	50
53	YAH	90
54	NKH	55
55	IP	85
56	WND	70
57	NANH	90
58	KS	90
59	IKR	80
60	THHBR	90
TOTAL		4155

Appendix IX**THE RESULT OF X AND Y**

No.	Initial	X	Y	X ²	Y ²	XY
1	TAN	50	35	2500	1225	1750
2	FAF	60	65	3600	4225	3900
3	NAH	67	75	4489	5625	5025
4	DFR	63	75	3969	5625	4725
5	IRBS	57	75	3249	5625	4275
6	TMH	41	30	1681	900	1230
7	RES	73	55	5329	3025	4015
8	SP	71	95	5041	9025	6745
9	RSDRBS	74	35	5476	1225	2590
10	WATH	70	70	4900	4900	4900
11	FN	71	20	5041	400	1420
12	NPS	68	95	4624	9025	6460
13	MRS	69	95	4761	9025	6555
14	FAR	69	35	4761	1225	2415
15	FDAH	70	85	4900	7225	5950
16	SS	66	50	4356	2500	3300
17	SSR	66	45	4356	2025	2970
18	RS	70	90	4900	8100	6300
19	ISS	34	50	1156	2500	1700
20	YTWS	65	25	4225	625	1625
21	ERS	73	40	5329	1600	2920
22	WD	78	45	6084	2025	3510
23	E	64	90	4096	8100	5760
24	RHN	63	35	3969	1225	2205
25	TSS	41	55	1681	3025	2255
26	MRP	48	40	2304	1600	1920
27	SWN	68	65	4624	4225	4420
28	ERT	52	65	2704	4225	3380
29	SL	42	95	1764	9025	3990
30	AS	59	90	3481	8100	5310
31	WS	62	65	3844	4225	4030
32	SW	72	25	5184	625	1800
33	MM	69	90	4761	8100	6210
34	DSP	67	90	4489	8100	6030

35	RS	74	80	5476	6400	5920
36	MTS	72	90	5184	8100	6480
37	PZHL	62	80	3844	6400	4960
38	YPSS	52	50	2704	2500	2600
39	SA	72	90	5184	8100	6480
40	JH	64	90	4096	8100	5760
41	MR	41	70	1681	4900	2870
42	SNS	69	90	4761	8100	6210
43	DFN	68	80	4624	6400	5440
44	IAL	67	90	4489	8100	6030
45	K	61	55	3721	3025	3355
46	CM	75	90	5625	8100	6750
47	ANS	67	65	4489	4225	4355
48	WS	70	95	4900	9025	6650
49	SS	60	90	3600	8100	5400
50	ASN	72	90	5184	8100	6480
51	EH	69	70	4761	4900	4830
52	DSSH	11	50	121	2500	550
53	YAH	71	90	5041	8100	6390
54	NKH	58	55	3364	3025	3190
55	IP	72	85	5184	7225	6120
56	WND	53	70	2809	4900	3710
57	NANH	68	90	4624	8100	6120
58	KS	70	90	4900	8100	6300
59	IKR	68	80	4624	6400	5440
60	THHBR	70	90	4900	8100	6300
TOTAL		3788	4155	247518	317275	266280

Appendix X

VARIABLE X (TRANSLATION ABILITY)

A. Maximum and minimum score were gotten by setting the variable score from lowest to highest score

1. The score of reading habit from low score to high score

11 34 41 41 41 42 48 50 52 52 53 57 58 59 60 60 61 62 62 63 63 64 64 65

66 67 67 67 67 68 68 68 68 68 69 69 69 69 70 70 70 70 70 70 71 71 71

72 72 72 72 72 73 73 74 74 75 78

High : 78

Low : 11

N : 60

2. Range (R) = High Score – Low Score

$$= 78 - 11$$

$$= 67$$

3. Total of Classes = $1 + 3,3 \log n$

$$= 1 + 3,3 \log 60$$

$$= 1 + 3,3 (1,78)$$

$$= 1 + 5,87$$

$$= 6,87$$

$$= 7$$

4. Length of Classes = $\frac{Range}{Total\ of\ Classes}$

$$= \frac{67}{7}$$

= 9,756

= 10

Table Distribusi Data in Variable X

		TRANSLATION ABILITY
N	Valid	60
	Missing	0
Mean		63.13
Std. Error of Mean		1.538
Median		67.50
Mode		70
Std. Deviation		11.910
Variance		141.846
Skewness		-2.078
Std. Error of Skewness		.309
Kurtosis		5.546
Std. Error of Kurtosis		.608
Range		67
Minimum		11
Maximum		78
Sum		3788

Interval	fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
11-20	1	1	15.5	15.5	240.25	240.25
21-30	0	1	25.5	0	650.25	0
31-40	1	2	35.5	35.5	1260.25	1260.25
41-50	6	8	45.5	273	2070.25	12421.5
51-60	8	16	55.5	444	3080.25	24642
61-70	30	46	65.5	1965	4290.25	128707.5
71-80	14	60	75.5	1057	5700.25	79803.5
P=7	60	134	318.5	3790	17291.75	247075

Appendix XI

VARIABLE Y (READING COMPREHENSION)

B. Maximum and minimum score were gotten by setting the variable score from lowest to highest score

5. The score of reading habit from low score to high score

20 25 25 30 35 35 35 35 40 40 45 45 50 50 50 50 55 55 55 55 65 65 65 65
65 70 70 70 70 75 75 75 80 80 80 80 85 85 90 90 90 90 90 90 90 90 90
90 90 90 90 90 90 95 95 95 95 95

High : 95

Low : 20

N : 60

6. Range (R) = High Score – Low Score

$$= 95 - 20$$

$$= 75$$

7. Total of Classes = $1 + 3,3 \log n$

$$= 1 + 3,3 \log 60$$

$$= 1 + 3,3 (1,78)$$

$$= 1 + 5,87$$

$$= 6,87$$

$$= 7$$

8. Length of Classes = $\frac{Range}{Total\ of\ Classes}$

$$= \frac{75}{7}$$

= 10,714

= 11

Table Distribusi Data in Variable X

		READING COMPREHENSION
N	Valid	60
	Missing	0
Mean		69.43
Std. Error of Mean		2.891
Median		75.00
Mode		90
Std. Deviation		22.391
Variance		501.368
Skewness		-.622
Std. Error of Skewness		.309
Kurtosis		-.910
Std. Error of Kurtosis		.608
Range		75
Minimum		20
Maximum		95
Sum		4166

Interval	fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
20-30	4	4	25	100	625	2500
31-41	6	10	36	216	1296	7776
42-52	6	16	47	282	2209	13254
53-63	4	20	58	232	3364	13456
64-74	9	29	69	621	4761	42849
75-85	9	38	80	720	6400	57600
86-96	22	60	91	2002	8281	182182
P=7	60	177	406	4173	26936	319617

Appendix XII

NORMALITY OF X AND Y

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Translation Ability	.195	60	.157	.792	60	.383
Reading Comprehension	.187	60	.123	.884	60	.365

a. Lilliefors Significance Correction

Appendix XIII

HOMOGENEITY OF X AND Y

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Translation Result	Based on Mean	3.434	12	43	.001
	Based on Median	2.228	12	43	.027
	Based on Median and with adjusted df	2.228	12	16.566	.066
	Based on trimmed mean	3.236	12	43	.066

ANOVA

Translation Result

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4160.546	16	260.034	2.657	.066
Within Groups	4208.387	43	97.869		
Total	8368.933	59			

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Reading Result	Based on Mean	6.967	1	58	.011
	Based on Median	4.948	1	58	.030
	Based on Median and with adjusted df	4.948	1	53.426	.030
	Based on trimmed mean	7.369	1	58	.066

ANOVA

Reading Result

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6234.800	1	6234.800	15.490	.066
Within Groups	23345.933	58	402.516		
Total	29580.733	59			

Appendix XIV

RESULT OF PRODUCT MOMENT TEST

Correlations

		TRANSLATION ABILITY	READING COMPREHENS ION
TRANSLATION ABILITY	Pearson Correlation	1	.239
	Sig. (2-tailed)		.066
	N	60	60
READING COMPREHENSION	Pearson Correlation	.239	1
	Sig. (2-tailed)	.066	
	N	60	60

Appendix XV

RESULT OF HYPOTHESIS TEST

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Translation Ability ^b	.	Enter

a. Dependent Variable: Reading Comprehension

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.239 ^a	.057	.041	21.929

a. Predictors: (Constant), Translation Ability

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1690.673	1	1690.673	3.516	.066 ^b
	Residual	27890.060	58	480.863		
	Total	29580.733	59			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Translation Ability

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.057	15.396		2.667	.010
	Translation Ability	.449	.240	.239	1.875	.066

a. Dependent Variable: Reading Comprehension

Appendix XVI

R-TABLE

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547
82	0.1807	0.2146	0.2535	0.2796	0.3527

Appendix XVI

T-TABLE

Df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
41		0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42		0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43		0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44		0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45		0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46		0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47		0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48		0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49		0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50		0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51		0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52		0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53		0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54		0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55		0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56		0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57		0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58		0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59		0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60		0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61		0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62		0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63		0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64		0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65		0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66		0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67		0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68		0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69		0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70		0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71		0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72		0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73		0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74		0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75		0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76		0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77		0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78		0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804

Appendix XVIII

DOCUMENTATIONS

1. Introduction and Explanation of the Process



2. Translation Test Section



3. Reading Comprehension Test Section



CURRICULUM VITAE



A. Identity

Name : Meli Handayani Siregar
Reg. Number : 19 203 00039
Place / Date of Birth : Bagas Nagodang, 25 April 2001
Gender : Female
Religion : Islam
Address : Jl. Tarutung Gang Pinang No. 5 BagasNagodang,
Kec. Sipirok, Kab. Tapanuli Selatan
Phone Number : 082161958681
Email : handayanimeli547@gmail.com

B. Parents

Father's Name : Irwan Siregar
Job : Government Employee
Mother's Name : Nurhayani
Job : Housewife

C. Educational Background

1. SD Negeri 102390 Pangurabaan (2013)
2. SMP Negeri 1 Sipirok (2016)
3. SMA Negeri 1 Sipirok (2019)
4. UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan (2019-2023)

Reading Comprehension Test

Name : Syafrianni Lubis
Reg. Number : 2020300005
Class/Semester : TBT² / sem 7

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CHOOSE THE CORRECT ANSWER BY CROSSING A,B,C, or D!

Text 1 (Question 1-3)

Today's cars are smaller, safer, cleaner, and more economical than their predecessors, but the car of the future will be far more pollution-free than those on the road today. Several new types of automobile engines have already been developed that run on alternative sources of power, such as electricity, compressed natural gas, methanol, steam, hydrogen, and propane. Electricity, however, is the only zero emission option presently available.

Although electric vehicles will not be truly practical until a powerful, compact battery or other dependable source of current is available, transportation experts foresee a new assortment of electric vehicle entering everyday life; shorter-range commuter electric cars, three-wheeled neighborhood cars, electric delivery vans, bikes, and trolleys.

As automakers work to develop practical electrical vehicles, urban planners and utility engineers are focusing on infrastructure systems to support and make the use of the new cars. Public charging facilities will need to be as common as today's gas stations. Public parking spots on the street or the in commercial lots will need to be equipped with devices that allow drivers to charge their batteries while they shop, dine, or attend a concert. To encourage the use of electric vehicles, the most convenient parking in transportation centers might be reserved for electric cars.

Planners foresee electric shuttle buses, trains, buses, and neighborhood vehicles all meeting at transit centers that would have facilities for charging and renting. Commuters will be able to rent a variety of electric cars to suit their needs: light trucks, one-person three-wheeler, small cars, or electric/gasoline hybrid cars for longer trips, which will no doubt take place on automated freeways capable of handling five minutes times number of vehicles that can be carried by a freeway today.

1. What is the author's purpose of the passage?
A. to criticize the conventional vehicle
B. to support the invention of electric cars
C. to persuade the readers to use electric cars
 D. to describe possibilities for transportation in the future
2. In the fourth paragraph, the word "foresee" could be best replaced with
A. count on
B. rely on
 C. imagine
D. invent
3. This passage would most likely be found in a
A. medical journal
B. history book
C. popular psychology periodical
 D. textbook on urban planning

Text 2 (Question 4)

As computers have become powerful tools for rapid and economic of production of picture, computer graphics has emerged as one of the most rapidly growing fields in computers

science. It is used routinely in such diverse areas as business, industry, government, research, training, and medicine.

One of the initial uses of computer graphics and ultimately its greatest use, been as an aid to design, generally referred to as computer-aided design (CAD). One of its greatest advantages is that designers can see how an object will look after construction and make changes freely and much more quickly than with hands drafting. For three-dimensional rendering of machine parts, engineers rely heavily on CAD. Automobile, spacecraft, aerospace, and ship designers use CAD techniques to design vehicles and test their performance. Building designs are also created with computer graphics systems. Architects can design a building layout create a three-dimensional model, and even go for simulated "walk" through the rooms or around the outside of the building.

Business graphics is another rapidly growing area of computer graphics, where it is to create graphs, charts, and cost models summarize financial, statistical, mathematical, scientific, and economic data. As an education aid, computer also has creative and commercial art applications, where it is used in advertising, publishing and film productions, particularly for computer animation, which is achieved by a sequential process.

4. According to the passage, architects use CAD to...
- A. inspect building
 - B. create graphs
 - C. make cartographic materials
 - D. create three-dimensional models

Text 3 (Question 5)

Research has indicated that dyslexia has biological origin, and most investigators now suspect that dyslexic children read poorly as a result of highly specific language problem, sometimes called "phonological unawareness". Dyslexic children cannot easily learn to read because they have trouble associating printed letters with the sound of speech. A similar problem occurs in congenitally deaf people who have mastered the linguistic complexities and subtleties of sign language but have trouble learning to read.

Evidence also exists suggesting that the root cause for much dyslexia is a problem with processing very rapidly changing sensory stimuli. For example, studies have shown that dyslexic children have trouble making accurate distinctions between similar auditory signals. They often cannot hear the difference between speech sounds such as "pah", "dah", and "bah". Recently, differences have been noted between the visual pathways of dyslexics and those of non-dyslexics that suggest a comparable problem with fast changing visual stimuli. Researchers have also found several other neuroanatomical abnormalities in the temporal lobe and in the other areas of the brain. All of these studies are extremely valuable in helping researchers understand the mechanisms underlying reading problems so that dyslexic children can be accurately identified and more efficiently helped.

5. The author compares the problems of dyslexic children with...
- A. dyslexic adults
 - B. the subtleties of sign language
 - C. the visual pathways of other dyslexics
 - D. the problems of congenitally deaf people

Text 4 (Question 6-7)

In North America there are two forms of bison, the plains bison and the woodland bison. The plains bison once ranged from Pennsylvania and Georgia to the Rockies, north to the edge of the Canadian forest, and south onto the central plateau of Mexico. The bison has a great tolerance to cold. When blizzards rage across the North American prairie, bison lower their heads and face directly into the storm. In winter the vegetation on which these animals feed may be hidden beneath a deep blanket of snow; however, this does not present a problem, for the bison use their hooves and massive heads to clear away the snow and then feed on the grasses below. Bison are strong survivors and have few predators except for humans, who reduced their population to the point at which, around 1900, there were fewer than a thousand plains bison left. However, with protection and careful breeding they have been brought back to the point where their numbers can be multiplied at will. Large herds presently range on both government and private lands where they are protected. Other endangered species need the same planning and protection.

6. What is the topic of the passage?
- A. the diversity of climates in America
 - B. national parks of north America
 - C. cold-blooded animals of the Southwestern desert
 - D. the endangered grizzly of North America
7. Where would Bison be found during severe winter storm?
- A. Seeking shelter behind boulders
 - B. In the open
 - C. in caves
 - D. Behind trees

Text 5 (Question 8-10)

A curfew is a specific type of law instituted by those in power. It is one that requires citizens to be off the streets and out of public places at specified hours.

There are active curfew laws in some communities in the United States today; these laws are currently functioning. The existing curfew laws generally refer to minors. These laws usually indicate the hour when the children must be off the streets and out of public unless they are with their parents.

Curfew laws have a long tradition. William of Normandy introduced the custom to the British Isles after his invasion there in 1066. At curfew time, a bell was rung.

The pealing of the bell indicated that citizens should extinguish any burning fires and clear the streets for the night. The word curfew actually developed at this time from the Norman French expression couvre-feu or cover the fire.

8. Look at the word "pealing" in paragraph 3. This word is closest in meaning to which of the following?
- A. ringing
 - B. uncovering
 - C. breaking
 - D. burning
9. Citizens should extinguish any burning fires, (paragraph 3). Word extinguish is closest in meaning to...
- A. put in
 - C. put off

- B. put on put out
10. Dotting the marshy expanse of the Florida Everglades are little islands known locally as hummocks.
The word "locally" means.....
- A. generally in that area
B. to all D. occasionally

Text 6 (Question 11-14)

My home is on Sultan Alauddin Street No. 12 Makassar. My home is located between the market and museum. There is a hotel behind of my home. In front of the hotel, there is a city park. I have a pond in backyard of my home. My home is not far from my school. I can take my school by motorcycle. There is a tennis court beside my school. I usually play tennis there with my tennis team.

11. The writer goes to the school by...
- A. Bus
 B. Motorcycle
C. Foot
D. Taxi
12. These places are near from his/her home, except...
- A. Hotel
B. Market
C. Museum
 D. Supermarket
13. The city park is....hotel
- A. Behind
B. Beside
 C. In front of
D. Next to
14. The goal of the writer is...
- A. To entertain the readers
 B. To describe his/her home
C. To describe people
D. To explain about his/her school

Text 7 (Question 15-17)

Spider

Spiders are predatory invertebrate animals. They are not classified in the class of insect. A spider has eight legs while an insect never has more than six legs.

Spiders have a body with two main divisions, four legs and two other pair of abdominal spinnerets for spinning threads of silk. This silk can be used to aid in climbing, build egg sacs and catch prey.

Spiders kill so many insects, but they never do the least harm to man's belonging. Spiders are busy for at least half of the year killing insects. It is impossible to find out how many insects they kill, since they are hungry creature which cannot be content with only here meals a day.

15. What kind of the text above?

- A. Narrative text
- B. Descriptive text
- C. Argumentative text
- D. Procedure text

16. Why can't spider be classified in the class of insect?

- A. Because spiders have more than six legs
- B. Because spider's bodies have two main divisions
- C. Because they have walking legs
- D. Because spiders kill many insects

17. Which sentences describe the behavior of spiders?

- A. A spider has eight legs
- B. A spider has a body with two main divisions
- C. A spider has four pairs of walking legs and two pairs of adnominal spinnerets
- D. A spider kills so many insect

Text 8 (Question 18-20)

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other wore orange and black shirts, orange shorts, and black stockings.

"They look like bees", my brother said, and we laughed. They played like bees too. They ran very fast, attacked very hard and pass the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, "Come on, Valley School! Come on the Valleys!" Our headmaster was near us and he was shouting too. He seemed very enthusiastic.

However, the high school scored another goal. We were very sad. Then, one of the "bees" stopped the ball with one of his hands, so our team got the free lick. Our captain took it and scored a goal. We shouted "Hooray!" the score was now 2:1. That was better. Now our team began to play better or the "bees" were getting tired. Our team scored another goal before half-time. In the second half of the match, both team tired very hard, but neither scored, so at the end the score was still two all.

18. Which statement is true according to the text?

- A. The writer and his brother will watch a football match
- B. The writer's school team wore orange and black shirts
- C. The writer's school team scored the first goal
- D. The opponent scored the first goal.

19. A word in the text which has the same meaning as "leader" is...

- A. Brother
- B. Goal
- C. Captain
- D. Team

20. "He seemed very enthusiastic"
The antonym of the underlined word is...

- A. Energized
- B. Excited
- C. Eager
- D. Apathetic



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21 Oktober 2022

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1. Dr. Eka Sustri Harida, M.Pd. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Meli Handayani Siregar
NIM	: 19 203 00039
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Correlation between Translation Ability and Reading Comprehension of the English Students UIN Syahada Padangsidempuan.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Yth. Dekan FTIK Universitas Islam Negeri
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Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Meli Handayani Siregar
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Alamat : Bagas Nagodang, Sipirok

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation between Translation Ability and Reading Comprehension of the English Student's UIN SYAHADA Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

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11 November 2023

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan menerangkan bahwa:

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adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dari tanggal 08 September s/d 27 September 2023 dengan judul "The Correlation between Translation Ability and Reading Comprehension of the English Students UIN SYAHADA Padangsidimpuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

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