CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter discusses, (1) the finding of the study , (2) the interpretation of the study

4.1 The Findings of the study

The findings of the study the result of the study obtained from the written test. The findings of this study were divided into (1) students' scores in translation test (2) students' scores in reading test (3) statistical analysis on measuring the data collected, (4) the result of calculation between students' translation ability (X) and reading comprehension (Y), and (5) the result of hypotheses test.

The test given was divided into two parts. They were test of students' translation ability (part 1) and translation test of consisted of English test into Bahasa Indonesia text and the second students' reading comprehension (part 2) that consisted of 42 items multiple choice test.

4.1.1 The Result of the Students' Translation Ability

The finding the students translation ability, the researcher gave the translation test that was one English text from the first test in reading comprehension test that would be conducted later. This text told about education story which corresponds to about 524 words to complete text the questions include the text adjusts to the test participant's educational level. The test was

given to the sample students of eleventh grade students that consisted of 74 students. The students were asked to translate the text into Bahasa Indonesia in 40 minutes. The result of students' translation ability were transferred into quantitative data.

After the students did the test, the researcher calculated the scores of the students' translation, the researcher used inter-rater reliability to determined the value of data and consistency. The raters were Mrs. Eka Sartika M.Pd and Ms. Deta Desvitasari, M.Pd the lecturer of English Education study program at UIN Raden Fatah Palembang. In order to make sure that each rater had the same criteria in giving scores, the researcher calculated by Pearson Product Moment Correlation in SPSS.

Table 8

Correlations

		rater 1	rater 2
rater 1	Pearson Correlation	1	.916[**]
	Sig. (2-tailed)		.000
	N	75	75
rater 2	Pearson Correlation	.916[**]	1
	Sig. (2-tailed)	.000	
	N	75	75

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

After scored and calculated the result of the students' translation, it was found that there inter-rater reliability with two raters. From the output above, it was stated that the value of rater one and rater two connected has two signs (**) this means there is a correlation between rater one and rater two with significance level of 1%.

Table 9

The Frequency Distribution of the Students' Translation Ability Test

Categories		Score Interval Frequency		Percentage
1. Nearly Perfect		86-90	1	1,3 %
2. Very Good		76-85	8	10, % 6
2. Good		61-75	52	69, % 5
3.	Fair	46-60	12	16 %
4.	Poor	20-45	2	2,6 %
TOTA			**75**	**100 %**

From the data produced by the frequency distribution table above, it was found that only 1 student (1,3%) was categorized nearly perfect translation. The result found also 8 students (10,6 %) were categorized very good translation, 52 students (69,5 %) were categorized good translation, and 12 students (16 %) were categorized fair translation and 2 students (2,6 %) were categorized poor translation.

4.1.2   The Result of the Students' Reading Comprehension

In this part, the researcher writer also gave the test in finding the result of the students' reading comprehension. The test was given in the form of multiple choice (a,b,c, or d) that consisted of toefl junior with 42 question. The test was also given to the sample students of eleventh grade students consisted 75 students after they did the translation test. the students were asked to (1) find the specific information from the texts, (2) give the meaning of the words, (3) find the main idea, and (4) find pronouns reference from the text. the result of the students' answer were transferred to quantitative data.

After the students did the test, the researcher calculated the scores of the students' answer in reading. The score of the students reading comprehension test could be seen on the table below:

Table 10

The Students' Score in Reading Test

Descriptive Statistics

	N	Mini mum	Maxi mum	Mean	Std. Deviati on	Varian ce	Skewness	
	Statisti c	Statis tic	Statis tic	Statis tic	Statisti c	Statisti c	Statisti c	Std. Error
reading	75	47	90	73.63	8.941	79.940	-1.159	.277
Valid N (listwise)	75							

After scored and calculated the result of the students' reading test, it was found that there were variation scores and categories of the students' reading comprehension. The score of the students' reading with the mean score was 73,63. To make it easier in finding the percentage analysis of the students' reading comprehension, the researcher used frequency distribution table as follows:

Table 12

The Frequency Distribution of The Students' Reading Comprehension Test

No	Categories	Score Interval	Frequency	Percentage
1	Excellent	85-100	6	8 %
2	Good	71-84	53	70,6 %
3	Average	60-70	11	14,7 %
4	Poor	41-59	5	6,7 %
5	Very Poor	0-40	0	0 %
	TOTAL		75	100 %

Data produced by the frequency distribution table above, it was found that from 75 sample only 6 students (8 %) were categorized excellent reading. The result found also 53 students (70,6 %) were categorized good reading, 11 students (14,7 %) were categorized average reading, and 5 students (6,7 %) were categorized poor reading.

4.1.3 Reliability of the Test

In this part, the researcher discussed the reliability test. Fraenkel (2012), stated that reliability refers to the consistency of the score obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Fraenkel (2012), dealt that a useful rule of thumb is that reliability should be at least 0,70 and preferably higher. A reliability of 0,70 indicates 70 % consistency in the score that is produced instrument.

Table 13

Reliability Statistics

Cronbach's Alpha	N of items
.943	2

After calculating the score produced by the students' translation test, the researcher found that the result of the reliability coefficient of the test for the students' translation ability test was 0,921. It was clear that the test was reliable because it was higher than 0,70. Finally this translation test was good tested by the sample students in this study

4.1.3 Statistical Analysis on Measuring the Data Collected

In this part, the researcher discussed the normality test, linearity test and the homogeneity test before the data were calculated by using Pearson Product Moment Correlation (r) to know the result of the study. Pramesti (2015) stated that the normality test purposes to know whether or not the data obtained is normal. Then, linearity was also used to know how the data was linear or not. Meanwhile, the homogeneity test is intended to decide the variance of the data. The result of the normality, linearity and homogeneity tests were stated below :

4.1.3.1   **Normality of the Translation Scores**

The output of the data normality of translation used Kolmogorov-Smirnov test in

statistic parametric by using IBM SPSS 26. Pramesti (2015) the result informed if

the significant value or the probability score was higher than the level of

significant 0.05. it mean that data was normal. The result of computation the

normality of translation could be seen on table below:

Test of Normality for Translation

One simple Kolmogorov Smirnov

Normality translation		
N		75
Normal Parameters a,b	Mean	76,7555
	Std. Deviation	9.05219
Most Extreme	Absolute	.124
Differences	Positive	.124
	Negative	-.092
Test Statistic		.124
Asymp. Sig (2-tailed)		.037

a.	Test distribution normal	
b.	Calculated from data	
c.	Lilliefors significance correction	

From the description of the data computation on the table of result above, it showed that the result of the probability score of the translation in the significant value of Kolmogorov-Smirnov test was 0,37. Therefore, it means that the data distribution of translation was normal because the probability score 0,37 was higher than 0,05.

4.1.3.2　　　　　**Normality of the Reading Score**

The output of the data normality of reading also used Kolmogorov-Smirnov test in statistic parametric by using IBMSPSS 26. The result informed if the significant value or probability score was higher than level of significance 0,05 (Pramesti,2015). It mean that the data distribution was normal. The result computation the normality of reading could be seen table below:

Test of Normality for Reading

One-Sample Kolmogorov-Smirnov Test		
Normality reading		
N		75
Normal Parameters a,b	Mean	73.6333
	Std. Deviation	9.06449
Most Extreme	Absolute	.161
Differences	Positive	.161
	Negative	-.086
Test Statistic		.161
Asymp. Sig (2-tailed)		.071

a.   Test distribution normal

b.   Calculated from data

c.   Lilliefors significance correction

From the description of the data computation on the table of result above, it showed that the result of the probability score of the reading in the significant value of Kolmogorov-Smirnov test was 0,71. Therefore, it means that the data distribution of reading was normal because the probability score 0,71 was higher 0.05. it was similar to the result of the data distribution in translation that was also distribution normally with the probability score 0,37 that was higher than 0,05.

4.1.3.3   **Linearity of Translation and Reading Score**

After knowing the normality of the data of translation and reading above, the linearity test was also used in this study. Linearity test was a measurement of the data collected in order to determine linear reportable range. In this study, the linearity was used to know how the relationship between two data or variables, translation and reading. In knowing the linearity of the data of translation and reading, the researcher computed in ANOVA linearity statistical test by using IBM SPSS 26. The result of computation the linearity of the data was shown on the table below :

Test of Linearity of Translation and Reading

			Sum of Squares	df	Mean Square	F	Sig.
		ANOVA Table					
Linearity reading * Linearity translation	Between Groups	(Combined)	3314.447	25	132.578	24.919	.000
		Linearity	3121.529	1	3121.529	586.709	.000
		Deviation from Linearity	192.918	24	8.038	1.511	.110
	Within Groups		260.700	49	5.320		
	Total		3575.147	74			

From the description of the data computation on the table of linearity result above, it showed that there were three interpretation of the result. First, it was seen from the significant value. The significant value of linearity showed 0,00 and it was lower than 0,05. Then, the significant value of deviation from linearity showed 0,110 and it was higher than 0,05. Therefore, it mean that there was a significant linearity between the data of translation and reading

4.1.4 The Result of Correlation between the Students' Translation Ability and Reading Comprehension

In this part, for measuring how the students' translation ability related to their reading comprehension, the correlation analysis was undertaken. The researcher statistical analysis of Pearson Product Moment Correlation (r) formula to prove whether there was or not correlation between the students' translation ability and their reading comprehension. The researcher was also found that the data was underlain the assumption of Pearson Correlation. The researcher found that the data of translation and reading were normal, linear and homogeneous as seen on the result .Therefore, the calculation of the students' scores in translation and reading could be seen on the table below:

Table 18

The Scores Between The Students' Translation Ability and Reading

Comprehension

Correlations

		x	Y
X	Pearson Correlation	1	.857**
	Sig. (2-tailed)		.000
	N	75	75
Y	Pearson Correlation	.857**	1
	Sig. (2-tailed)	.000	
	N	75	75

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

Based on the statistical analysis of Pearson Product Moment Correlation (r) correlation between the students' translation ability and reading comprehension or r-obtained was 0,857. The researcher also gave the computerization evidence of the result of correlation between the students' translation ability and reading comprehension by using IBM SPSS.

The correlation value of the students translation ability and reading comprehension above could also be interpreted by using the r-table interpretation (Arikunto 2014, p.319). Therefore, when the value or r-obtained 0,857, it mean
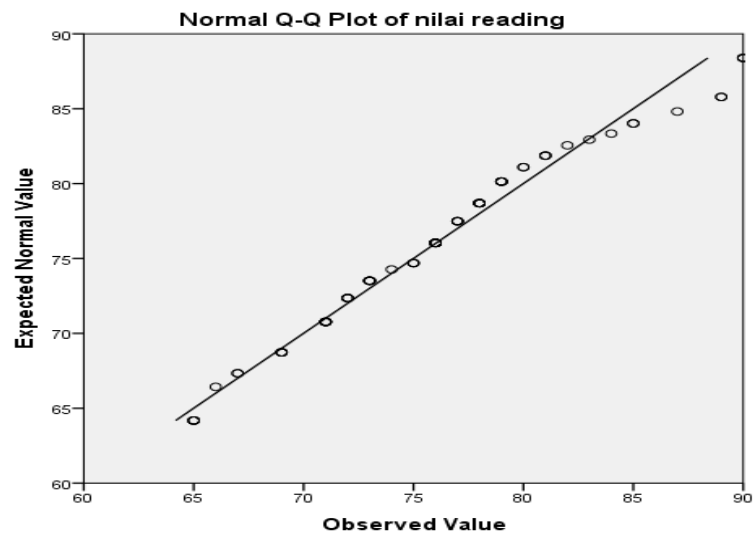
that the correlation between the students' translation ability and reading comprehension was belonged to high correlation.

For answering the question " was there any significant link between the students' translation ability and reading comprehension ?'' the researcher analyzed it by using the r-table. The total of sample students in this study was   75, table df= 75-2 (73) was 0,227 (see appendix P). It mean that there was significant correlation (link) because r-obtained 0,857 was higher than r t-table 0,227. Value person's r 0,857 with sig. (2-tailed) higher than 0.05 so that translation abilitty and reading comprehension were significantly related.

The researcher also gave the computerization evidence of the result between the students' translation ability and reading comprehension by using IBM SPSS 24. The researcher also made the scatter plot correlation diagram to prove the result of the correlation between the students' translation ability and reading comprehension.

Normal Q-Q Plot of regression standardized residual in Reading

Normal Q-Q Plot of nilai reading

Normal Q-Q Plot of regression standardized residual in Translation

Normal Q-Q Plot of nilai translation
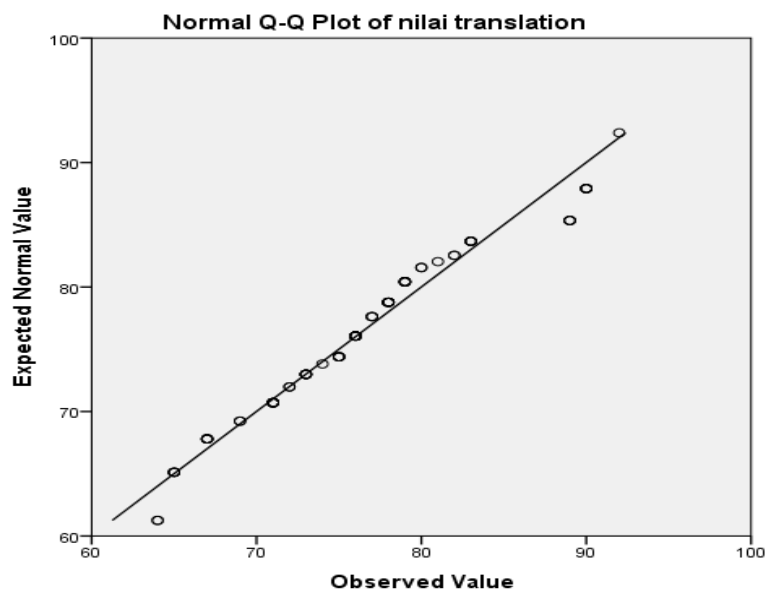
The Correlation between the Students' Translation Ability and Reading

Comprehension

From the calculated before, the result were first there was positive linear correlation between the students' translation ability and their reading comprehension. It was proved by the direction line showed that if the students' translation ability (x) was high, then their reading comprehension

(y) was high too and if the students' translation ability (x) was low, then their reading comprehension (y) also low. Second, it was also found that there was a correlation between the students' translation ability and reading comprehension because r obtained (0,857) was higher than 0.000 (Arikunto,2014, p. 322). Third, the correlation value of the students' translation ability and reading comprehension above could also be interpreted by using the r table interpretation (Arikunto, 2014, p. 319). Therefore, when the value or r obtained was 0,857, it mean that the correlation between the students' translation ability and reading comprehension was belonged to high correlation.

4.1.4.1   influence **of Students Translation Ability and their**

  Reading Comprehension

To answer the second research problem, the result of descriptive statistic for

the translation ability and reading comprehension were applied. In addition, since there was a significant correlation between translation ability and reading comprehension, it can be inferred that translation ability and has significant influence on their reading comprehension.

The result indicate that students translation ability influenced reading comprehension significant with T-value ,987 was higher than T-table ,666 (see appendix Q) with sig ,481 was lower the probability 0,5. Therefore, there was significant influenced between students translation ability toward reading comprehension at one private senior high school Palembang. It means that there was a significant influenced of students translation ability and reading comprehension.

Table 19

The Regression Analysis of Students Translation Ability and Reading

Comprehension

Coefficients[a]

Model		B	Std. Error	Standardized Coefficients Beta	t	Sig.
		nstandardized Coefficients				
1	(Constant)	81.138	21.156		12.918	.000
	normality translation	-.726	.218	-.101	-.987	.481

a. Dependent Variable: normality reading

In addition to know the percentage 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% . Table 20 is shown as the result of model summary follow:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.916	.840	.0837	229.5

a.   predicators: (constant), x

4.2   The Interpretation of the Study

In order to determine the coefficient correlation between students' tanslation ability and their reading comprehension the researcher calculated the data by using Pearson Product Moment Correlation in SPSS. From the calculation of the SPSS, the researcher found that the correlation between students' translation ability and reading comprehension was 0.857 which is high than critical value r-table 0.857>.227 at the significant level 0,05. It could be seen the result of the correlation coefficient of this study was 8.57% from divided accomodation this study was for vocabulary 20%, grammatical of word 20%, literal meaning 15%, lexical of word 20% and main idea 16,43% the calculated research before from 100% was produced in this correlation students' translation ability and reading comprehension. The research of this study showed that the students' translation ability correlates positively with reading comprehension. It means that the high scores of students translation tend to be followed by the high scores of reading comprehension.

In relation to translation, it seems that the comprehension process happens in translation in the way same as the comprehension process happens in reading. It is supported by Macizo and Bajo (2004) who argue that language comprehension includes a set of processes going from speech processing (segmentation and classification of the incoming input), texical 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 comprehension of the text, in both translation and reading needed to reformulated the message to the target language. This similarity shows that there is a relationship between translation ability and reading comprehension.

The role of the translator is as an intermediary between the poet and the reader so that the reader can enjoy the translated poet, the translator needs to pay attention to the interests of the reader in a sufficient portion. As for the guidelines and principles for translators by Suryawinatan (2000) showed that translators must provide text ideas from the source language, the text that is read must feel like the original text in terms of its flexibility, the translation must have its own style, the translation must describe the time when the text of the source language was translated , translations may add or subtract source language text, translations do not have to retain the genre. Therefore, according to these principles, the translation must be able to convey the idea of the source language text, with flexibility and easily understood by the reader, so this is what is called the importance of the bond between translation and reading.

Based on previous related studies which was related to the writer's currrent study, conducted by Widiasari (2015) showed that purpose of this study is to find out whether significant correlation between students translation ability and reading comprehension. Te population of this study was the first grade students of SMA Muhammadiyah 1 Trimurjo the coefficient coorrelation of students' translation

ability and their reading comprehension was 0.724 at the significant level of 0.01. it can be concluded that there was significant correlation between students' translation ability and their reading comprehension.

The second study carried out by Tavokali, Shafiei, Hatam (2011). This research was conducted in Irian University Student. The problems of this research was the difficulty that faced by students' reading comprehension and their translation ability. The purpose of this study was to find out whether or not there was a significant correlation between reading comprehension and translation ability. To analyzed it, they used two types of translation test, open-ended and multiple choice test and two types of reading comprehension test, multiple choice reading comprehension test and open-ended cloze tests were developed in this study. The result indicate that the open ended translation test was more reliable and valid than the multiple choice one, translation has a high potentiality to work as a reliable and valid tool to assess reading comprehension and there were exists a high positive correlation between the participants' proficiency in reading comprehension and their proficiency in translation.

The third study carried out by Kartini (2012). This research was conducted in State Islamic University Sunan Gunung Djati. The problems of this research was the difficulty that faced by students' reading comprehension and their translation ability. The purpose of this study was to find out whether or not there was a significant correlation between reading comprehension and translation ability. To analyzed it, they use multiple choice test and reading comprehension test. The result indicate translation test was more reliable and valid than the

multiple choice one, translation has a high potentiality to work as a reliable and valid tool to assess reading comprehension and there were exists a high positive correlation between the participants' proficiency in reading comprehension and their proficiency in translation.

The Fourth conducted by Ayudia (2015) showed that purpose of this study is to find out whether significant correlation between students translation ability and reading comprehension. Te population of this study was the first grade students of SMA Negeri 1 Kediri the coefficient coorrelation of students' translation ability and their reading comprehension was 0.752 at the significant level of 0.01. it can be concluded that there was significant correlation between students' translation ability and their reading comprehension.

The Fifth conducted by Hanusi (2016) showed that purpose of this study is to find out whether significant correlation between students translation ability and reading comprehension. Te population of this study was the first grade students of SMA AISYIYAH 2 Padang the coefficient coorrelation of students' translation ability and their reading comprehension was 0.861 at the significant level of 0.01. it can be concluded that there was significant correlation between students' translation ability and their reading comprehension.

To answer the second research problem, the result of descriptive statistic for the translation ability and reading comprehension were applied. In addition, since there was a significant correlation between translation ability and reading comprehension, it can be inferred that translation ability and has significant influence on their reading comprehension.

The result indicated that students translation ability influenced reading comprehension significant with T-value .987 was higher than T-table .666 (see appendix Q) with sig .481 was lower the probability 0,5. It could be seen the result of the correlation coefficient of this study was 9.87% from divided accomodation this study was for vocabulary 30%, grammatical of word 20%, literal meaning 10%, lexical of word 20% and main idea 10,13% the calculated research before from 100% was produced in this influenced students' translation ability and reading comprehension. Therefore, there was significant influenced between students translation ability toward reading comprehension at one private senior high school Palembang. It means that there was a significant influenced of students translation ability and reading comprehension.

In this study, the increasing comprehension of students' reading was influenced by their translation ability. It can be seen on the upgrading score of the students' translation and reading. The first study was conducted by Jawardhani and Karjo (2011). This research conducted in English Department Bina Nusantara University. The problems of this research was the difficulty that faced by students' reading comprehension and their translation ability. The purpose of this influenced reading comprehension. To analyze the data source were the theories of expert and the questionnaire, the test was given to 30 respondents with two task; the first, task was reading comprehension in a form of multiple choice and second task was deals with translation tests of short passages from a fiction book. The result showed that there was significant influenced between students' reading

comprehension and their translating ability.

The second study carried out by Rahemi (2013), The result indicate that students translation ability influenced reading comprehension significant with T-value 1.699 was higher than T-table .677 with sig .355 was lower the probability 0,5. Therefore, there was significant influenced between students translation ability toward reading comprehension at one private senior high school Palembang.

The third study carried out by Sasraina (2010), The result indicate that students translation ability influenced reading comprehension significant with T-value 955 was higher than T-table .565 with sig .321 was lower the probability 0,5. Therefore, there was significant influenced between students translation ability toward reading comprehension at one private senior high school Palembang.

The Fourth study carried out by Kusuma (2011), The result indicate that students translation ability influenced reading comprehension significant with T-value 873 was higher than T-table .321 with sig .221 was lower the probability 0,5. Therefore, there was significant influenced between students translation ability toward reading comprehension at one private senior high school Palembang.

The Fifth study carried out by Dwi (2009), The result indicate that students translation ability influenced reading comprehension significant with T-value 887 was higher than T-table .293 with sig .218 was lower the probability 0,5. Therefore, there was significant influenced between students translation ability

toward reading comprehension at one private senior high school Palembang

To correctness the data between translation ability and reading comprehension supporting by 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