

**THE CORRELATION BETWEEN READING COMPREHENSION
AND TRANSLATION ABILITY OF FOURTH YEAR STUDENTS
OF ENGLISH DEPARTEMENT OF UNP PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements for the Strata One (S1)
Degree*



By

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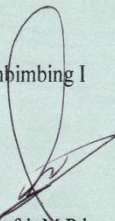
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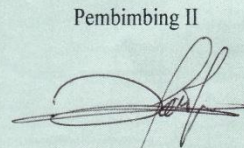
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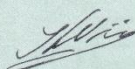
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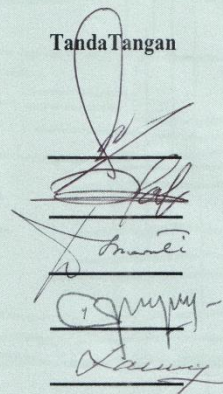
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ABSTRAK

Rahemi, Elsa Fadica. 2013. "The Correlation between Reading Comprehension and Translation Ability of Fourth Year Students of English Department of UNP Padang". Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini adalah penelitian deskriptif yang bersifat korelasional dengan tujuan untuk mengetahui hubungan antara kemampuan memahami bacaan bahasa Inggris dengan kemampuan menerjemah dari bahasa Inggris ke bahasa Indonesia

Populasi penelitian ini adalah semua mahasiswa jurusan Bahasa Inggris yang mengambil mata kuliah *Translation* pada semester 7 tahun ajaran 2012 dengan jumlah keseluruhan sebanyak 64 mahasiswa dan terdiri atas tiga kelas. Sedangkan untuk pengumpulan data, sampelnya sebanyak satu kelas dengan jumlah mahasiswa sebanyak 31 mahasiswa dipilih melalui teknik *cluster random sampling*.

Instrumen yang digunakan adalah tes membaca pilihan ganda dengan jumlah soal sebanyak 25 soal untuk mengetahui kemampuan membaca mahasiswa. Sedangkan untuk mengetahui kemampuan menerjemah mahasiswa instrumen yang digunakan adalah satu teks terdiri dari empat paragraf yang diambil dari teks pertama dalam soal tes membaca.

Hasil penelitian menunjukkan terdapat korelasi positif yang signifikan antara kemampuan membaca mahasiswa dengan kemampuan menerjemahnya dengan r_{xy} hitung (0,677) > r_{xy} tabel (0,355) pada taraf signifikan 0,05. Pengujian hipotesis dilakukan dengan uji t. Dari hasil perhitungan diperoleh t hitung (4,952) > t tabel (1,699) pada taraf signifikan 0,05 dan derajat kebebasan 29. Dengan demikian hipotesis penelitian yang menyatakan bahwa adanya hubungan yang signifikan antara kemampuan memahami bacaan bahasa Inggris dengan kemampuan menerjemah dari Bahasa Inggris ke bahasa Indonesia mahasiswa tahun empat Jurusan Bahasa Inggris UNP dapat diterima.

Dengan diterimanya hipotesis penelitian ini, disarankan untuk meningkatkan kemampuan menerjemah mahasiswa, maka kemampuan membacanya harus ditingkatkan juga karena kedua mata kuliah ini berkaitan erat.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

In learning English, there are four basic skills that must be mastered by the students. Those are listening, reading, writing and speaking. However, there is another skill whose role in teaching and learning English as foreign language cannot be ignored. That skill is translation which is defined as a process of replacing the textual material in one language (the source language/SL) by equivalent textual material in another language (the target language/TL).

According to Newmark (1988), in the advanced or final stage of foreign language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill since it has the special purpose of demonstrating the learner's knowledge of the foreign language, either as a form of control or to exercise their intelligence in order to develop their competence. Furthermore, Duff (1994) says that translation develops three essential qualities to all language learning: accuracy, clarity, and flexibility. It trains the reader to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).

Because of the importance of translation for foreign language learner, English Department of State University of Padang (UNP) puts translation as one of the subjects in the curriculum. This subject is taken by the students at

the seventh semester. It consists of three credit hours that are learned once a week.

Basically, translation is a process of rendering meaning from source language to the target language. According to Newmark (1988), the work of translation is started by reading the original text in order to get understanding and ends with re-writing it in the target language. Moreover, he explained that translation involves four processes: comprehension of the vocabulary of the original source-language text; comprehension of the meaning of the original source-language message; reformulation of the message in the target-language; and judgment of the adequacy of the target-language text. It means that, after reading and comprehending the text, the translator then both reformulate the meaning into the target language equivalently and insert that meaning into an appropriate target-language sentence structure to convey the meaning.

Beside in translation, comprehension process also happens in reading. Grabe (2009) explains that reading is a receptive skill where the reader is expected to decode the visual form of the text into comprehension messages in the brain. To get the comprehension, the reader needs to understand vocabulary and see the relationship among the word concept, organize ideas, recognize the writer's purpose, make judgment and evaluating.

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), they say that language comprehension includes a set of processes

going from speech processing (segmentation and classification of the incoming input), lexical 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 of successive sentences to arrive at a global mental representation) and all of these comprehension processes are involved during both reading and translation. So, in both translation and reading, comprehension of the text is needed to reformulate the message to the target language. Those similarity shows that there is a relationship between translation and reading.

In English department, the students' ability in translation is good enough. Among 173 students who took Translation subjects in their seventh semester (Juli-Desember 2011), 17% got mark A, 76% got mark B, 5% got mark C, 1% got mark D, and 1% got mark E. Likewise, students' reading ability is as good as their translation ability. Among 126 students who took Reading 3 subjects in their fourth semester (Januari-Juni 2010), 11% got mark A, 72% got mark B, 9% got mark C, 6% got mark D, and 2% got mark E. Relating to the theory proposed by Macizo and Bajo that says that comprehension process occurs in translation is same as comprehension process occurs in reading, the students' score in both subjects should be equal. If student get good mark in translation, they will also get good mark in reading, and vise versa.

Dealing with the discussion above, it is assumed that there is a correlation between students' reading comprehension and their translation ability. It is predicted that, the students who are good in comprehending the

texts will be able to translate well. With regard to the assumption above, the goal of this research is to investigate the correlation between students' reading comprehension and their translating ability.

B. Identification of The Problem

Translation is started by reading the original text. After reading the text, the translator will be able to determine the text intention and the way it is written so that they can select a suitable translation method to translate the text. There are some problems faced by the students in reading and translating.

In translation, the problems can be identified as follows: a) since one word in English may be defined into several words in Indonesian, the students still get difficulty in finding an appropriate meaning based on the context, b) the students' mastery of grammatical structure is low, and c) the students translate any kind of text freely without paying attention to the methods of translation.

In reading, the problems can be identified as follows: a) the lack of students' vocabulary and b) the students are not able to reading strategies such as skimming, scanning, guessing meaning by context clues, and others.

C. Limitation of The Problem

Based on the identification of the problem, this research only focuses on the correlation between reading comprehension and translation ability of fourth year students in English department of UNP Padang

D. Formulation of the Problem

Dealing with the limitation of the problem above, the problem is formulated into the following research question:

“Is there any correlation between reading comprehension and translation ability of fourth year students in English department of UNP Padang?”

E. The Purposes of The Research

The purpose of this research is to reveal the correlation between reading comprehension and translation ability of fourth year students in English department of UNP.

F. Significance of The Research

The result of this research is expected to give information about English department students' reading comprehension and translation ability. By realizing the correlation between reading comprehension and translation ability, it is expected that the students will learn both subject better. It is also hoped that the result of this research can be an input for lecturers in finding the problem faced by the students in translating since one of the problem maybe reading comprehension. Furthermore, it is expected that the research findings can be used by the next expert to do further research about the correlation between reading comprehension and translation ability

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The finding shows that there is a positive correlation between students' Reading Comprehension and their Translation Ability. It is proven by the value of coefficient correlation between students' reading comprehension and their translation ability (0,677) is higher than r-table (0,355). Meanwhile, the result of hypothesis testing shows that t-observed found 4,952 is higher than t-table 1,699 with $df = n-2$ (29) in the level of significance 0,05. Therefore, H_0 is rejected and H_1 is accepted. The result then implies that there is a tendency that the higher the score of students' Reading Comprehension is, the higher their Translation Ability score will be.

B. Suggestions

Related to the result of this research, some suggestions are proposed:

1. The students should be motivated to learn Reading because the lecture would contribute to the Translation ability of the students.
2. The lecturers of both Reading and Translation should be cooperated in such a way especially in selecting learning materials, so that both subjects would support each other.
3. As the matter of fact, this research involved in small number of population and sample, so it would be better for subsequent researcher

to involve more population and samples with better instrument to optimize the objectivity of the research.

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