

**THE LINK BETWEEN STUDENTS' TRANSLATION ABILITY AND  
READING COMPREHENSION AT ONE PRIVATE SENIOR HIGH SCHOOL  
IN PALEMBANG**



**UNDERGRADUATE THESIS**

**This thesis was accepted as one of the requirements to  
get the title of Sarjana Pendidikan (S.Pd.)**

**By:**

**RIZKY GUSTI HANDAYANI**

**NIM. 13250076**

**Advisors:**

- 1. Hj. Lenny Marzulina, M.Pd**
- 2. Rizqy Dwi Amrina, M.Pd**

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF TARBIYAH AND TEACHING SCIENCES**

**STATE ISLAMIC UNIVERSITY OF RADEN FATAH PALEMBANG**

**2020**

Hal : Pengantar Skripsi

Kepada Yth,  
Bapak Dekan Fakultas Ilmu  
Tarbiyah dan Keguruan  
UIN Raden Fatah Palembang  
di  
Palembang

Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul “ **The Link between Students’ Translation Ability and Reading Comprehension at One Private Senior High School in Palembang**”, di tulis oleh saudara Rizky Gusti Handayani (13250076) telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah kami mengucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Palembang, 2020

Pembimbing I

Pembimbing II

Hj. Lenny Marzulina. M.Pd

Rizqy Dwi Amrina, M.Pd

NIP.\_19801123 200801 2 013

## **DEDICATION**

This thesis is dedicated to:

1. Allah SWT who has given me the blessings and mercies in every single day of my life.
2. The prophet Muhammad SAW who always inspires and guides me into the right way to believe in Allah.
3. My beloved parents, my sister & brother who always support me and give me a great love, pray, motivation and help.
4. My inspiring advisors, Hj. Lenny Marzulina, M.Pd., and Rizqy Dwi Amrina, M.Pd. who had guided and inspired me in completing this thesis. I would like to say “thank you very much”, may Allah always give His mercy and help for them.
5. All of the lectures and staffs in English Education Study Program.
6. My big family of Global English Language Center. Thank you so much for the knowledge and experience that we have got and shared together, and I am so happy for having you all.
7. My lovely classmates of PBI 3 2013. Thanks for being the important part of my study and life.
8. My best friends who had encouraged and accompanied me in completing this thesis.

### **MOTTO**

“Always be yourself no matter what they say and never be anyone else even if they look better than you”.

“our parents’ are the greatest gift in a life”

“success is not a coincidence but is an option”.

## STATEMENT PAGE

I hereby,

Name : Rizky Gusti Handayani  
Place and Date of Birth : Banyuasin, August 25<sup>th</sup>, 1995  
Study Program : English Education Study Program

State that:

1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are the result of my observation, interview, process, and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at State Islamic University of Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my bachelor's degree that I have received through this thesis.

Palembang, 2020  
The Writer,

**Rizky Gusti Handayani**  
**13250076**

## ACKNOWLEDGEMENT

Alhamdulillah robbil alamiin. All praises to Allah SWT, the merciful God and the lord of the world and the hereafter who has given his faith, strength and chance in writing this thesis. May peace and bless be upon to his great messenger, the prophet Muhammad SAW, his family, his companions and his followers. The title of this thesis is “The Link Between Students’ Translation Ability and Reading Comprehension at One Private Senior High School in Palembang” this thesis is written to fulfill of the requirements for obtaining Sarjana Degree (S1) in English Education Study Program, Faculty of Tarbiyah and Teaching Science, State Islamic University of Raden Fatah Palembang.

The writer would like to express his great gratitude to my advisors, Hj. Lenny Marzulina, M.Pd and Rizqy Dwi Amrina, M.Pd for their sincere guidance, suggestions, valuable advice, great support and motivation during the process of writing this thesis. Furthermore, the writer is also very grateful to the headmaster of SMA YPI Tunas Bangsa, the staffs, especially to the teachers of English, Ms. Yunita Sari, S.Pd and Mam. Runaila, S.Pd, all the students especially XI IPA 1, XI IPA 2, XI IPS 1 and XI IPS 2 classes for their participation and good cooperation. In addition, the writer would like to express his special thanks to all lecturers and staff of English Education Study Program and also the Dean of Faculty of Tarbiyah and Teaching Sciences and all academic part of State Islamic University Raden Fatah Palembang for their assistance in administration matters.

Finally, in this great moment the writer would like to express my deepest respect and gratitude to my beloved parents, brother and sister for their praying, support, love and patience. The writer also would like to express great thanks to all friends especially in academic year 2013 for their help in one way or other.

Palembang, 2020  
The writer

Rizky Gusti Handayani

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## ABSTRACT

This study investigated whether or not there was a significant link and significant influenced between students' translation ability and reading comprehension ' at one private senior high school Palembang. The method used was correlation study. The population was the eleventh grade students at State Senior High School YPI Tunas Bangsa Palembang in the academic year of 2019/2020 with the total number of 150 students. The sample involved were 75 students that were taken by cluster random sampling. The data were collected by using the translation and reading tests. The data obtained were analyzed by using Pearson Product Moment Correlation formula. The result of the study showed that  $r_{obtained} 0.857 \geq r_{table}$  then  $r_{table} df= 75-2 (73)$  was 0.227 in the level significance 0.05, this value indicates that there was significant link between translation ability and reading comprehension. The significance influenced was  $t_{value} .987 \geq t - table .666$  with  $df = 75-2 (73)$  with sig 0.481 was lower the probability 0.5 in one tailed test. The percentage coefficients of translation ability influenced on reading comprehension, R-square was obtained. The result of the analysis revealed that the R-square was 840. It mean that students translation ability gave significant effect in the level 0.8,40% .Therefore, there was significant influence between students translation ability toward reading comprehension at one private senior high school Palembang. It means that there was a significant influence of student's translation ability and reading comprehension. In short, there was a significant link between the students' translation ability and reading comprehension a students at one private senior high school in Palembang was accepted.

**Key Words:** *Correlation, Reading Comprehension, and Translation Ability*



## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents (1) background, (2) research problems, (3) research objectives, and (4) the significance of the study

#### **1.1 Background**

English is international language used by many people in the world different purpose such as to communicate to other people from different countries. According to Richard (2002), English is international communication, commerce and trade media pop culture, different motivation for learning, it comes to play language. It stated that English is very important and it is needed around the world as it is the most commonly used language among foreign languagespeakers.

In Indonesia, English has been included in Indonesia education system. English is taught from elementary school until University level. English is also as a major subject too besides Indonesian Language, Religion, Mathematic and Natural Science. According to Braine (2011), English has been described as the first foreign language in Indonesia and it is officially taught to students in secondary school. Students learn English as a mean to broaden their knowledge about science, technology, culture, and arts. It is stated that the teaching of English in Indonesia is to utilize the language to broaden the students' reasoning horizon as well as to improve their communicative competence.

In learning English there are four skills that students have to know and learn. There are listening, reading, speaking and writing. Kyzykeva (2006) supports that reading is the important academic language skill for foreign language students. It means that, reading is the important skill for students to learn because English is a foreign language in teaching learning process.

Reading is one of important skills in English which the language users need to understand the meaning provided in texts. Komiyama (2009) supports that reading is very important skill for English language learners in today's world. It supports the development of overall proficiency and provides access to crucial information at work and in school. It is arguable to say that reading plays important part in developing students' knowledge.

Reading can increase knowledge about something that is read and very helpful for students in getting information. In accordance with Abdellah (2004) reading can become essential because it can increase our knowledge; through reading we can get a lot of information, enjoyments, and even problem solution. Dreyer and Nel (2003) added that reading comprehension has come to be the essence of reading, essential not only to academic learning in all subject areas but also to professional success and, indeed to lifelong learning.

In learning reading, some students still have problems concerning reading. According to Ogano (2012), reading may be described by difficulties in.. single word of reading sounding of word or letters, reading sight word,

comprehension and they cannot understand that sentences consist of word, comprised of syllables which are also made up of single sounds or phoneme. To comprehend the content of the problem, the students should not only have good mastery of English but also in reading. Therefore, the researcher is interested to prove a solution to help the students improve the reading comprehension. Chesla (2001) added that finding and understanding the main idea of a text is an essential reading skill. In short, the students need to comprehend the component in reading and understanding main idea in the text.

Every year there is a survey of countries in students' reading English proficiency. According to PISA (2015), reading average score of Indonesian students at the rank 69<sup>th</sup> out of 76 countries were surveyed. Furthermore based on the English Proficiency Index..(EPI) in 2015, the English Proficiency of Indonesian people is moderate proficiency in the rank 32<sup>nd</sup> out of 70 countries Indonesian's score on the worldwide ranking was 52.91 only a negligible increase from 52.74 in 2014. Last year Indonesia ranked 28<sup>th</sup> out of 63 countries (jong, 2015). From the data above, it could conclude that Indonesian students' reading achievement still is poor. In addition to reading understanding processes also occur in translation. According to Newmark (1988), translation work begins by reading the original text in order to gain an understanding and with rewriting the target language. In addition, he explained that the process involves the translation; understanding of the vocabulary of the source-language text of the original; understanding of the source-language meaning of the original message,

reformulating the message in the target language, and assessment of the adequacy of the target language text. That is, after reading and understanding the text, the translator then both define the meaning into the target language and enter the equivalent meaning in the target language sentence structure appropriate to convey meaning. It seems that the process of understanding occurs in the same translation as the process occurs in reading comprehension.

Related to translation and reading, it seems that the comprehension process happens in translation same as the comprehension process happens in reading. It is supported by Macizo and Bajo (2004), who argues language comprehension put a set of processes from speech processing (segmentation and classification of the incoming input) ,process access (recognition of isolated words and access to information associated with them), and sentential processing (extraction and combination of syntactic information to obtain a sentence interpretation), to discourse processing (integration and interpretation successive sentence to arrive at a global mental representation) and all of these comprehension processes are involved during both reading and translation. This, in both translation and reading, comprehension of the text is needed to reformulated the message to the target language. This similarity shows that there is a relationship between translation ability and reading comprehension.

Translation is one of the most important skills that should be learnt and developed by students. Basically, translation is a process of rendering meaning from source language to the target language. Supported by Nida and Taber (1969),

translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in term of meaning and secondly in term of style. It seems that the comprehension process happens in translation same as the comprehension process happens in reading.

Based on the informal interview conducted to the 10 students of YPI Tunas Bangsa Palembang senior high school who had taken allthe reading courses, it was found that some of them were not satisfied wit their reading score. Most of them preferred playing games, read the text about story and were not interested in their English subject. However, they felt happy when they read a story about text but sometimes they did not understand about the meaning in sentence. Furthermore, they did not translate it from internet because the regulation in their school banned them to bring cellular phone and access the internet. In addition, the informal interview conducted to the 2 teachers of English, it was found that some of students felt difficult in translating English text specifically learned reading text.

Regarding the problem above, studies have been undertaken to investigate the relationship between translation ability and reading comprehension. Rahemi (2012) found that there was a relationship between translation ability andvreading comprehension. Also, Tavokali, Shafiei and Hatam (2011) found out there was a significant positive correlation between translation ability and reading comprehension.

## **1.2 Problem of the Study**



Based on the background of the study, the research problem is formulated in the form of a question as the following:

1. Was there any significant link between students' translation ability and reading comprehension at senior high school YPI Tunas Bangsa Palembang?
2. Did translation ability significantly influence reading comprehension at senior high school YPI Tunas Bangsa Palembang?

### **1.3 Objective of the Study**

In accordance with the problem above, the objectives of this study are:

1. To find out whether or not there was a significant link between students' translation ability and reading comprehension at senior high school YPI Tunas Bangsa Palembang
2. To find out whether translation ability significantly influenced reading comprehension at senior high school YPI Tunas Bangsa Palembang.

### **1.4 Significance of the Study.**

It is hope that this study will give some information to the development of language teaching and learning which are as follows:

1. For Teacher of English translation ability hopefully help the teachers develop better teaching approaches and pedagogies in students the cope with difficulties in teaching reading English test.
2. For the students, it is hoped that this study give information for the students to increase their translation ability and motivate the students to be interested in reading.
3. For the other researcher, it is hoped that this research will be beneficial as a reference for conducting another research especially in relation to translation ability and reading comprehension in narrative text.
4. For the researcher this study will improve her English and give her some experiences of conducting in educational research. The result of this study can be useful and be her reference for teaching later especially in teaching reading.