

**The Correlation between Students' Reading Comprehension and Translation Ability of
EFL learners in UIN Maulana Malik Ibrahim Malang**

THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the Degree
of English Language Teaching (S.Pd.) in the English Education Department

By:

Dicky Fajar Alamsyah

17180014



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2021

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

2021

APPROVAL SHEET

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LEGITIMATION SHEET

**The Correlation between Students' Reading Comprehension and Translation Ability of
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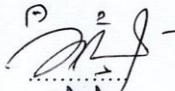

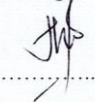
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The Honorable,
To the Dean of Faculty of Education and Teacher Training
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In
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Assalamuaikum Wr. Wb.

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any other person.
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Malang, June 3rd, 2022

The Researcher



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MOTTO

“Don’t Be a Good Person, Just Be a Wise Person. Because Being a Good Person Is Not Necessarily Good According To Other People.”

– Dicky Fajar

DEDICATION

This thesis is dedicated to my wonderful parents, Sugiyanto and Dwi Rinanik, who have always supported, accompanied, and provided me with a great deal of motivation, affection, and meaningful existence. Thank you also to my friends, who have always been supportive of my efforts to complete this undergraduate thesis. Finally, I'd like to express gratitude to myself for surviving all of this. Because, in my opinion, nothing is becoming easier, but we are getting stronger.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah SWT, The Beneficent, The Merciful

All praise belongs to Allah SWT, who has been giving the writer His mercies, blessings, guidance, and everything, so the writer has the knowledge and willingness to write this thesis to meet the bachelor's degree requirement. *Shalawat* and Salam may be upon our Prophet Muhammad SAW, who has guided us into the bright era and better humankind.

This thesis entitled "The Correlation between Students' Reading Comprehension and Translation Ability at EFL learners in UIN Maulana Malik Ibrahim Malang" will not be successful without any support in the form of continuous pray, love, and motivation from other people. Then, the writer would like to express his thanks and gratitude, especially to Mrs. Nur Fitria Anggrisia, M.Pd., for her advice, suggestion, motivation, and Her time until the writer finished and complete this thesis.

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2. To the writer's Advisor, Mrs. Nur Fitria Anggrisia, M.Pd.
3. To the writer instrument's Validator, Mrs. Prima Purbasari, M.Hum.
4. To the writer instrument's Validator, Mrs. Septia Dwi Jayanti, M.Pd
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8. And everyone whose name cannot be mentioned one by one.

Malang, June 3rd, 2022

Dicky Fajar Alamsyah S

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

أُو = aw

أَي = ay

أُو = ŭ

أَي = î

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ABSTRAK

Alamsyah, Dicky Fajar.2021. Korelasi Antara Pemahaman Membaca Siswa Dengan Kemampuan Menerjemahkan Pada Pelajar Bahasa Asing Inggris di UIN Maulana Malik Ibrahim Malang. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia, M.Pd.

Kata Kunci: Korelasi, Pemahaman Membaca, kemampuan menerjemahkan

Sejak Bahasa Inggris menjadi bahasa internasional, pembelajaran Bahasa Inggris menjadi berkembang secara luas. Pada pembelajaran bahasa Inggris, siswa diharuskan untuk menguasai empat keterampilan diantaranya mendengar, membaca, berbicara dan menulis. Membaca adalah salah satu kemampuan yang harus dikuasai oleh siswa. dengan membaca siswa bisa mendapatkan informasi yang banyak. semakin banyak mereka membaca, semakin banyak pengetahuan dan informasi yang dapat mereka dapatkan. Penelitian ini mencari korelasi antara pemahaman membaca siswa dan kemampuan menerjemahkan siswa pada pelajar bahasa asing bahasa Inggris pada Universitas Islam Negeri Maulana Malik Ibrahim Malang. Penelitian ini diadakan dengan tujuan untuk mengetahui apakah ada hubungan antara pemahaman membaca siswa dengan kemampuan menerjemahkan siswa.

Data diperoleh dari menyebarkan soal kemampuan membaca dan sebuah teks bahasa Inggris kepada 35 siswa melalui Google forms. Dari hasil tes kemampuan membaca mendapatkan total nilai 2650 dengan nilai rata-rata nya adalah 76.71. Kemudian Hasil nilai dari tes menerjemahkan Bahasa Inggris adalah 2748, nilai nya adalah 78.51. Setelah mendapatkan nilai rata-rata dari keduanya, akan digunakan rumus pearson product moment. Ditemukan bahwa terdapat hubungan yang positif dan signifikan antara cara pemahaman membaca dan kemampuan menerjemahkan pada jurusan pendidikan Bahasa Inggris Universitas Islam Negeri Maulana Malik Ibrahim Malang dengan koefisien korelasi sebesar 0.517.

Hasil ini menunjukkan bahwa pemahaman membaca membawa pengaruh baik terhadap kemampuan menerjemahkan siswa. Bisa disimpulkan bahwa semakin bagus kemampuan pemahaman membaca siswa akan semakin bagus pula kemampuan menerjemahkan yang dimiliki oleh siswa.

ABSTRACT

Alamsyah, Dicky Fajar.2021. The Correlation between Students' Reading Comprehension and Translation Ability of EFL Learners n UIN Maulana Malik Ibrahim Malang. Thesis. English Education Department Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Nur Fitria Anggrisia, M.Pd.

Keywords: correlation, reading comprehension, translation ability

Since English has become an international language, learning English has grown widely. In learning English, students are required to master four skills, including listening, reading, speaking and writing. Reading is one of the skills that must be mastered by students. By reading students can get a lot of information. The more they read, the more knowledge and information they can get. This study seeks the relationship between students' reading comprehension and students' ability to translate foreign languages into English at the Islamic State University of Maulana Malik Ibrahim Malang. This research was conducted with the aim at knowing whether there is a relationship between students' reading comprehension and students' translation skills.

Data were obtained from distributing reading comprehension questions and English texts to 36 students through Google forms. From the results of the Reading comprehension test, he got a total score of 2650 with an average score of 75.71. Then the result of the English translation test score was 2748, the score was 78.51. 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 0.517.

These results indicate that reading comprehension has a good impact on students' translation skills. It can be concluded that the better the students' reading comprehension ability, the better the students' translation skills.

التلخيص

الامسيه، ديكي فاجار. 2021. العلاقة بين فهم القراءة وقدرة الترجمة باللغة الإنجليزية لدى الطلبة اللغة الأجنبية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. البحث الجامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: نور فيتريه انغريسيه الماجستير.

الكلمات المفتاحية : العلاقة، فهم القرائي، قدرة الترجمة.

منذ أصبحت اللغة الإنجليزية لغة دولية، أصبح تعلم اللغة الإنجليزية واسع الانتشار. في تعلم اللغة الإنجليزية، يطلب من الطلبة إتقان أربع مهارات بما في ذلك مهارة الاستماع ومهارة القراءة ومهارة الكلام ومهارة الكتابة. مهارة القراءة هي واحدة من القدرات التي يجب أن يتقنها الطلبة. من خلال القراءة يمكن للطلبة الحصول على الكثير من المعلومات. كلما قرأوا أكثر، زادت المعرفة والمعلومات التي يمكنهم الحصول عليها. بحث هذا البحث الجامعي في العلاقة بين فهم القراءة وقدرة الترجمة لدى الطلبة اللغة الإنجليزية الأجنبية في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. أهداف لهذا البحث الجامعي يعني لمعرفة هل هناك العلاقة بين فهم القراءة وقدرة الترجمة لدى الطلبة اللغة الإنجليزية الأجنبية في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

تم الحصول على البيانات من توزيع أسئلة فهم القراءة ونص باللغة الإنجليزية على 35 طالبا من خلال نماذج غوغيل. ومن نتائج اختبار القدرة على القراءة، بلغ مجموع الدرجات 2650 درجة وبلغ متوسط الدرجات 75.71. ثم نتيجة اختبار الترجمة الإنجليزية هي 2748 ، والنتيجة هي 78.51. بعد الحصول على متوسط قيمة الاثنين، سيتم استخدام صيغة لحظة منتج بيرسون. وتبين أن هناك العلاقة الموجبة والمعنوية بين فهم القراءة وقدرة الترجمة لدى الطلبة في قسم تعليم اللغة الإنجليزية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج بمعامل ارتباط مقداره 0.517.

تظهر هذه النتائج أن فهم القراءة لها تأثير جيد على قدرة الطلبة على الترجمة. يمكن الاستنتاج أنهما كلما كانت قدرة الطلبة على فهم القراءة أفضل، كلما كانت قدرة الترجمة التي يمتلكها الطلبة أفضل.

CHAPTER I INTRODUCTION

This chapter discusses the introduction that includes the background of the study, research problem and objective of the study, significance of the study, definition of study, and definition of a key term.

1.1 Background of The Study

Language is a necessary component of communication. There are numerous languages spoken throughout the world. Language is used to communicate by people, whether it is a native or a foreign language. People require a language to share and absorb information, culture, science, and technology. We can use language to convey our thoughts and opinions and discuss and share information with others.

Students must learn and master English as a foreign language. English as a foreign language is required of all students in all educational sectors. It is unmistakably stated that studying a foreign language, such as English, facilitates communication with individuals worldwide. It is related to what Allah said in the Holy Qur'an surah Al-Kahfi verse 91-93 as follow:

كَذَلِكَ وَقَدْ أَحَطْنَا بِمَا لَدَيْهِ خُبْرًا (91)

ثُمَّ أَنْتَعِ سَبَبًا (92)

حَتَّىٰ إِذَا بَلَغَ بَيْنَ السَّدَّيْنِ وَجَدَ مِنْ دُونِهِمَا قَوْمًا لَا يَكَادُونَ يَفْقَهُونَ قَوْلًا (93)

The translation of that verses is so. "And indeed, our knowledge covers all that is in it" (91). "Then he took another way" (92). "When he arrived between two mountains, he found a person who hardly understood speech before the two hills" (93). The verses 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 foreign languages is a kind of obedience to Allah and essential.

Since English is an international language globally, English teaching has been extensively developed. Therefore, Indonesian government brought it into elementary schools as local content. In learning English, students must master four skills: speaking, listening, reading, and writing. Reading is one of the skills that students must master. People can obtain a massive amount of information through reading. They can gain more knowledge and information if they read more. Reading is an essential skill, especially in education. Reading is an activity where readers find information and meaning from text (Johnson, 2008). It is challenging to master the ability of reading. One of the factors to master reading is the student's interest in reading. Students interested in reading a variety of English texts or books can obtain a lot of information and knowledge.

Reading can be difficult, especially when the subject is unfamiliar, specialized, or complicated. Furthermore, comprehending is always a struggle for some readers. They may understand each word on its own, but integrating them into one meaningful thought rarely produces their desired results. These readers can

decode words but cannot comprehend the deeper meaning of the sentences, paragraphs, and the entire book. Reading comprehension is a difficult task. It necessitates deciphering text's meaning and developing a new understanding of words, sentences, and texts relevant to the reader's thinking. People read for two reasons: the first is for enjoyment, and the second is to learn something new. Reading as a comprehension job and establishing a reading ability range are included in both. Reading comprehension recovers the importance of individual words, joins clauses to form phrases, and derives meaning from sequential sentences and paragraphs (Cain, 2010). On the other hand, reading comprehension is a phrase that refers to the process of absorbing the meaning of a book to comprehend the linguistic meaning of the word sentences (Hock & Daryl, 2005). Students in EFL must convey the purpose of an English text into Indonesian (mother tongue), which is commonly done through translation.

For students, reading comprehension is crucial. Reading is a language ability that can't be separated from other language skills because student's abilities in one area will help them master different skills. The capacity of students to read is critical. Students can increase their general language competence in English by having the capacity to read; reading can assist students in developing their English vocabulary and improving their writing or speaking ability. Therefore, it can be concluded that reading is one of the keys to success for everyone who wants to educate—reading skills, such as the ability to understand general information without knowing every detail and the urge to understand the meaning of each word naturally.

Reading comprehension is the process of understanding reading texts (Block et al., 2002). Based on these explanations, the researcher concludes that if students do not understand written text, they will not achieve academic achievements, nor will they progress from one learning stage to another. Therefore, before understanding, students should be able to translate English texts.

Reading and translating cannot be separated because they are related. It is aligned with expert statement, reading is a continual process of translation, and the translator's examination of each word's rhythmic strength and semantic possibilities reaffirms that the act of reading is dynamic, not static as seen through the translator's eyes (Schulte, 2009). When it comes to reading comprehension, readers who have strong reading comprehension skills will also have strong translation skills. When a student tries to comprehend the author's words and facts, he will translate the written foreign language into his native tongue.

The reader's comprehension will impact the translation. However, translation plays an essential role in teaching English as a foreign language. It is directly linked to other abilities. Students translate when they read, listen to, or speak English as a foreign language. They are translated into the target language from the source language. As a result, reading comprehension impacts readers' comprehension and translation of the texts. The translation is also necessary because it is a human activity that allows people to communicate ideas and thoughts regardless of their language. The dilemma of attention between reading and translation frequently happens in the teaching process.

Vocabulary proficiency also makes it easier for students to translate English texts. Translating is a common strategy, and many EFL students use translation when learning English. In teaching English as a foreign language, translation plays a crucial role. As the demand for information and knowledge increases, people will use the same language to interact with other languages. Each language has its system. Therefore, people sometimes face communication gaps. To solve this problem, they need to translate. The translation is regarded vital since it contributes the source language (S.L.) to the target language to link two separate languages so that the information in the source language becomes acceptable and understandable for learners.

The role of reading comprehension in translation has been studied extensively. According to ILR, Interagency Language Roundtable (2011), as reported in Cuc Thi Kim Pham journal (2017), poor reading comprehension will affect translation capacity and negatively affect product usability. The issue of translation is inextricably tied to reading skills. In comparison, it found that one of the two leading reasons for translation errors was the translators' poor reading ability, which is one of the most critical aspects of the translation process, which entails reading the source material and interpreting it into the target language (Suksaeresup & Thep-Ackrapong, 2009). Based on that fact the researcher concluded that students' reading comprehension skill significantly impacts their translating ability.

The researcher chose reading and translation because previous studies stated that lesson correlates with translation. By reading English materials, students can

obtain new information and knowledge to expand their knowledge. Providing students with various reading tasks is an excellent method to help them develop their vocabulary. If they find some tricky words, they will ask other people with good English proficiency or open the dictionary and find the meaning on their own. Through reading, readers can understand the content of this article. Before beginning to translate the material, students must first read it. The translation is also necessary because it is a human activity that allows individuals to exchange ideas and concepts regardless of their long peak.

The researcher is interested in doing this research because, based on the viewpoints provided by various experts above, the researcher feels a link between reading comprehension and students' translation skills. The researcher chose UIN Maulana Malik Ibrahim Malang, particularly the English education department year 2018, because the translation course is required. This research focuses on understanding students' reading comprehension and English translation abilities. The researcher conducted the research entitled "**The Correlation between Students' Reading Comprehension and Translation Ability of EFL learners in UIN Maulana Malik Ibrahim Malang.**"

1.2 Problem of Study

The researcher aims to explore the relationship between EFL students' reading comprehension and translation abilities based on the context and problem described by the researcher. The following research question for this topic:

1. Is there a significant correlation between EFL readers' reading comprehension and translation ability?

1.3 Objective of Study

The research's goal based on the problem is trying to:

1. To determine whether there is a significant correlation between reading comprehension and translation skills.

1.4 Significance of Study

This research is expected to be beneficial for English students, teachers, lecturers, and other researchers. It is hoped that students will be more motivated to translate, read, and participate more fully in class. The researcher hopes that this study can be an input to English teachers in encouraging their people to feel satisfaction in reading English materials by having the ability to translate. The researcher expects that this study will be helpful to other researchers who are working on similar projects.

1.5 The Scope and Limitation

This study focused on the relationship between EFL students' reading comprehension and translation abilities in the English education department at UIN

Malang. The participants in this study are all students in the English education department at the 2018 academic year. Because the students of English education department of UIN Malang had already taken translation and reading courses, the researcher decided to perform the study here. The students in the sixth semester have attended a translation course and must practice translating English text from words, phrases, sentences, and paragraphs into Bahasa (mother tongue).

1.6 Definition of Key Terms

To be explicit, the researcher gives the following definitions of the essential terms based on the statement above:

1. Correlation is the relationship between two or more variables. In this research, the researcher wants to know the relationship between students' reading comprehension and their translation ability
2. Reading comprehension is students' background knowledge and ability to understand and read the text.
3. Translation ability is students' ability to translate English text to Indonesian.

CHAPTER II LITERATURE REVIEW

This chapter compares the existing strengths and shortcomings using data from prior studies. Furthermore, it acquires pre-existing details on the title's theory to establish a scientific theoretical foundation.

2.1 Reading Comprehension

Some professionals have made views regarding the definition of reading comprehension. Reading comprehension is a process in which readers generate meaning by engaging with the text using a combination of past knowledge and experience, information in the text, and the reader's attitude (Pardo, 2004). Furthermore, reading comprehension retrieves the meaning of individual words, joins clauses to form sentences, and derives meaning from subsequent phrases and paragraphs (Cain, 2010). On the other hand, reading comprehension is a complex interaction between spontaneous and strategic cognitive processes that allows the reader to form a mental image of the text (Broek & Espin, 2012).

The researcher deduced that the purpose of the reading activity is to comprehend based on the sentences above. Reading comprehension is a process of positive thinking. Readers are accustomed to enabling and developing deeper meaning to comprehend concepts and information offered in the text or to students' ability to obtain information from written textbooks.

2.2 Characteristics of Good Comprehension

Good comprehension is defined as good reading skills that aid comprehension. When reading is quick, accurate, and efficient, the reader can concentrate on comprehension rather than figuring out how to pronounce the words on the page (Wood & Connelly, 2009). A professional reader or one with solid understanding reads utilizing a process that a reader with poor comprehension lacks (Richek et al., 1989), and these processes are:

1. Constructive

Readers use their current bank of information and prior experiences to provide meaning to the printed text. As a result, readers "construct" the definition of possessing. Unfortunately, there are situations when a reader cannot provide this information appropriately. To know how to answer the questions, the learners must first understand the topic or, at the very least, the vocabulary used in the text. They build their expertise by reading a lot, and when they come across a similar issue, they will have no trouble.

2. Fluent

The capacity to recognize words quickly is referred to as fluency. Readers cannot focus on meaning if they must concentrate on deciphering words.

3. Strategic

Students who have good comprehension are adaptable and apply techniques suited for any reading situation. Depending on the goal for

reading, the complexity of the material, and their knowledge of the issue, they change and direct their reading style.

4. Motivation

Learning to read necessitates a great deal of focus over a long period. Because learning to read well takes several years, teachers must pique the interest of beginning and weak readers during the learning period. Motivation is vital when it comes to reading. Readers usually only read what they want to read; if they are not motivated, the content will not appeal to them, and their performance will suffer.

5. Reading is a lifelong pursuit

Reading is an activity that evolves with time and becomes better with practice. It is not something that can be mastered once and for all. The learner must have ample opportunity to practice and engage in the reading process at all phases.

2.3 Elements of Reading Comprehension

Reading comprehension has several components. Each component has its personality. Five elements can assist students in reading carefully (Stanley & King, 2010). The following are five aspects of reading comprehension:

1. Finding factual information, precise information in this element, readers must scan it specifically. There are many questions: reason, purpose, comparison, etc. The answer can be found in the text.

2. Finding the main idea in this element is essential for readers because it can help readers understand the text or paragraph.
3. Finding the meaning of vocabulary in context, Readers can expand their guesses in this case. The word can associate the close meaning of an unfamiliar term with the text and the text's topic by associating the word's relative meaning with the text and the subject of the text being read (if unknown). When two words have the same meaning, they have a nearly identical meaning.
4. Identifying references and recognizing the reference words will help readers understand and read the article. Reference words are usually short and often modern, such as it, she, him, them, this, etc.
5. Concluding reading, the readers must read between the lines in this scenario. Because reading comprehension is a complicated process, the reader tries to piece together the author's message in visual language. It is the dialogue between the author and the reader.

The researchers concluded that a reasonable reader would be able to comprehend the material if they were familiar with all of the elements of reading. They should be able to recognize and explain the logic and the major and supporting ideas. It demonstrates that the components of reading comprehension are a complex process in which readers attempt to rebuild the message that the author has coded in clear language, similar to the reader-author interaction.

2.4 Translation Ability

Some professionals have made claims about the ability to translate. Translation is converting a text's meaning, ideas, or messages from one language to another (Newmark, 1988). The objective of the translation and correctness, clarity, and naturalness of the thought or message are all factors in the translation process. It is essential to consider whether the target text reader accepts the same information as the reader of the source text. Furthermore, Lawrence (2004) defined translation as a process in which a chain of signifiers in the target language replaces the chain of signifiers in the source-language text. The translator provides the strength of an interpretation. Furthermore, translation is a process that involves the delivery of a source language (SL) text into the target language (TL) to ensure that the surface meaning of the two languages will be approximately similar. The structures of the SL will be preserved as closely as possible but not so close that the TL structures will be seriously distorted (Basnett, 2002).

Many studies have been conducted on the role of reading comprehension in translation. According to ILR, Interagency Language Roundtable (2011), cited in Cuc Thi Kim Pham journal, the weakness of reading comprehension will affect the translation ability and harm the product's usability (Pham, 2017). The study conducted by Rahemi et al. (2013) stated that learners' reading comprehension capacity substantially impacts their translation ability. As a result, the issue of translation is inextricably linked to reading skills. In contrast, One of the two primary sources of translation errors was the translators' poor reading ability, one of the essential components in the translation process, which involves reading the

source text and interpreting it into the target language (Suksaeresup & Thep-Ackrapong, 2009).

According to the explanations mentioned above by some experts, translation skill refers to students who transfer the quality of the language without modifying the original language's meaning and without transmitting messages or meanings instead of words. This study's translation competence aims to learn about students' translation skills, particularly in the translation of analytical discourse texts, such as translating the source language into the target language, using functional knowledge in translation, and solving problems. The outcomes are related to the target language's translation and how to improve sentence structure.

2.5 The process of Translation

Based on (Nababan, 2003) statements, there are three processes of translation:

1. Analysis: in this process, the information given in the language source is from grammatical relations, word meanings, and word combinations. It is analyzed.
2. During this procedure, the examined material is transferred from the source language to the target language in the translator's mind
3. Reconstructing, in this process, the transferred material will be reorganized so that the final message is entirely acceptable in the targeted language.

To summarize, it is not straightforward to translate words in the target language; instead, look for the meaning in the source language or the message's corresponding content to convert them into the target language.

2.6 Translation Evaluation

Good translation has to fulfill criteria such as accuracy, choice of vocabulary, coherence and accuracy in the technical aspect of punctuation (Munday, 2001). He further proposes a standard assessment to measure quality of translation.

1. Accuracy

When it comes to translation evaluation, accuracy is crucial. On a semantic level, accuracy refers to the equivalence of source and destination text. If the meaning in the target text is equivalent with the source text, and there is no added or removing information from SL to TL, the translation is considered accurate. A translation, on the other hand, will be judged less accurate or even incorrect if it mistakenly omits or adds material that is not included in the source text, zero meaning.

2. Choice of vocabulary

Choice of wording means to correct words that choose by the students in translating English text into Indonesian.

3. Cohesion

Cohesion is related to the compatibility between the meaning the English into the Indonesian. Cohesion is closer in the give and take of

dialogue and speech than in any other form of text. The coherence of a text, related to cohesion.

4. Accuracy in the technical aspect of punctuation

Punctuation is an essential aspect of discourse analysis because it explicitly indicates the relationship between sentences and clauses. The technical precision of punctuation marks is related to the placement.

2.7 Concept of Correlational Research

2.7.1 Definition of Correlation Research

Correlation research is a quantitative strategy for demonstrating the relationship between two or more variables. A descriptive investigation is comparable to correlation research (Lodico et al., 2006). It is non-experimental, consisting merely of persons and two or more variables that the researcher does not modify or control. As a result, correlation research entails gathering data to determine whether two or more variables have a relationship (Sukardi, 2011). Then, correlation research has three characteristics. For starters, correlation research is appropriate when the variables are complex and the researcher cannot modify and control variables, like in experimental research. Second, it enables extensive measurement of variables. Third, the researcher will acquire a significant level of association (Sukardi, 2011).

Correlation is a technique for determining the relationship between two or more variables, such as whether they are connected. Correlation reduces the

uncertainty range. It conveys a clear picture of the degree of uncertainty among the variables.

2.7.2 Measuring of Correlation Research

There are various correlation metrics, two of which are commonly employed (Babita, 2016).

1. Scatter Diagram

The Scatter Diagram, often known as a Dot Diagram, is the most basic graphical representation of the relationship between two variables (X and Y). Statistical data is represented against each pair of two-variable values by dots, and clusters of dots form a shape. As a result, the scatter diagram is a diagrammatic portrayal of vicariate. The scatter diagram can show both degree and direction of connection.

2. Product Moment Correlation Coefficient

The 'Pearson coefficient correlation' is the most extensively used mathematical way of measuring correlation. Only when the link between two sets of variables can be described by a straight line can the product moment coefficient of correlation be calculated. The coefficient of correlation is the measure of how closely two variables are related to one another.

2.8 Previous Study

Some previous studies are relevant to the researcher's topic. Here, the researcher will give a glance at those relevant studies.

The first Aris Sumianto did the research (2012), "The Correlation between the Mastery of Reading and Students' Translation Ability at Second Year's Student in SMAN 4 Pekanbaru 2011-2012" is the title of his study. Observation, questionnaires, and tests were used to collect data for that study. The study's findings revealed a substantial and favorable association ($r_{xy} = 0.686$ and $r_{table} = 0.325$ and 0.418 , respectively). According to the study, r_{xy} is larger than r_{table} ($0.325 < 0.686 > 0.418$). It implies a strong link between pupils' reading skills and their capacity to translate.

The second Dwi Mailia Putri conducted the research (2017), "The Correlation between Students Reading Comprehension and Translation Ability at The Fifth Semester of English Education Department in State Islamic Institute of Metro," is the title of her study. The data were obtained via tests and documentation, and the researcher used a random sampling technique to identify the research sample. According to the findings, students' reading comprehension and translation skills have a positive and significant association. It is demonstrated by data analysis, which shows that the critical value of r_{table} for $N = 26$ at the 5% level is 0.404 and at the 1% level is 0.515 . As a result, $0.404 < 0.627 > 0.515$ can be demonstrated.

The third study was conducted by W Setyaning Budhi Candrawati (2009), Her research is about "A correlational study on students' translation ability, reading habit and students' reading comprehension of the tenth-grade students of SMU N 1 the Kebakkramat academic year 2008/2009." The researcher used 50 students as the sample of the study. Cluster random sampling was employed as the sampling method. The researcher employed questionnaires to study reading habits and

measure translation and reading comprehension skills when gathering data. The questionnaire format is a closed questionnaire. The test format involves multiple-choice translation ability and reading comprehension simultaneously. Simple multiple regression and correlation are data analysis approaches. The findings reveal a link between students' translation ability and reading comprehension, students' reading habits and reading comprehension, and a connection between students' translation ability and reading practice toward awareness.

From the three studies above, there are some differences in the reader's research—first, the instrument for data collection. Here the researcher used multiple-choice and English text translated into Indonesian. The previous study used observation, questionnaires, and tests as tools to obtain data. In this study, the writer used non-random sampling. To compare with the previous research that used a random sample.

2.9 Theoretical Framework

Mastering English as a foreign language is challenging, based on the statement previously made. Reading became one of the skills in learning English. The students would get valuable knowledge via reading. A large number of books are now written in English.

It is difficult to extract meaning from a text. There would be a few paths to take. We must read the text and make an effort to comprehend it. To have a deeper understanding. It is preferable for students to translate the text individually. This will make it simple for them to understand the material.

Based on the research that conducted by Rahemi et al. (2013). The impact of reading comprehensibility on senior English major students' translation skills was explored. The study's findings revealed that there was a significant connection between students' reading comprehension and translation abilities, with those students who scored well in reading comprehension also performing well in the translation test.

So, the writer speculate that there would be correlation between reading comprehension and translation ability. It means that if the students mastering in reading and they will have a good skills in translating English text.

CHAPTER III METHODOLOGY

This chapter provides the research technique, which discusses how the researcher collects data and interprets it using their chosen method. The research design, research subject, research instrument, validity and reliability, data collection, and data analysis are all covered in this chapter.

3.1 Research Method

The researcher used correlation research in this study. Correlation research is a quantitative strategy for demonstrating the relationship between two or more variables. A descriptive investigation is comparable to correlation research (Lodico et al., 2006). It is non-experimental, consisting merely of persons and two or more variables that the researcher does not modify or control. As a result, correlation research entails gathering data to determine whether two or more variables have a relationship (Sukardi, 2011). Then, correlation research has three characteristics. For starters, correlation research is appropriate when the variables are complex and the researcher cannot modify and control variables, like in experimental research. Second, it enables extensive measurement of variables. Third, the researcher will acquire a significant level of association (Sukardi, 2011).

This study has two variables: independent variable (X) and dependent variable (Y). An independent variable affects another variable. The dependent variable is a classification that is impacted by another. This study uses students' translation ability as an independent variable (X), whereas reading comprehension is used as a dependent variable (Y).

The quantitative research method has been used in this study because the researcher used a statistic to analyze the data to determine the significant correlation between reading comprehension and students' translation ability in the English education department at UIN Malang year 2018.

3.2 Subject of the Study

This study was carried out at Maulana Malik Ibrahim Malang's Islamic State University. The study focuses on English students in the English education department year 2018. A total of 36 students were used as participants in this study by the researcher. They already received translation and reading lessons. The researcher chose 36 students as the sample for this study because it is better to take the entire population if it is smaller than 100 (Arikunto, 2010). As a result, the researcher employs the whole population as the study's sample.

3.3 Instrument

Based on the instrument of this research, the researcher used two kinds of tests. The first test is about reading comprehension test. The purpose is to know students' ability to read and understand the English text. This test consists of 20 items. The score of each item is five, and the total score of this test is one hundred.

Table 3.1 The Reading Comprehension scoring test

No.	Test	Number	No. Items	The score of each item	Total score
1.	Reading Comprehension test	20	1-20	5	100

Adapted from Brown (2010)

Table 3.2 type of the question of reading comprehension test

No.	Type of the question	Number
1.	Main Idea	4
2.	Vocabulary question	10
3.	factual information question	6

To measure the students' translation ability, the researcher gave 1 English text. The students must translate the text into the Indonesian language. Then for the scoring test, depending on the four rubric assessment items.

The second test is the English translation test. The researcher gave English text and the students must translate it into Indonesian. The researcher used 4 item translation assessments to assess the students' translation results. The four items translation assessments are shown in the table below:

Table 3.3 The English Translation from English into Indonesian scoring test

Aspect of scoring	score
Accuracy	25
Choice of vocabulary	25
Coherence, cohesion, and organization	25
Accuracy in the technical aspect of punctuation	25
total	100

Adapted from Munday (2001)

1. 25 points for accuracy. Accuracy means how accurate the students' translation ability is in translating English text into Indonesian.
2. 25 points for a choice of vocabulary. Choice of wording means to correct words that choose by the students in translating English text into Indonesian.
3. 25 points for co coherence, cohesion, and organization. It means the meaning of compatibility between English is changed to the Indonesian language.
4. 25 points for accuracy in the technical aspect of punctuation. Punctuation is an essential aspect of discourse analysis because it explicitly indicates the relationship between sentences and clauses. The technical precision of punctuation marks is related to the placement.

The four aspects of the assessment above become the benchmark for determining students' translation skills. The overall instrument result above was used as a benchmark for whether there is a correlation or not between students' reading comprehension and translation ability.

3.4 Data Collection

Every research project requires data collection. Data collection gathers information that researchers are looking for in a specific system. With the data collected, the researcher can accomplish a research goal.

The researcher collected the data using Google forms to distribute the reading comprehension test, and the researcher needed four weeks to collect the data. The researcher shared a reading comprehension test in the first week to the students. The researcher gave a deadline no later than six days after the questions were distributed. Then, the next week the researcher analyzed the result of the test. In the third week, the researcher gave the students English text to be translated into the Indonesian language. Then, in the last week, the researcher analyzed students' work. After all the data was collected, the researcher investigated whether there was a relationship between students' translation ability and reading comprehension.

3.5 Validity and Reliability

The research instrument used in the study should be valid and reliable. Validity refers to the appropriateness, significance, and utility of a researcher's conclusions (Fraenkel et al., 2012). In a nutshell, it relates to a measurement's precision.

Following the construction of instruments related to some element measured, it was consulted to obtain an expert judgment from at least one validator to determine whether the instrument's components are valid or not to be used in research activities. The researcher employed Pearson product-moment correlation to test the validity of reading comprehension and translation ability. The writer calculated the test result by using SPSS 25 to determine whether the questions are valid or not valid. Then, after getting the results from SPSS, the researcher looked at the r_{table} for 36 students is 0.424 for 5% significant level and 0.329 for 1%

significant level. If the score bigger or equal with r_{table} of the substantial level of 5% and 1%, then it can be said that the question is valid. If the questions score did not bigger or equal than 0.424 or 0.329, the questions categorized as not valid. For invalid result are not included in the reliability test.

The reliability test aims at testing the consistency and accuracy of the measurement results. This study performs the reliability measurement using the Alpha Cronbach. To find out whether the results of the reading comprehension and translation tests are reliable or not, it can be seen from the comparison between the SPSS and r_{table} results. If the SPSS result is greater than r_{table} , it is said to be reliable, if it is smaller than r_{table} , it is said to be unreliable.

3.6 Data Analysis

The researcher separated the data analysis into four steps. The first step was to discover the students' reading comprehension. Then, to assess the students' ability to translate. Then, to figure out how they are related. The final stage was to put the theory to the test. The researcher employed SPSS IBM 25 to analyze the data.

3.6.1. Assessing the Students' Reading Comprehension

The first step was to assess the students' reading comprehension. The researcher used 20 items multiple-choice test for students' reading comprehension. The researcher determined the students' reading comprehension ability by applying the following formula:

$$M = \frac{\sum x}{N}$$

Explanation:

M = Mean

$\sum x$ = Total score of students' reading comprehension

N = Total the respondents

After using the above formula to calculate the average of the student's test results, the author consults the following categories to determine the students' reading comprehension:

Table 3.4 Types of the Students' Reading Romprehension

Score	category
80-100	Very good
70-80	Good
60-70	Neutral
50-60	Low
0-50	Very low

Adapted from David P. Haris (1969)

3.6.2. Assessing the Students' English Translation Ability

The second step is to assess students' English translation ability. In this research, the researcher used one English text. The researcher had four items to assess students' translation ability for scoring this test. The researcher determined the student's English translation ability by applying this formula:

$$M = \frac{\sum x}{N}$$

Explanation:

M = Mean

$\sum x$ = Total score of students' translation test

N = Total the respondents

After using the above formula to calculate the average of the student's test results, the author consulted the following categories to determine the student's level of English translation ability:

Table 3.5 Types of the Students' Abilities in English Language Translation

Score	category
80-100	Very good
70-79	Good
60-69	Neutral
50-59	Weak
0-49	Very Weak

Adapted from David P. Haris (1969)

After knowing both the results, the researcher made a working table to find out the total score of the reading comprehension and translation test as follow:

Table 3.6 Working Table

Subject	X	Y	xy	X^2	Y^2
1					
Until					
36					
N=36	$\sum x$	$\sum y$	$\sum xy$	$\sum x^2$	$\sum y^2$

Adapted from Riduwan (2005)

Explanation:

X= the score of students' English translation ability

Y= the score of students' reading comprehension

xy = the multiplication of X and Y

x^2 = X quadrate

y^2 = Y quadrate

3.6.3. Evaluate the Relation between the Students' Translation Ability and Reading Comprehension

The third step was assessing the relationship between students' ability to translate and reading comprehension. Because these were interval data, the researcher employed the Pearson product-moment formula.

The Pearson product-moment formula is commonly used when two variables are correlated based on their correlation coefficient values. It can describe and determine the relationship between variables X and Y. It's symbolized by r or r_{xy} .

Pearson product-moment formula:

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

Explanation:

r_{xy} = the correlation between X and Y variables

N = the total of respondents

$\sum xy$ = the sum of the multiplication between variable X and Y scores.

$\sum x$ = the calculation of X points

$\sum y$ = the total of Y points

$\sum x^2$ = the calculation of standard deviation from variable x

$\sum y^2$ = the total standard deviation from variable y

3.6.4. Test the hypothesis

A hypothesis is a statement about the relationship between two or more variables under study. Based on the research question and research purpose, this research has two hypotheses, namely:

- 1) Null hypothesis (H0)

There is no significant correlation between students' reading comprehension and their ability to translate into English.

2) Alternative Hypothesis (Ha)

There is a significant correlation between students' reading comprehension and their capacity to translate English into other languages.

After establishing the null and alternative hypotheses, the researcher consulted the Pearson product-moment coefficient degrees table. The table degree of correlation for 36 in 5% fault significance is 0.329, while 0.424 for 1% fault significance. The researcher then analysed the data using broad guidelines to categorize and conclude the degree of relevance.

Table 3.7 Standard Category of "r" Product Moments Value

The value of "r" Pearson product-moment (r_{xy})	Interpretation
0,80-1,000	The variables X and Y have a very strong correlation
0,60-0,799	The variables X and Y have a strong correlation
0,40-0,599	The variables X and Y have a moderate correlation
0,20-0,399	The variables X and Y have a poor correlation
0,00-0,199	The variables X and Y have no correlation

Adapted from Riduwan (2005)

There are two possible conclusions. First if $r_{xy} > 0.424$ (significant at the 5% (0.05) level) or $r_{xy} > 0.329$ (significant at the 1% (0.01) level), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means a significant correlation between students' English translation ability and reading comprehension. Second, if $r_{xy} < 0.424$ (significant at 5% (0.05)) or $r_{xy} < 0.329$ (significant at 1% (0.01)), the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. There is no correlation between students' reading comprehension and translation ability (Riduwan, 2005).

CHAPTER IV RESULT AND DISCUSSION

This chapter consists of the research finding and the discussion. The researcher has obtained the research finding during the research conducted in the English Education department of UIN Malang.

4.1 Findings

This research used two instruments to obtain the data. The first is a multiple-choice test for students' reading comprehension and translating the English text into Indonesian.

4.1.1 Students' Reading Comprehension

The researcher took the data on students' reading comprehension by distributing the 20 questions of the multiple-choice test. In this test, the researcher gives 5 points for each item with the correct answer and 0 points for the wrong answer. The researcher distributed the test to 36 students in the English education department at UIN Malang using the Google form as the media to spread the test. And the result of the test is described in the appendix table.

To investigate the students' reading ability, the researcher uses the mean formula below:

$$M = \frac{\sum x}{N}$$

Explanation:

M = Mean

$\sum x$ = Total score of students' translation test

N = Total the respondents

Which is:

$$\sum x = 2650$$

$$N = 35$$

$$= \frac{2650}{35}$$

$$= 75.71$$

The researcher has the students' reading comprehension test scores according to the table above. Because the student with the lowest score did not take on the translation test, the data was deleted because it would affect the results of the correlation between 2 variables. The highest score is 100, and the lowest score is 50. From the test result, the researcher found an average score of 77.71 is a good category.

The researcher classified students' reading comprehension into five categories: excellent, good, neutral, low, and deficient. The classification of five types is described in the table below:

Table 4.1 *The Distribution Frequency of The Students' Reading Comprehension Test Results and Classification*

No	Score	Frequency	Percentage	Category
1	80-100	8	22%	Very good
2	70-80	16	47%	Good
3	60-70	8	22%	Neutral
4	50-60	2	6%	Weak
5	0-50	1	3%	Very Weak

Adapted from David P. Haris

From the table above, eight students are categorized as very good, then 16 students are classified as good, eight students are organized as neutral, two students are organized as weak, and one student is categorized as very weak.

4.1.2 Student's Translation Ability

The researcher took the test from the English education students of tarbiyah and the teacher training faculty at UIN Malang. The test consists of one English text to know the students' translation ability. It was given to 36 students of the English education department of tarbiyah and the teacher training faculty at UIN Malang. The result of each student is present in the appendix table.

To investigate the students' English translation, the researcher used the mean formula below:

$$M = \frac{\sum x}{N}$$

Explanation:

M = Mean

$\sum x$ = Total score of students' translation test

N = Total the respondents

$$M = \frac{\sum x}{N}$$

$\sum x = 2748$

N = 35

$$= \frac{2748}{35}$$

$$=78.51$$

According to the table above, the researcher has the English translation ability test score. The highest score is 90, and the lowest score is 70. From the test result, the researcher found an average score of 78.51, which is categorized as a good category.

The researcher classified students' reading comprehension into five categories: excellent, good, neutral, low, and deficient. The classification of five types is described in the table below:

Table 4.2 The Distribution of English Translation Test Results and The Classification

No	Score	Frequency	Percentage	Category
1	80-100	17	47%	Very good
2	70-80	18	53%	Good
3	60-70	-	-	Neutral
4	50-60	-	-	Weak
5	0-50	-	-	Very Weak

Adapted from David P. Haris

From the table above, 17 students are categorized as very good and 18 students are organized as good. Because the student with the lowest score did not take on the translation test, the data was deleted because it would affect the results of the correlation between 2 variables.

4.1.3 Correlation Between Reading Comprehension and Translation Ability

After the researcher got scores from students' reading comprehension and English translation ability tests. The next step for the researcher was to use Pearson's product-moment formula to determine the relationship between students' reading comprehension and their ability to translate. The researcher generates the following data analysis working table:

Table 4.3 Working Table of Data Analysis

No	X	Y	XY	X ²	Y ²
1	85	85	7225	7225	7225
2	75	75	5625	5625	5625
3	80	75	6000	6400	5625
4	85	82	6970	7225	6724
5	75	80	6000	5625	6400
6	75	84	6300	5625	7056
7	80	83	6640	6400	6889
8	85	73	6205	7225	5329
9	75	75	5625	5625	5625
10	70	89	6230	4900	7921
11	75	83	6225	5625	6889
12	100	90	9000	10000	8100
13	95	90	8550	9025	8100
14	80	78	6240	6400	6084
15	75	73	5475	5625	5329
16	50	80	4000	2500	6400
17	65	72	4680	4225	5184
18	60	72	4320	3600	5184
19	75	71	5325	5625	5041
20	60	70	4200	3600	4900
21	75	80	6000	5625	6400
22	70	75	5250	4900	5625
23	75	77	5775	5625	5929
24	65	70	4550	4225	4900
25	85	80	6800	7225	6400
26	70	72	5040	4900	5184
27	75	72	5400	5625	5184
28	80	84	6720	6400	7056
29	75	88	6600	5625	7744
30	65	70	4550	4225	4900
31	70	79	5530	4900	6241
32	90	81	7290	8100	6561
33	70	82	5740	4900	6724
34	85	77	6545	7225	5929
35	80	81	6480	6400	6561
total	2650	2748	209105	204000	216968

The next step is to use Pearson product-moment formula to examine the data

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

Explanation:

r_{xy} = the correlation between variables X and Y

N = the total of respondents

$\sum xy$ = the total of the multiplication between variable X score and variable Y score.

$\sum x$ = the total of X points

$\sum y$ = the total of Y points

$\sum x^2$ = the total of X quadrate

$\sum y^2$ = the total of Y quadrate

The result is a follow:

$$N = 35$$

$$\sum xy = 209105$$

$$\sum x = 2650$$

$$\sum y = 2748$$

$$\sum x^2 = 204000$$

$$\sum y^2 = 216968$$

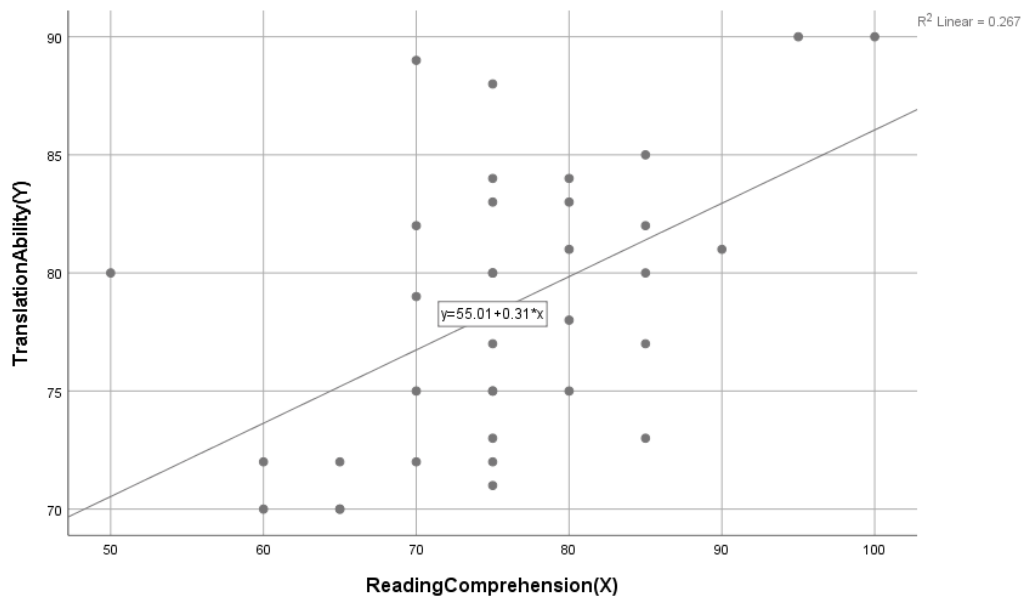
$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{35 \times 209105 - (2650)(2748)}{\sqrt{(35 \times 204000 - (2650)^2)(35 \times 216968 - (2787)^2)}}$$

$$r_{xy} = \frac{36475}{70563.30491}$$

$$r_{xy} = 0.517$$

Next, the researcher made a scatter diagram that aims to find out how much impact reading comprehension on translation skills. The scatter diagram of the impact of reading comprehension on translation ability can be seen below:



From the graph above, it can be seen that the data plot points form a straight line pattern from the bottom left to the top right. This shows that there is a linear and positive relationship between the variable reading comprehension (X) and the

variable ability to translate (Y). This positive relationship means that if the students' reading ability increases, the students' translation skills also increase.

Table 4.4 SPSS IBM 25 Correlation between Reading Comprehension and Translation Ability

Correlations			
		readingcomprehension	translationability
readingcomprehension	Pearson Correlation	1	.517**
	Sig. (2-tailed)		.001
	N	35	35
translationability	Pearson Correlation	.517**	1
	Sig. (2-tailed)	.001	
	N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

After the researcher has the result of the calculation using Pearson product-moment, the researcher re-calculates the data by using Statistical Product and Service Solution (SPSS) IBM 25 to confirm the results of the calculation of the results above, and for the result is 0.517. The SPSS calculation results are more significant than the r table 0.334. The researcher concluded there is a significant correlation between students' reading comprehension and translation ability.

4.1.4 Validity and Reliability

After the researcher got the results from the research, the researcher then validated the instrument using SPSS IBM 25. The SPSS calculation results are in the appendix table.

From the total score table in the appendix, if the SPSS calculation results are more than the r table value for a significant level of 5% and 1%, then it is declared valid. Invalid items it is deleted in the reliability test. The SPSS IBM 25

calculation results stated that 5 out of 20 questions were valid, then proceeded to the reliability test. For SPSS reliability test results can be seen in the table below:

Table 4. 4 Reliability Test for Reading Comprehension Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.500	5

An instrument is said to be reliable if it is more than rtable. From the table above, the calculation result of the SPSS reliability test is 0.500. This instrument is reliable because the SPPS calculation result bigger than rtable for 35 students is 0.430.

To test the validity of the translation instrument, the researcher used Pearson's product-moment formula. The SPSS calculation results from the translation test validity test are listed in the table below:

Table 4.5 Validity Test for a Translation Test

		Correlations				
		accuracy	choiceofvocabulary	coherence	accuracyintech hnicalaspects inpunctuation	totalscore
accuracy	Pearson Correlation	1	.028	-.045	.228	.562**
	Sig. (2-tailed)		.875	.799	.188	.000
	N	35	35	35	35	35
choiceofvocabulary	Pearson Correlation	.028	1	-.123	-.005	.508**
	Sig. (2-tailed)	.875		.481	.977	.002
	N	35	35	35	35	35
coherence	Pearson Correlation	-.045	-.123	1	-.065	.360*
	Sig. (2-tailed)	.799	.481		.712	.034
	N	35	35	35	35	35
accuracyintech hnicalaspects inpunctuation	Pearson Correlation	.228	-.005	-.065	1	.573**
	Sig. (2-tailed)	.188	.977	.712		.000
	N	35	35	35	35	35
totalscore	Pearson Correlation	.562**	.508**	.360*	.573**	1
	Sig. (2-tailed)	.000	.002	.034	.000	
	N	35	35	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From the table of SPSS calculation results above, the translation test instrument is declared valid. If the SPSS calculation value is more than the value of the r table with a significant level of 1%, it is declared valid.

For the reliability test, the researcher used the alpha Cronbach formula. The SPSS calculation results are in the table below:

Table 4.6 Reliability test for a Translation test

Reliability Statistics	
Cronbach's Alpha	N of Items
.625	4

From the table above, the SPSS calculation result is 0.625. An instrument is declared reliable if the SPSS result is more than rtable. This instrument is reliable because the SPSS calculation result bigger than rtable for 35 students is 0.430.

4.1.5 Hypothesis Testing

According to the result of the calculation in findings, the coefficient of correlation (r_{xy}) between students' reading comprehension and translation ability is 0.708. To test the hypothesis that the researcher has made. The researcher did it through three steps as written above. The result can conclude that there is a significant correlation or no significant correlation between them.

Based on Pearson's product-moment (r_{xy}) calculation, that is 0.517. Then the researcher looked at the table of the critical value of r product moment for 35 participants, 0.334 for a significant degree of 5% and 0.430 for a substantial degree of 1%. It can be concluded that r_{xy} is greater than r_{table} .

Based on these findings, the researcher accepts the alternative hypothesis (Ha) and rejects the null hypothesis (H0). There is a significant correlation between students' reading comprehension and translation abilities and acceptance of the alternative hypothesis. According to the conventional correlation categorization, the correlation is positive and occurs in the range of 0.40-0.599, with a fault tolerance of 5%. It can be stated that students' reading comprehension and translation skills are highly correlated. For the following table of standard correlation degree classification:

Table 4.7 Standard Category of "r" Product Moment

The value of "r" Pearson product-moment (r_{xy})	Interpretation
0,80-1,000	The variables X and Y have a very strong correlation
0,60-0,799	The variables X and Y have a strong correlation
0,40-0,599	The variables X and Y have a moderate correlation
0,20-0,399	The variables X and Y have a poor correlation
0,00-0,199	The variables X and Y have no correlation

Riduwan (2005)

From the table above, the result of this research is categorized in a Moderate. It means that there is a strong correlation between reading comprehension and translation. It can be concluded that there is a moderate correlation between reading comprehension and translation ability of the English education department at UIN Malang in the academic year 2018.

4.2 Discussion

Based on the findings, the researcher found some information about students' reading comprehension and translation ability in the English education department at UIN Malang. Also, the researcher found a correlation between them.

4.2.1 Students' Reading Comprehension

The students' reading comprehension data was taken from a distributed multiple-choice test. The test consists of 20 items. And the researcher distributes the test to 36 students in the English education department using Google form as the media to spread the test. Because one students did not take on translation test, the data was deleted because it will affect the correlation between 2 variables.

From the result of the test, the researcher found that one students with the lowest score were 50 points, two students gained 60 points, three students gained 65 points, five students gained 70 points, 11 students gained 75 points, five students gained 80 points, five students gained 85 points, one student gained 90 points, one student gained 95 points, and one student gained 100 points. The researcher classified students into five categories based on their scores on the test (Harris, 1969). The category is very low, weak, neutral, good, and very good. First, the students with scores between 0-50 points are categorized as a very low category,

which one student is in the very low class. Second, the students with scores between 50-60 points are classified as low category, which two students in the low category. Third, the students with a score between 60-70 points are categorized as neutral categories, which eight students in the neutral type. Fourth, the students with a score between 70-80 points are classified as good, of which 16 students are in a good class. And the last is an excellent category, with eight students scoring between 80-100 points.

Based on the results of this study, most students have good reading skills. It is in line with expert opinion. Good comprehension is defined as good reading skills that aid comprehension (Wood & Connelly, 2009). Five elements can assist students in reading carefully. There are finding factual information, finding the main idea, finding the meaning of vocabulary in context, identifying references, and concluding reading (Stanley & King, 2010). The researcher concluded that students could apply these five elements well to understand the meaning of the reading text and answer reading comprehension questions correctly.

4.2.2 Translation Ability

The students' English translation ability data was taken from the distributed English text. The researcher distributes these tests to 36 students in the English education department using Google form as the media to spread the test. Because one student did not take on translation test, the data was deleted because it will affect the correlation between 2 variables.

One student gained 0 points, one student gained 71 points, four students gained 72 points, two students gained 73 points, four students gained 75 points, two students gained 77 points, one student gained 78, two students gained 79 points, four students gained 80 points, two students gained 81 points, two students earned 82 points, two students earned 83 points, three students gained 84 points. The researcher classified students into five categories based on their scores on the test. The category is very low, low, neutral, good, and very good (Harris, 1969). First, the students with a score between 70 and 80 points are classified as good, with 18 students in the excellent category. And the last is a very good category, which 17 students with a score between 80-100 points.

Based on the results of the reading comprehension test and the translation ability test, both had good results and most of the students were in a good category. It is in line with (Pham, 2017) that reading comprehension weakness will affect the translation ability. From that explanation, the better the students' reading comprehension, the better the students' ability to translate. This opinion also aligns with the expert idea that learners' reading capacity substantially influences their translation ability. Thus the problem of translation is directly linked to reading ability (Rahemi et al., 2013). From that explanation, more students read English materials, and they can obtain a lot of new knowledge to expand their knowledge and expand their vocabulary proficiency.

4.2.3 The Correlation Between Students' Reading Comprehension and Translation Ability

There was a moderate correlation between EFL learners' reading comprehension and translation abilities at EFL students in UIN Malang. Based on the data, the correlation between students' reading comprehension and translation skill was 0.517. According to the table of indexes correlation, the level of this correlation is 0.400-0.599 and the r product moment was in the moderate correlation according to the table of criteria. These findings suggest that the students' reading comprehension activity helped them improve their translating abilities. It means that if the students improve their comprehension of reading, their translation ability will improve as well.

According to the research that was conducted by Rahemi et al. (2013) showed that the students who gained high scores in reading comprehension, also performed better in translation test. It means that there was a significant correlation between the reading comprehension and translation ability.

The researcher concluded that there was a moderate correlation between students' reading comprehension and translation ability of EFL learners in UIN Malang based on the findings and discussion above. As a result, the null hypothesis was rejected, allowing the alternative hypothesis to be considered. Furthermore, through enhancing their reading comprehension, the students will gain a better understanding the meaning of words. Students would be more likely to recognize the word if they read an English text or heard an English sound oftenly. The students' translation results will be better if they understand and know the meaning

of the words. It means, the greater a students' reading comprehension, the better their ability to translate.

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher finds that reading comprehension has a beneficial impact on students' translation abilities based on the study. It is consistent with expert opinion, which states that learners' reading comprehension skills significantly impact their translation ability (Rahemi et al., 2013). As a result, the issue of translation is linked to reading skills. It can be concluded that students with strong reading comprehension will impact their capacity to translate. They can gain a lot of new information and knowledge to enhance their vocabulary by reading many English articles.

Based on this theory, the researcher also relates the data from statistical calculations—first, the reading comprehension test results. The researcher found that the student with the highest score was 100, and the student with the lowest score was 50. From this test, the researcher also found the average score was 75.71, which was included in the good category. Second, the results of the English translation test. From this test, the researcher found the highest score of 90 and the lowest score of 70. From the test results, the researcher found an average score of 78.51, which was included in the good category. Third, the results of the calculation of data from Pearson product-moment using SPSS 25, 0.517, which is greater than 0.334 for a significant level of 5% and 0.430 for a significant level of 1%. It can be concluded that the result of r_{xy} is greater than r_{table} .

Based on these findings, the researcher accepts the alternative hypothesis (Ha) and rejects the null hypothesis (H0). There is a correlation between students'

reading comprehension and translation abilities and acceptance of the alternative hypothesis. According to standard correlation classification, the degree of correlation is positive and occurs in the range of 0.40-0.599, with a fault tolerance of 5%. It can be inferred that students' reading comprehension and translation abilities are inextricably linked.

It can be concluded that reading comprehension appears to impact students' translation abilities positively. Students can improve their translation skills by reading English material.

5.2 Suggestion

Based on the finding in this research, the researcher would like to offer the following suggestion:

1. According to the study's findings, there is a favorable relationship between students' reading comprehension and translation skills. It is believed that teachers will keep students interested in reading.
2. It is hoped that students would keep their enthusiasm for reading because it is so crucial. It isn't easy to find kids who have a reading habit or are motivated to read in an environment when technology is continually changing.
3. Hopefully, there will be additional researchers who are interested in relevant subjects. Also, contribute more to the teaching and study of English. As a result, this research will continue. Researchers recommend that researchers investigate what elements impact students' reading motivation.

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APPENDICES

Appendix I Research Permission Letter

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBİYAH DAN KEGURUAN JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id</p>	
Nomor	: 2083/Un.03.1/TL.00.1/10/2021	25 Oktober 2021
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
<p>Kepada Yth. ketua Jurusan Tadris Bahasa Inggris UIN Maulana Malik Ibrahim Malang di Malang</p>		
<p>Assalamu'alaikum Wr. Wb.</p>		
<p>Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:</p>		
Nama	: Dicky Fajar Alamsyah S	
NIM	: 17180014	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Ganjil - 2021/2022	
Judul Skripsi	: The Correlation Between Students' Reading Comprehension and Translation Ability at EFL learners in UIN Maulana Malik Ibrahim Malang	
Lama Penelitian	: November 2021 sampai dengan Desember 2021 (3 bulan)	
<p>diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.</p>		
<p>Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.</p>		
<p>Wassalamu'alaikum Wr. Wb.</p>		
		
<p>Tembusan :</p> <ol style="list-style-type: none">1. Yth. Ketua Program Studi TBI2. Arsip		

Appendix II Instruments Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Malang, Jawa Timur
http://fitk.uin-malang.ac.id email: fitk@uinmalang.ac.id

Nomor : 2086/Un. 03.1/TL.001/01/2021 26 Oktober 2021
Lampiran : -
Perihal : Validasi Instrumen

Kepada
Yth. Bapak/Ibu Septia Dwi Jayanti, M.Pd
di tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : DICKY FAJAR ALAMSYAH
NIM : 17180014
Program Studi : Tadris Bahasa Inggris - S1
Judul Skripsi : THE CORRELATION BETWEEN STUDENTS' READING
COMPREHENSION and TRANSLATION ABILITY AT EFL
LEARNERS IN UIN MAULANA MALIK IBRAHIM
MALANG
Dosen Pembimbing : Nur Fitria Anggrisia, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n. Dekan
Wakil Dekan Bid. Akademik,

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix III Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Malang, Jawa Timur
http://fitk.uin-malang.ac.id email: fitk@uinmalang.ac.id

Nomor : 2087/Un. 03.1/TL.001/01/2021 26 Oktober 2021
Lampiran : -
Perihal : Validasi Instrumen

Kepada
Yth. Bapak/Ibu Prima Purbasari, M.Hum
di tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : DICKY FAJAR ALAMSYAH
NIM : 17180014
Program Studi : Tadris Bahasa Inggris - S1
Judul Skripsi : THE CORRELATION BETWEEN STUDENTS' READING
COMPREHENSION and TRANSLATION ABILITY AT EFL
LEARNERS IN UIN MAULANA MALIK IBRAHIM
MALANG
Dosen Pembimbing : Nur Fitria Anggrisia, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n. Dekan
Wakil Dekan Bid. Akademik,

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix IV The Name of Sample

The name of research participants in English education department at Islamic State University of Maulana Malik Ibrahim Malang academic year 2018

No	Number of students	Name of students
1	18180001	M. ERVAN ZULKARNAIN
2	18180002	AHMAD HUNAYLI
3	18180003	ILVI NUR DIANA
4	18180004	IQBAL HIDAYATULLAH
5	18180005	LAILATUL KHOIROH UMMAH
6	18180006	MOH DENI IRKHAMIL M
7	18180007	NANDA PRASTIKA INDRASWARI
8	18180009	NATA KESUMA WIJAYA
9	18180010	LUKMAN HAKIM
10	18180011	FARDA MUSLIMAH
11	18180012	WAN AINI NUR AIDIDATIN
12	18180013	GENADEA PUTRI SETYANA
13	18180014	NUR INTAN LUKMAWARDANI
14	18180015	KRISNA ADITYA PUTRA SEMBIRING
15	18180017	ANNISA JIHAN SALSABIL
16	18180018	IMRA'ATUL MUFIDAH
17	18180019	DEDIK HENDRAWAN
18	18180020	NURUL JANNAH
19	18180021	AEVA SUHETA RANI
20	18180022	LINA ZUMROTUL ULFA
21	18180024	MUHAMMAD REZA FARKHI
22	18180025	AHMAD ZULFAHMI MUWAFIQ BILLAH
23	18180026	RORO AYU 'AISYAH RAHMANINGRUM
24	18180027	MISTI'AH
25	18180028	TAMAMI MAESAROH
26	18180029	MUHAMMAD ISMAIL WAHYUDA
27	18180030	JELITA MIFTAHALIL BAROROH
28	18180031	ILHAMMUDDIN MUHAMMAD
29	18180032	MOHAMMAD BAGAS QOSSAM SYAHZINDAH
30	18180033	ISMI ATA NABILA
31	18180034	MAZIZUL FALILAH
32	18180035	NUR HIDAYATUL FATIHAH
33	18180036	NANING SRI MUNTIARI
34	18180037	NAFILATUL KHOFIFAH

35	18180039	FAHRUR ROFIQI
36	18180042	NEIRA AINIYAH AZMI

Appendix V Reading Comprehension Test

Choose the correct answer, the correct answer will give 5 points each question.

The reading comprehension scoring test

No.	Test	Number	No. Items	The score of each item	Total score
1.	Reading Comprehension test	20	1-20	5	100

Adapted from Brown (2010)

This following text is for question number 1

Before clocks were made, people kept track of time by other means. In ancient Egypt, people used a water clock. Water dripped slowly from one clay pot into another. People measured time according to how long it took one pot to empty and the other one to fill. Candle clocks were common during the Middle Ages. As such, when a candle burned, marks on its side showed about how much time had passed. A final ancient way to measure time was the sundial, which used the movement of the sun across the sky. The shadows moving across the face of the sundial showed the current time.

1. What is the main Idea?
 - a. As such, when a candle burned, marks on its side showed about how much time had passed.
 - b. Before clocks were made, people kept track by other means.
 - c. In ancient Egypt, people used a water clock.
 - d. All the above.

This following question is for number 2-4

Though fun to watch, chimpanzees should not be kept as pets. They are dangerously stronger than any NFL lineman. Adult chimps weigh only 100 to 160 pounds, but have been measured pulling six to nine times their own weight with

one hand. Thus, to match the strength of an average chimp, a human being would have to be able to register a two-handed pull of about a ton it takes a very strong man to pull a quarter of that. Combined with this strength is the fact that a chimp is capable of losing its temper for reasons known only to the chimp. Chimps signal their feelings with subtle cues of behavior that aren't apparent to most humans. It is quite possible for a chimp to be on the verge of violence while its owner sits unaware or even unknowingly continuous to provoke. Furthermore, it's not wise to keep a cute young chimp and release it into the wild when it becomes dangerous. Wild-raised chimps will routinely gang up on and kill those raised in captivity.

2. The main idea of this passage is that....

- a. Chimpanzees are not as reliable as dogs.
- b. Chimpanzees should not be kept as pets for a variety of reasons.
- c. Keeping chimpanzees as pets and then releasing them into the wild is a danger to the pet chimpanzee.
- d. No man is as strong as a chimpanzee

3. I'm in a quandary about which friend's birthday party to attend this weekend. What does the word "quandary" mean?

- a. dilemma
- b. anxiety
- c. surprise
- d. superiority

4. Sarah spilled her beverage all over the floor of the restaurant, causing Olivia to slip. What does the word beverage mean in this sentence?

- a. a drink
- b. food
- c. a napkin
- d. salt and peppe

This following text is for question number 5

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic:

the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

5. What is the main idea of the passage?

- a. In modern society we must make more time for our neighbors.
- b. The traditions of society are timeless.
- c. An accepted way of measuring time is essential for the smooth functioning of society.
- d. Society judges people by the times at which they conduct certain activities.

This following text is for question number 6-13

We believe the Earth is about 4.6 billion years old. At present, we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth's rocks tested thus far are about 3 1/3 billion years old, but no one knows whether these are oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth.

6. The word obliterated is closest in meaning to...

- a. Created
- b. Destroyed
- c. Changed
- d. Erosion

7. According to this passage, how do scientists estimate the age of the Earth?

- a. By measuring the ratios of radioactive elements in rocks.
- b. By studying sunspots
- c. By examining fossils
- d. By examining volcanic activity

8. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by the celestial bodies?

- a. Volcanic activity
- b. Solar radiation
- c. Gravity
- d. Crustal motions

9. According to the passage, why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?

- a. Human alteration of the Earth
- b. Erosion and crustal motions
- c. Solar flares
- d. Deforestation

10. In line 4, the word “bombardment” means...

- a. An avoidance.
- b. An assault.
- c. An effect.
- d. A cause.

11. Which of the following bodies was NOT studied to give evidence that the Earth was bombarded in its early history?

- a. Mars
- b. Mercury
- c. Jupiter
- d. Earth’s moon

12. Every habitat in the world, from volcano tops to icebergs, can support some sort of life. The word habitat means...

- a. Nation
- b. Environment
- c. Practice
- d. housing

13. When preparing a diet, a person should be aware that vitamin D acts to increase the amount of calcium absorbed by the body. What the Diet means...

- a. schedule of exercise
- b. nutritional plan
- c. study of longevity
- d. medicinal chart

This following text is for question number 14-20

The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nighttime sky.

In reality, though, stars are always moving, but because of the tremendous distances between stars themselves and from stars to Earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star to move a distance in the skies equal to the diameter of the earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

14. Which of the following is the best title for this passage?

- a. What the eye can see in the sky
- b. Bernard's star
- c. Planetary Movement
- d. The Ever moving stars

15. The expression "naked eye" in line 1 most probably refers to...

- a. a telescope
- b. a scientific method for observing stars
- c. unassisted vision
- d. a camera with a powerful lens

16. According to the passage, the distances between the stars and Earth are...

- a. barely perceptible
- b. huge
- c. fixed

d. moderate

17. The word "negligible" in line 8 could most easily be replaced by...

a. negative

b. insignificant

c. rapid

d. distant

18. Which of the following is NOT true according to the passage?

a. Stars do not appear to the eye to move.

b. the large distances between stars and the earth tend to magnify movement to the eye

c. Bernard's star moves quickly in comparison with other stars

d. although stars move, they seem to be fixed

19. The coming decades will likely see more intense clustering of job, innovation, and productivity in a smaller number of bigger cities and city regions. The word "Intense" most nearly means...

a. Emotional

b. Concentrated

c. Brilliant

d. Determined

20. When the Pilgrims landed in what is now Massachusetts, they were afraid that the Indians would attack them. However, the Indians that they encountered were a peaceful and generous tribe. What does "encountered" mean?

a. met

b. fought

c. hid from

d. ignored

Appendix VI Translation Test

Please translate the text into Indonesian language.

The English Translation from English into Indonesian scoring test

Aspect of scoring	score
Accuracy	25
Choice of vocabulary	25
Coherence, cohesion, and organization	25
Accuracy in the technical aspect of punctuation	25
total	100

Adapted from Munday (2001)

We believe the Earth is about 4.6 billion years old. At present, we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth's rocks tested thus far are about 3 1/3 billion years old, but no one knows whether these are oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth

Appendix VII The Result of Students' Reading Comprehension

No	Number of students	Score
1	18180001	85
2	18180002	75
3	18180003	80
4	18180004	85
5	18180005	75
6	18180006	75
7	18180007	80
8	18180009	85
9	18180010	75
10	18180011	70
11	18180012	75
12	18180013	100
13	18180014	95
14	18180015	80
15	18180017	75
16	18180018	50
17	18180019	65
18	18180020	60
19	18180021	75
20	18180022	60
21	18180024	75
22	18180026	70
24	18180027	75
25	18180028	65
26	18180029	85
27	18180030	70
28	18180031	75
29	18180032	80
30	18180033	75
31	18180034	65
32	18180035	70
33	18180036	90
34	18180037	70
35	18180039	85
36	18180042	80
Total		2650
Average		75,71429
The lowest score		50
The highest score		100

Appendix VIII The Result of Students' Translation Test

NO	Number of Students	score				Total score
		accuracy	Choice of vocabulary	Coherence, cohesion, and organization	Accuracy in the technical aspect of punctuation	
1	18180001	25	16	21	23	85
2	18180002	19	25	16	15	75
3	18180003	17	23	20	15	75
4	18180004	18	18	25	21	82
5	18180005	20	25	17	18	80
6	18180006	25	15	19	25	84
7	18180007	16	25	18	24	83
8	18180009	20	17	15	21	73
9	18180010	17	20	19	19	75
10	18180011	22	25	21	21	89

11	18180012	18	22	19	24	83
12	18180013	24	23	22	21	90
13	18180014	24	20	23	23	90
14	18180015	20	18	20	20	78
15	18180017	17	17	22	17	73
16	18180018	23	22	20	15	80
17	18180019	19	17	16	20	72
18	18180020	20	19	17	16	72
19	18180021	16	21	18	16	71
20	18180022	20	15	15	20	70
21	18180024	18	23	15	24	80
22	18180026	20	20	15	20	75
23	18180027	18	17	25	17	77
24	18180028	18	17	20	15	70
25	18180029	21	23	18	18	80
26	18180030	20	15	18	19	72
27	18180031	17	16	22	17	72
28	18180032	21	22	18	23	84
29	18180033	21	24	18	25	88
30	18180034	15	15	20	20	70
31	18180035	24	21	16	18	79
32	18180036	20	21	18	22	81

33	18180037	15	24	23	20	82
34	18180039	22	23	17	15	77
35	18180042	22	24	17	18	81
Total						2748
Average						78,51429
The lowest score						70
The highest score						90

Appendix IX Validity of Reading Comprehension Test

		Correlations																				
		question1	question2	question3	question4	question5	question6	question7	question8	question9	question10	question11	question12	question13	question14	question15	question16	question17	question18	question19	question20	totalscore
question1	Pearson Correlation	1	.470**	-.088	-.145	-.156	.215	.185	.251	-.134	-.101	-.088	-.061	-.061	-.061	-.101	-.134	-.134	.251	-.042	.159	.143
	Sig. (2-tailed)		.004	.613	.406	.372	.216	.288	.145	.443	.566	.613	.729	.729	.729	.566	.443	.443	.145	.810	.361	.412
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question2	Pearson Correlation	.470**	1	-.088	-.145	-.156	.215	.185	.251	-.134	-.101	-.088	-.061	-.061	-.061	-.101	-.159	-.134	.251	.697**	-.134	.211
	Sig. (2-tailed)			.613	.406	.372	.216	.288	.145	.443	.566	.613	.729	.729	.729	.566	.361	.443	.145	.000	.443	.224
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question3	Pearson Correlation	-.088	-.088	1	.405*	.170	-.163	.045	-.147	.232	.110	.153	-.088	.298	-.088	.110	.018	.446**	.110	-.062	.018	.505**
	Sig. (2-tailed)				.016	.328	.348	.798	.401	.180	.529	.380	.613	.082	.613	.529	.917	.007	.529	.725	.917	.002
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question4	Pearson Correlation	-.145	-.145	.405*	1	.207	-.094	-.294	.133	-.009	-.053	.200	-.145	.416*	.137	.133	.147	.147	-.053	-.101	.147	.450**
	Sig. (2-tailed)					.233	.591	.086	.445	.960	.761	.250	.406	.012	.433	.445	.400	.400	.761	.564	.400	.007
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question5	Pearson Correlation	-.156	-.156	.170	.207	1	-.120	.000	-.258	.108	.103	-.028	-.156	.117	-.156	.465**	-.043	-.043	-.077	-.108	-.043	.263
	Sig. (2-tailed)						.493	1.000	.134	.538	.555	.871	.372	.504	.372	.005	.806	.806	.658	.535	.806	.127
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question6	Pearson Correlation	.215	.215	-.163	-.094	-.120	1	-.038	-.186	-.067	-.186	-.163	.215	-.112	.215	.031	.113	-.067	-.186	.377*	.475**	.223
	Sig. (2-tailed)							.829	.286	.702	.286	.348	.216	.522	.216	.860	.516	.702	.286	.026	.004	.199
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question7	Pearson Correlation	.185	.185	.045	-.294	.000	-.038	1	.000	-.102	.000	-.180	.185	-.123	-.123	.000	.068	.068	.408*	-.086	.068	.251
	Sig. (2-tailed)									.560	1.000	.302	.288	.481	.481	1.000	.698	.698	.015	.624	.698	.145
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question8	Pearson Correlation	.251	.251	-.147	.133	-.258	-.186	.000	1	-.028	.067	-.147	-.101	.251	-.101	-.167	.167	-.222	.300	-.070	-.028	.147
	Sig. (2-tailed)									.874	.704	.401	.566	.145	.566	.339	.339	.199	.080	.889	.874	.398
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question9	Pearson Correlation	-.134	-.134	.232	-.009	.108	-.067	-.102	-.028	1	.361*	.018	.159	-.134	.159	.361*	-.296	-.134	-.028	-.093	.028	.279
	Sig. (2-tailed)										.033	.917	.361	.443	.361	.033	.084	.442	.874	.594	.874	.105
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question10	Pearson Correlation	-.101	-.101	.110	-.053	.103	-.186	.000	.067	.361*	1	.110	-.101	.251	.251	.067	-.028	.167	-.167	-.070	-.222	.282
	Sig. (2-tailed)											.529	.566	.145	.145	.704	.874	.339	.339	.689	.199	.101
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question11	Pearson Correlation	-.088	-.088	.153	.200	-.028	-.163	-.180	-.147	.018	.110	1	-.088	-.088	-.088	.110	-.196	.232	-.147	-.062	.018	.110
	Sig. (2-tailed)												.613	.613	.613	.529	.260	.180	.401	.725	.917	.529
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35

question12	Pearson Correlation	-.061	-.061	-.088	-.145	-.156	.215	.185	-.101	.159	-.101	-.088	1	-.061	-.061	-.101	.159	-.159	-.101	-.042	.159	.143
	Sig. (2-tailed)	.729	.729	.613	.406	.372	.216	.288	.566	.361	.566	.613		.729	.729	.566	.361	.361	.566	.810	.361	.412
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question13	Pearson Correlation	-.061	-.061	.298	.418*	.117	-.112	-.123	.251	-.134	.251	-.088	-.061	1	-.061	-.101	.452**	.159	.251	-.042	-.134	.414*
	Sig. (2-tailed)	.729	.729	.082	.012	.504	.522	.481	.145	.443	.145	.613	.729		.729	.566	.006	.361	.145	.810	.443	.014
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question14	Pearson Correlation	-.061	-.061	-.088	.137	-.156	.215	-.123	-.101	.159	.251	-.088	-.061	-.061	1	-.101	-.134	-.134	-.101	-.042	.159	.075
	Sig. (2-tailed)	.729	.729	.613	.433	.372	.216	.481	.566	.361	.145	.613	.729	.729		.566	.443	.443	.566	.810	.361	.667
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question15	Pearson Correlation	-.101	-.101	-.110	-.133	.465**	.031	.000	-.167	.361*	.067	.110	-.101	-.101	-.101	1	-.028	-.222	-.167	-.070	.361*	.372*
	Sig. (2-tailed)	.566	.566	.529	.445	.005	.860	1.000	.339	.033	.704	.529	.566	.566	.566		.874	.199	.339	.689	.033	.028
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question16	Pearson Correlation	-.134	.159	.018	.147	-.043	.113	.068	.167	-.296	-.028	-.196	.159	.452**	-.134	-.028	1	.028	-.028	.315	.028	.316
	Sig. (2-tailed)	.443	.361	.917	.400	.806	.516	.698	.339	.084	.874	.260	.361	.006	.443	.874		.874	.874	.065	.874	.064
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question17	Pearson Correlation	-.134	-.134	.446**	.147	-.043	-.067	.068	-.222	-.134	.167	.232	.159	.159	-.134	-.222	.028	1	-.028	-.093	-.134	.241
	Sig. (2-tailed)	.443	.443	.007	.400	.806	.702	.698	.199	.442	.339	.180	.361	.361	.443	.199	.874		.874	.594	.442	.162
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question18	Pearson Correlation	.251	.251	.110	-.053	-.077	-.186	.408*	.300	-.028	-.167	-.147	-.101	.251	-.101	-.167	-.028	-.028	1	-.070	-.028	.237
	Sig. (2-tailed)	.145	.145	.529	.761	.658	.286	.015	.080	.874	.339	.401	.566	.145	.566	.339	.874	.874		.689	.874	.170
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question19	Pearson Correlation	-.042	.697**	-.062	-.101	-.108	.377*	-.086	-.070	-.093	-.070	-.062	-.042	-.042	-.042	-.070	.315	-.093	-.070	1	-.093	.100
	Sig. (2-tailed)	.810	.000	.725	.564	.535	.026	.624	.689	.594	.689	.725	.810	.810	.810	.689	.065	.594	.689		.594	.569
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
question20	Pearson Correlation	.159	-.134	.018	.147	-.043	.475**	.068	-.028	.028	-.222	.018	.159	-.134	.159	.361*	.028	-.134	-.028	-.093	1	.391*
	Sig. (2-tailed)	.361	.443	.917	.400	.806	.004	.698	.874	.874	.199	.917	.361	.443	.361	.033	.874	.442	.874	.594		.020
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
totalscore	Pearson Correlation	.143	.211	.505**	.450**	.263	.223	.251	.147	.279	.282	.110	.143	.414*	.075	.372*	.316	.241	.237	.100	.391*	1
	Sig. (2-tailed)	.412	.224	.002	.007	.127	.199	.145	.398	.105	.101	.529	.412	.014	.667	.028	.064	.162	.170	.569	.020	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix X Curriculum Vitae

CURRICULUM VITAE

Name : Dicky Fajar Alamsyah S
Place and Date of Birth : Gresik, 26 Oktober 1998
Gender : Laki-laki
Religion : Islam
Faculty, Department : FITK, Tadris Bahasa Inggris
University : UIN Maulana Malik Ibrahim Malang
Address : Jln. Letnan Rantam, gang manga Rt 34 Rw 07, kec. Bondowoso, 68214
Phone Number : 085230997986
E-mail address : Dikifajar514@gmail.com
Name of Parents : Sugiyanto and Dwi Rinanik



Riwayat Pendidikan

1. 2003 – 2005 TK At-Taqwa
2. 2005 – 2011 MI At-Taqwa
3. 2011 – 2014 MTs At-Taqwa
4. 2014 – 2017 MAN Bondowoso
5. 2017 – Sekarang UIN Maulana Malik Ibrahim Malang

Malang, May. 31st, 2022
Mahasiswa,

Dicky Fajar Alamsyah S
NIM. 17180014