

# THE CORRELATION BETWEEN STUDENTS' TRANSLATION ABILITY AND READING COMPREHENSION

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## **Abstract**

Tujuan penelitian ini adalah untuk menemukan apakah ada hubungan antara kemampuan menerjemahkan dan pemahaman membaca siswa. Desain penelitian ini kuantitatif menggunakan *ex post facto designs*. Populasi dari penelitian ini adalah siswa kelas satu di SMA Muhammadiyah 1 Trimurjo. Peneliti menggunakan sampel penelitian sebanyak 30 siswa. Instrumen yang digunakan adalah tes menerjemahkan dan pemahaman membaca. Data yang terkumpul analisa menggunakan *Pearson Product Moment Correlation* di SPSS 16.0. Hasil pengujian menunjukkan bahwa koefisien korelasi kemampuan penerjemahan siswa dan pemahaman membaca siswa 0,724 pada tingkat signifikan 0,01. Dapat disimpulkan bahwa ada hubungan yang signifikan antara kemampuan penerjemahan siswa dan pemahaman membaca siswa.

The purpose of this study is to find out whether there is significant correlation between students' translation ability and reading comprehension. This was quantitative research applied *ex post facto designs*. The population of this study was the first grade students of SMA Muhammadiyah 1 Trimurjo. The researcher used sample that consist of 30 students. The instruments of this research were translation and reading comprehension test. The data collected were analyzed by using *Pearson Product Moment Correlation* in SPSS 16.0. The test result showed that coefficient correlation of students' translation and their reading comprehension is 0.724 at the significant level of 0.01. It can be concluded that there is significant correlation between students' translation ability and their reading comprehension.

**Key words:** *correlation, reading comprehension, translation*

## INTRODUCTION

Reading is one of the skill that students should have in their life. It is generally accepted that reading is one of the most crucial skills needed by the students of secondary school, of senior high school and university. By reading, the learners can have further practice of language that they have further practice of language they have already met through listening and speaking, they will also get much information, such as education, science, technology and culture, they require from the text as well. Dealing in these facts, Paulston (1976:157) states that reading is the most important skill for most students of English around the world. Dubin and Eskey (1985:27) say that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message. Meanwhile DeBoer (1978:33) emphasize that reading is a process involving meaningful reaction to printed symbols.

Nuttal (1992) states that there are five sort reading skills that should be mastered by reader to comprehend the text deeply, that is:

### 1. Determining main idea

The main idea is the most important piece of information the author wants to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.

## 2. Finding the specific information or part of text

Finding the specific information or part of text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

## 3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A cataphoric reference unit refers to another unit that is introduced later on in the text/speech. To understand the unit refers to by a cataphoric reference you would need to look ahead in the text. Meanwhile, an anaphoric reference unit, on the other hand, refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference you would need to look back in the text.

## 4. Finding inference

Inference is good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

## 5. Understanding vocabulary

Understanding vocabulary means comprehending what the words mean. When vocabulary mastery improves, comprehension will be deeper. Since comprehension is ultimate goal of reading, the reader cannot underestimate the importance of vocabulary development.

According to Ross (2000) translation is sometimes referred to as the fifth language skill alongside the other four basic skills listening, speaking, reading and writing: translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching. The term “translation” is normally reserved for written renditions of written materials. A successful translation is one that conveys the explicit and implicit meaning of the source language into the target language as fully and accurately as possible. From the standpoint of the user, the translation must also meet the prescribed specifications and deadlines. Translation is basically a change of form. In translation, the form of the source language is replaced by the form of receptor (target) language”. It can be concluded that translation is a process of transferring the meaning of the source language into the target language.

Larson (1984:15) divides two kinds of Translation. One is *form-based* the other is *meaning-based*. Form-based translation follows the form of source language. Such translations are usually known as literal translations. Meaning-based translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translations are usually called idiomatic translations.

Form-based translation can be easier to be done than meaning-based translation. The literal translation are possible to be worked out because both source language and target language have the same grammatical form. For example; “ I go to school” into “Saya pergi ke sekolah”, The word I there is replaced by “saya” “go” becomes “pergi”, “to” becomes “ke” and “school” becomes sekolah”. There is no

grammatical difference from those two language (English and Indonesia).

Meaning-based translations will take place when there is an odd meaning if a text is translated by using literal translation, so another alternative to have the correct meaning of the text by using idiomatic translations. There is an example; “The examination is a piece of cake”. It does not make sense if a translator translates it in such a way because the meaning of source language text has not been caught. The most equivalent transformation of that sentences is “Ujian itu sangat mudah”. Translating in such a way is categorized as idiomatic translation because the lexical and grammatical forms are different.

## **METHOD**

In this research, the researcher aimed to find the correlation between students’ translation ability and their reading comprehension. To conduct the research, the researcher used a co-relational design of *ex post facto designs* (Setiyadi, 2006). Here, the researcher administered the tests to know the students’ translation and their reading comprehension. So, there was no treatment or experiment of any kind to the subjects. In line with the nature of research, the researcher administered the test about translation and reading comprehension. After that, the data gained from the test were analyzed to see whether translation ability is related to reading comprehension or not. The researcher used quantitative method to analyze the result of research. This method was used to find the correlation between students’ translation ability and their reading comprehension. In this research there were two variables, independent and dependent variables. The independent variable was students’ score in translation test. On the other hand, the dependent varia-

ble was students' score in reading comprehension test. The score showed data of students' translation and reading comprehension which was to identify the correlation between students' translation ability and their reading comprehension. The population of this research was the first grade students of SMA Muhammadiyah 1 Trimurjo. There were 10 classes of the first grade students that consisted of 30 students for each class. The researcher chose X MIA<sup>2</sup> through random sampling as a sample in order to find the validity, reliability, difficulty level, and discrimination power of the test item. After getting a good items, by the random sampling technique, the researcher used X MIA<sup>3</sup> at the SMA Muhammadiyah 1 Trimurjo as the subject to collect the data.

In this research, the researcher used some instruments for collecting the data. There were instrument of translation and reading tests. Both of them, the items were in form of multiple choice tests that consisted of 30 items. The test conducted 60 minutes for translation ability and 90 minutes for reading comprehension.

The researcher made steps after conducting a research by using tests, the researcher analyzed the data by using Correlation in SPSS (Statistical Program for Social Science) 16.0. The researcher collected the data by looking at the result of test of translation and reading comprehension to find out students' translation and their reading comprehension. The result of the test was in form of score or interval data.

## **RESULTS AND DISCUSSIONS**

Given that there are two data collecting techniques to answer the research question. The results of data analysis are divided into results of translation test, reading comprehension test, and correlation between students' translation and their reading comprehension as follows:

### **Results of Students' Translation Test**

In collecting the data of translation, the researcher used test of translation from the one of texts in reading comprehension test. It consisted of one item. The researcher found that the mean score was 72.10 and the median score was 70.50, which implied that a half of score below 70.50 and another half scored higher than 70.50. Meanwhile, the mode was 6.60 in which there were eight students scored 6.60 in completing the test. The result of translation test was also reliable. Based on the calculation through split-half method, it was found that the reliability of the translation test ( $r_k$ ) was 0.98. In other words, the result of the test could reflect the accurate and consistent translation of the subject.

### **Result of Reading Comprehension Test**

In order to determine the coefficient correlation between students' translation ability and their reading comprehension, the researcher conducted reading comprehension test which consisted 30 items of multiple choices. Based on the students' reading comprehension score, the researcher found that the mean score was 70.70 and the median score was 70.50, which implied that a half of score are below 70.50 and another half of the score are higher than 70.50. Meanwhile, the

mode was 6.60 in which there were six students scored 6.60 in completing the test. The result of reading comprehension test was also reliable. Based on the calculation through split-half method, it was found that the reliability of the reading comprehension test ( $r_k$ ) was 0.99. In other words, the result of the test could reflect the accurate and consistent reading ability of the subject.

### **The Correlation between Translation Ability and Reading Comprehension**

In order to determine the coefficient correlation between students' translation ability and their reading comprehension, the researcher calculated the data by using Pearson Product Moment Correlation in SPSS 16. From the calculation of the SPSS, the writer found that the correlation between students' translation ability and reading comprehension was 0.724. The coefficient is higher than the critical value of  $r_{table}$  ( $0.724 > .393$ ) at significant level 0.01. The result of this research shows that the students' translation ability correlates positively with reading comprehension. It means that the high scores of students' translation tend to be followed by the high scores of reading comprehension. On the other hand, the low scores of their translation tend to be followed by the low scores of their reading comprehension.

### **Discussion of students' translation ability and their reading comprehension**

Based on the data analysis, the researcher found that there was a significant correlation between students' translation ability and students' reading comprehension. The coefficient correlation was 0.724. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It means that the high scores of students' translation tend to be followed by the high scores of reading

comprehension. On the other hand, the low scores of their translation tend to be followed by the low scores of their reading comprehension.

Besides that, the role of translation in reading comprehension is important. (Newmark 1988) states that translation involves four process: comprehension of the vocabulary of the original source-language text; comprehension of the meaning of original source-language message; reformulation of the message in the target-language; and judgement of the adequacy of the target-language text.

From the first hypothesis, it stated that there was a positive correlation between translation ability and their reading comprehension. The result above means that there was correlation between translation ability and their reading comprehension.

### **Conclusions**

Based on the results of the data analysis and discussion in chapter IV, the writer draws the following conclusions:

There is a significant positive correlation between students' translation ability and their reading comprehension at the first grade of SMA Muhammadiyah 1 Trimurjo. It means that the high scores of students' translation tend to be followed by the high scores of reading comprehension. On the other hand, the low scores of their translation tend to be followed by the low scores of their reading comprehension. It can be seen from the result of the hypothesis testing which showed that the coefficient correlation was higher than critical value of  $r_{table 9}$  ( $0.724 > 0.393$ ) at significance level 0.01. The null hypothesis is rejected and the alternative hypothesis is accepted, which shows that there is significant

correlation between students' translation ability and their reading comprehension. The result implies that there is a tendency that the higher score of translation is, the higher score of reading comprehension score will be.

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