THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION AND THEIR TRANSLATION ABILITY AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF UIN RADEN INTAN LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION AND THEIR TRANSLATION ABILITY AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF UIN RADEN INTAN LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

By

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This research was about the correlation between students' reading comprehension and their translation ability. Based on preliminary research, the students' understanding of the meaning of the text was still low. The objective of this research was to know whether there was a correlation between students' Reading Comprehension and their Translation ability in the sixth semester of English language education.

In this research, methodology of the research is correlation research. In the taking the sample of the research was gained through simple random sampling. The population of the research was taken from students sixth semester of Reading and Translation of English Language Education. The writer took 20 atudents from 125 population. In collecting the data, the writer used test to measured students' reading comprehension and their translation ability. The try out of test was done to fine out the validity and reability. After the data of students' reading comprehension and translation ability were collected, the data were statistically computed, to find out the correlation between students' reading comprehension and their translation ability.

The result of the hypothetical test showed that the value of significant generated *sig* (P_{value}) = 0,165 ≥ 0,05. It means that H_a was accepted and H_o was rejected. Based on the result it can be concluded that there was a positive correlation between students' reading comprehension and their translation ability.

Keywords: *Correlation Research Design, Reading Comprehension, Translation Ability*

DECLARATION

I hereby state that this thesis entitled "The Correlation Between Students' Reading Comprehension and Their Translation Ability at the sixth semester of English Language Education at UIN Raden Intan Lampung in the Academic year of 2020/2021" is completely my own work.

Bandar Lampung, Desember 2020

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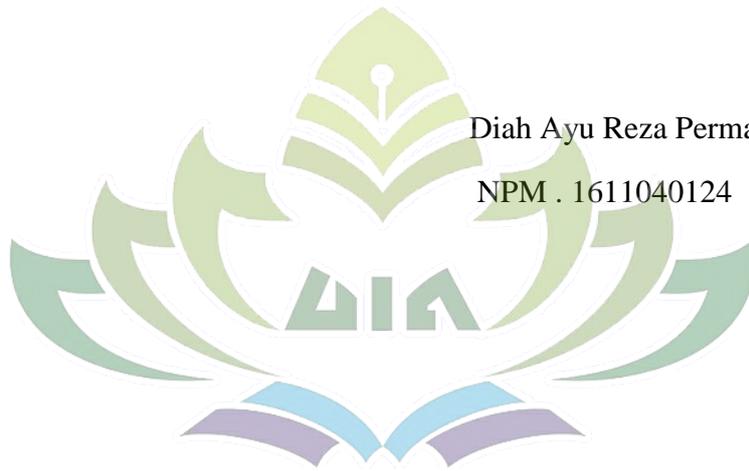
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ADMISSION

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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾
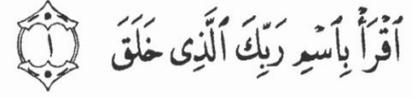
Read, ˊO Prophet,ˋ in the Name of your Lord Who created

(Chapter Al-Alaq: Verse 1).[1]

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[1]Surah Al-'Alaq - 96:1 | Quran.com , accessed on February, 16th, 2016

DEDICATION

From the deep of my heart, I would like to dedicate this thesis to :

1. My beloved parents, Muhammad Hardiaman S.Ag and Nurhasanah who always by my side, pray and give me motivation. Thankyou for your love and your support, you are the biggest spirits in finishing this thesis.

2. My beloved big family

3. My beloved Lecturers and Almamater UIN Raden Intan Lampung

CURRICULUM VITAE

The name of the researcher is Diah Ayu Reza Permatasari. She was born in Kalirejo, on March 19th, 1998. She is an only child of moeslem couple Muhammad Hardiaman S.Ag and Nurhasanah.

She graduated from Elementary School at SDN 1 Pardasuka Timur, Pringsewu in 2010.Then, she continue her study at SMPN 21 Bandar Lampung, and graduated in 2013. Next, she entered her Senior High School in SMA S AL-AZHAR 3 Bandar Lampung, she took science program and graduated in 2016. In the same year, she registered as an S1-Degree student of English Education as her major.

During her university years, she was a member and leader of some organization including English Student Association (ESA) as a President, PMII as a head of religion,and Giant Community as a Public Relation.

ACKNOWLEDGMENT

Bismillahirrohmanirrohim,

Alhamdulillaahirobbil'aalamiin wassholaatu wassalaamu'alaa asyrofilanbiyaa-I wal mursaliin, sayyidina muhammadin. Wa'ala alihi wa'ashabihi aj'ma'iin, Amma ba'du. Prise to Allah for blessing the researcher with His mercy and guidance to finish this thesis, sholawat and salam be to our prophet Muhammad peace be upon Him, with His family and followers. This thesis entitled "The Correlation Between Students' Reading Comprehension and Their Translation Ability at The Sixth Semester of English Languange Education of UIN Raden Intan Lampung in Academic Year 2019/2020" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Language Education at Tarbiyah and Teacher Training Faculty, Raden Intan State University of Islamic Study (UIN Raden Intan Lampung). Without pray, support and help from several people and institution, this thesis would never come into existence.

Therefore, the Resercher would sincerely thank:

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7. The researcher beloved organization, English Students Assocation (ESA),Pergerakan Mahasiswa Islam Indonesia (PMII).

8. All the researcher friends in the English Language Education of UIN Raden Intan Lampung, especially class B, PBI Mengaji, Giant Community.

9. All stakeholders I could not mention

Finally, the researcher realizes that this thesis is still far from perfect, so she expected constructive criticisms and suggestion. Any corrections, comments, criticisms for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 20 Desember 2020

The Resercher

Diah Ayu Reza Permatasari

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Indonesia is one of the countries with low reading ability, evidenced by the data sequence of reading ability indonesia ranks 60 out of 61 countries surveyed. Indonesia is still superior to one country, namely Botswana which is on the scale of this literacy rating. Number one is Finland, followed by Norway, Iceland, Denmark, Sweden, Switzerland, the US , and Germany.[2] From the data, Indonesia is still in the lowest position of a country with low reading ability. So, this data reinforces that currently, Indonesia is in a position of crisis in the desire to read.

Reading is an activity when someone sees and understands what is in the text. Reading is an activity that is very important and mandatory for a person. Once the importance of reading is emphasized so that every person has good reading skills. Paulston states that reading is the most important skill for most students of English around the world.[3] in terms of English proficiency, reading activities have become very active in the world of education, education in all sectors, both formal and non-formal education, included education in our country Indonesia. This opinion was supported by Brown, that reading is the most important skill in an

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[2]https://news.detik.com/berita/d-4371993/benarkah-minat-baca-orang-indonesia-serendah-ini

[3] Paulston, C. B. 1976. *Teaching English as A Second Language: Techniques and Procedures.*(Cambridge, Massachusetts: Winthrop publisher)

educational context because it can be an assessment for students' general language skills.[4]

Reading comprehension is one aspect of language skills that must be mastered by the students . Moreover, Harrison states that reading not only increases our life skills and extends our knowledge, it goes much deeper.[5] Because by understanding what students are reading, they will understand a lot of things or events that might relate to their daily lives. Janette and Sharon add that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include reading a word and world knowledge, and fluency.[6]

In the process of comprehending the meaning of a text that they read, students are asked to be able to translate each word in a text so that it can translate the text as a whole. This activity is called the activity of translating a text, where every student is asked to be able to have the ability to translate. Larson states that translation is changing from one state or form to another, to turn into one's own or another language.[7]

However, translation is not an easy job that anyone can do without knowing the procedures or techniques of translation. Therefore when carrying out translating activities students are asked to understand in advance the text they are reading to easily implement the procedures or

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[4] Brown, H. D,*Language Assesment –Principle and Classroom Practices*, (San Fransisco: San Fransisco University Press, 2004) p. 185

[5] Collin Harisson. *Understanding Reading Development*. London:Bonhill,2004 p.3

[6] Klinger K. Janette, Vughn Sharon & Boardman Alison,*Teaching Reading Comprehension to Studentswith Learning Difficulties,*New York: London, 2007 p.2

[7] M. L Larson, *Meaning-based Translation: A Guide to Cross-language Equivalence* ,New York: University Press of America, Inc, 1984 p.3

techniques in carrying out translating activities, Massoud argued that the requirement of a good translation is easy to understand, fluent , and smooth, and not changing the meaning.[8]

Nevertheless, difficulties in understanding and translating sentences that are in a text are also writer found when doing interviewed. The writer interviewed several students in reading class in the fifth semester of English Education Students at UIN Raden Intan Lampung and several students said to know the meaning of the text that they read is too hard.[9] The writer also found that the students got difficulties with the reading process In their class. When the lecturer gives them long text in english they feel not interest because they think the text is bored. They have less vocabulary and they do not know the full meaning from the text that they read. The writer also did the interviewed several students in translation class and several students said if they have difficulties Translating English text, for the first they have less vocabulary , and the second, the students do not understand the technique of doing the translation itself..[10]

In doing preliminary research, the writer got the data score of students fifth semester in reading class and translation class from the

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[8] Alireza Sadeghi Ghadi, *All New Theories and Concept about Translation* in New Century, 2010, p.3 Available on https://ischoolsdranalan.files.wordpress.com/2014/09/theoriesandconceptsabouttranslation-110227095128-phpapp01.pdf

[9]The Students of the fifth semester of English department of UIN RadenIntan Lampung , An Interview on February 12th 2020

[10] The Students of the fifth semester of English department of UIN RadenIntan Lampung , An Interview on February 12th 2020

lecturer; Ms. Sri Suci Suryawati, M.Pd as reading lecturer, Ms. Kurnia Indrayati ,M.Pd as Translation lecturer. It can be seen from table of the students' score given by the lecturer below:

Table 1

Table of Data classification of Students' Reading Score at the fifth semester of English Education of UIN RadenIntan Lampung in the Academic Year of 2019/2020

Score	Class							Total	Percentage	Grade
	A	B	C	D	E	F	G			
80.00-100	16	10	1	2	1	3	5	38	17%	A
73.00-79.99	15	20	5	16	3	29	26	114	52%	B +
65.00-72.99	13	1	28	8	25	-	1	65	30%	B
60.00-64.99	-	-	2	1	-	-	-	3	1%	C+
Total :	34	31	36	27	29	32	32	220	100%	-

Source: The data from English lecturer of UIN RadenIntan (Sri SuciSuryawati, M.Pd)

From the table above, there are 220 students from 7 class in 5 semester. There are 38 students get score A, 114 students get B+, 65 students get B and 3 students get C. It showed that in reading class the student score is still good. And for Students' translation ability score is as follows:

Table 2

Table of Data Classification of Students' Translation Score class 5F at the Fifth Semester of English Education of UIN RadenIntan Lampung in the Academic Year of 2019/2020.

Total Score	Class			Total	Percentage	Grade
	E	F	G			
80-100	9	4	3	16	12%	A
73-79	15	15	10	40	31%	B+
60-72	26	21	21	68	52%	B
50-59	-	6	-	6	5%	C+
Total	50	46	34	130	100%	

From the table above, there are 130 students from the Translation class. 16 students get a score of A, 40 students get B+, 68 students get B , and 6 students C+. It showed that in translation class the student score is still good.

The data score from both of the table shows that the grades of students get in reading and translation class is in a good category. For extensive reading 52% students gets (B+) and for translation 52% students gets (B). It means that there was no a problem But, in the interviewed with students from reading and translation class the writer found that they still have difficulties in understanding the meaning of the text that they read and difficulties in translating English text into Indonesia text especially for the process of translating the text.[11]

Referring to the condition, the writer wants to know is there any correlation between reading comprehension and translation by giving the test for students reading class and translation class, they come from the sixth semester of English Education at UIN Raden Intan Lampung. This research can help the lecturer to know the relationship between reading and translation.

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[11] The Students of the fifth semester of English department of UIN RadenIntan Lampung , An Interview on February 12th 2020

The writer presented some previous research that relates to this research, first previous was conducted by Dian Probo Astomo.[12] For the instrument, she used tests and questionnaire. The finding of this research is there is a positive correlation between students' interest in reading on English text and reading comprehension and there is positive correlation too between transalation ability and reading comprehension.

Another research was done by Dony Prasetyo.[13] He used tests and questionnaires for the instrument. The writer concluded that there was a significant positive correlation between translation ability and reading habit toward writing ability among the twelfth-grade students of MAN 2 Surakarta in the academic year of 2015/2016. It means translation ability and reading habit is a good predictor for the students' writing ability

The similarities from two previous research with this research is used the same instrument. The instrument is a test. The first writer Dian and the second writer dony was used test and questionnaire for the instrument in their researcher and it will be applied by the researcher too in this research.

The differences from previous research with this research are only in the variable. The variable from the first previous are students' interest in reading and translation ability. The second variable from dony are

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[12]Dian ProboAstomo, *A Correlation between students' interest of reading on English text and translation ability towards reading comprehension at the fifth semester students of English Education Department in the Academic Year of 2016/2017.* (Islamic Institute Of Surakarta)

[13] DonyPrasetyo,*TheCorrelationBetweenTranslationAbilityAnd Reading Habit TowardWriting Ability of EnglishEducationProgramTarbiyahAndTeacherTrainingFaculty in academic year 2016/2017* (islamic Institute of Surakarta)

translation ability and reading habit. Meanwhile, the writer variable from this research are reading comprehension and translation ability.

Based on the reason, the writer assumed that there was a correlation between reading comprehension and translation ability and the writer would like to know about The correlation between students reading comprehension and their translation ability, the researcher proposes the research entitled" The Correlation between Students' Reading Comprehension and Their Translation Ability at The Sixth Semester of English Language Education of UIN Raden Intan Lampung In Academic Year of 2019/2020."

A. Identification of The Problem

Based on the background of the problems, the researcher identifies the problems as follows;

1. The students lack of vocabulary
2. The students got bored with the long text of reading
3. The students less of the process in translating process

B. Limitation of the Problem

The research was focus on finding the correlation between students reading comprehension and their translation ability, in reading comprehension was focus on finding the ideas from the texts. In translation ability was focus on translating the text with Analysis, transfer , and restructuring process.

C. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulated the problem as follows; Is there any Correlation between Students' Reading Comprehension and Their Translation Ability at The sixth Semester of English Language Education of UIN Raden Intan Lampung In the Academic Year Of 2019/2020?

D. Objective of the Research

Based on the formulation above, the objective of the research is as follow; To know whether there is any correlation between Students' Reading Comprehension and Their Translation Ability at The sixth Semester of English Language Education of UIN Raden Intan Lampung In the Academic Year Of 2019/2020

E. The Significance of the Research

The result of this research is expected to give the theoretical and practical contribution:

1. Theoritically

   To give contribution for the previous theories and provide information above the correlation between students reading comprehension and translation ability.

2. Practically

   a. For lecturer as information about students sixth semester of English Language Education of UIN Raden Intan Lampung in

the identification of the correlation between students reading comprehension and students translation ability.

b. For students, the writer provides information on the correlation between students' reading comprehension and students translation ability. So they will know about their ability, and they will study more to get a good scores in reading and translation subjects, especially in English text.

F. Scope of the Research

In this research, the researcher formulated the scopes of the research as follows :

1. Subject of the Research

The subject of this research was students at the sixth semester of English Language Education of UIN Raden Intan Lampung in the Academic year 2019/2020

2. Object of the research

The object of the research were the students' sixth semester in reading and translation class.

3. **Place of the research**

The research was conducted in English Language Education of UIN Raden Intan Lampung

4. **Time of the research**

The research was conducted in sixth semester of English Language Education of UIN Raden Intan Lampung

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading

There are a lot of definition of reading. Many experts give the definitions about reading. Some of them said reading is the process to get, to understand, to catch the content of the reading by the reader.In Longman Dictionary of Applied Linguistic definition of reading is the processes by which the meaning of a written text is understood.[14]

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝
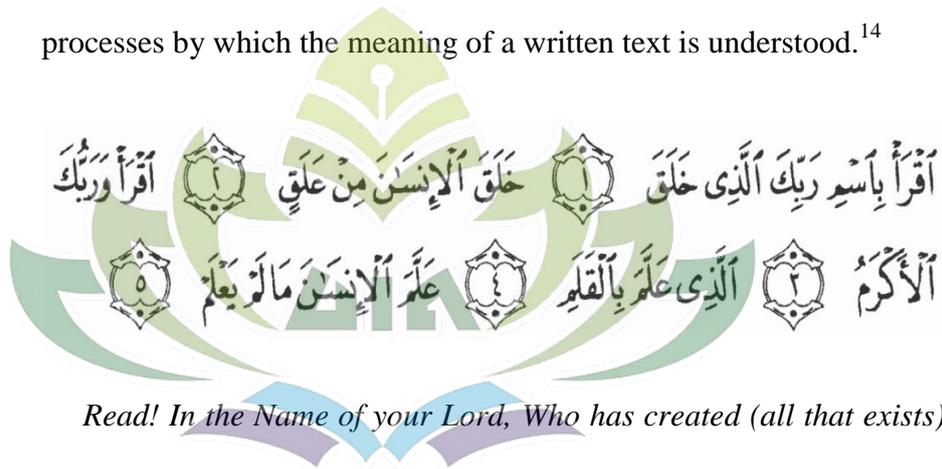
Read! In the Name of your Lord, Who has created (all that exists), has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous, Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)], has taught man that which he knew not. (Qs, Al-Alaq: 1-5).[15]

Based on the verse above , allah subahanahu wata'ala ordered the prophet muhammad to read. The prophet muhammad is a role model

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[14]Jack C. Richards. *Longman Dictionary of language teaching and applied linguistics.* 2010
[15] Abdullah Yusuf ,,Ali. *The Meaning of The Holy Qur'an 10th Edition*. Maryland: Amana Publications, 2004. p.227

for all Muslims which means whatever he does is certainly recommended for us to do as well. Symbolically the prophet muhammad gave an example for us to do the reading as a first step to get knowledge. It is mean that by increasing reading skills we will get new knowledge and information

Also, we know that reading is one of English skills. Reading is an important activity that we must do especially in education. That reading is the process of receiving and interpreting information encoded in language from via the medium of print.[16] as an example of reading activities at school that we often do is read reading texts, whether in the form of long, medium or short. Harmer said if Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way people construct sentence, paragraphs and text.[17]

Based on these explanations, it can be concluded that reading is a process, to understand, to capture reading content by readers in the form of text. reading becomes a very important activity because by reading the reader will get new knowledge and information.

2. **The Purpose of Reading**

According to Grabe William and L.Fredrika, the category of

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[16] William Grabe. *Reading in Second language: moving from theory to practice*, New York: Cambridge University Press, 2009. p. 14

[17] Jeremy Harmer. How to teach English an Introduction to the Practice of English language Teaching. Edinburgh Gate: Longman, 2001. p. 68

purpose for reading includes is: reading to search for simple information, reading to skim quickly,reading to learn from text,reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.[18]

1) Reading to search for information

When a reader wants to find specific information, a reader should engage in a search process that usually includes scanning and skimming. The combination of it can build a simple quick understanding of the text allow the reader to search for information and identifying a specific form.

2) Reading to skim quickly

A reader skims when a reader wants to determine what a text is about and whether or not a reader wants to spend more time reading it.

3) Reading to learn from texts

A reader reads to learn when the information in the text is identified as an important aspect and when the information will be used for some task or may be needed in the future.

4) Reading to integrate information

This purpose represents a more complex and more difficult task than reading to learn.

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[18]Grabe William-L.Fredrika ,*Teaching and researching reading* . London and New York, 2002 p. 5

5) Reading to write

Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to select, critique , and compose information from a text. Both purposes represent common academic tasks that call upon the reading abilities needed to integrate information

6) Reading to critique

Sometimes readers are asked to evaluated and critique information from multiple texts, required to make a decision about which aspects of the text are most important, the most persuasive , or most controversial.

7) Reading for general comprehension

It is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension. It takes place as a reader reads a good novel, an interesting magazine, etc.

Based on the explanation, it can be concluded that there is 7 categories of purpose for reading: reading to search for simple information, reading to skim quickly,reading to learn from text,reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

3. Types of Reading

According to Patel and Praveen, there are some types of reading such as: Intensive reading, Extensive Reading, Aloud Reading , and Silent Reading.[19]

a. Intensive reading

Intensive reading is a type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in a poem, poetry, novel or other sources. Intensive reading material will be the basis for a classroom activity. It will not only be read but will be discussed in detail in the target language sometimes analyzed and used as a basis for writing exercises

There are few characteristics of intensive reading:

1) This reading helps the learner to develop active vocabulary.

2) The teacher play the main role in this Reading.

3) Linguistic items are developed.

4) This reading aims at active use of language.

5) Intensive reading is reading aloud.

6) In intensive reading, speech habit are emphasized and accent, stress, intonation , and rhythm can be corrected.

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[19] Patel M.F- Jain M. Praveen, *English Languange Teaching (methods, tools and techniques).* Vaishali Nagar, Jaipur, 2008 p.117-124

b. Extensive Reading

Extensive reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader doesnot care about specific or important information after reading. Usually people read for to keep them update.

Few Characteristics of Extensive Reading are :

1) It helps learner to develop to active vocabulary.

2) Extensive reading is silent reading.

3) In extensive reading the subject matter is emphasized.

4) In the extensive reading the learners play main role because they have to ask for measures.

5) In extensive reading the idea can be developed.

6) The aim of extensive reading is to enrich learners' knowledge.

7) Through extensive reading the good reading habit can be developed.

c. Aloud reading

Aloud reading are reading by using loud voice and clearly. For exmple : Reading poetry, dialogue, and other type of text.

Advantage of Aloud Reading :

1) It enables learner to develop the skill of reading very well by speaking or expressing ideas.

2) It enables learner to develop the skill of pronounce very well.

3) It makes reading very enjoyable while teacher uses reinforcement during reading.

4) Language learning is a kind of imitation. When teacher says anything or read any text, thelearner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity very affective.

Disadvantage of Aloud Reading :

1) Over crowed class is very big problem. The teacher can not provide sufficient opportunitiesto all students.

2) At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.

3) Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chanced of reading. So they become the passivelearners.

4) Reading aloud takes more time so it is time consuming. All students can not read at a time so managing classroom becomes impossible.

d. Silent reading

Silent reading is activity meant to train the students to read without voice in order that the students can concentrate their attention or

though to comprehend the texts.. For exmple : The students reading a text by heart.

Advantage of Silent Reading :

1) This reading makes students very active and accurate.

2) Silent reading concentrates the attention of learners toward subject matter and he learns naturally.

3) It saves time because this activity is done at a time. Allstudents participate together in this activityat a time.

4) It is very useful to develop the skill of reading fast. This skill plays main role to increase the knowledge of students.

Disadvantage of Silent Reading :

1) This technique is not useful at earlier stage of language learning.

2) Through this skill one can learn the pronunciation.

3) In this skill the leaner can cheat the teacher if subject matter is not interested.

4) Only bright and intelligent students can learn this skill but average students learn it hardly.

Based on the explanation, it can be concluded that there are 4 types of reading : intensive reading, estensive reading, aloud reading and silent reading

4. **Strategies of Reading**

Strategies of Reading there are two strategies in reading techniques. Grellet proposes the way of reading; he defines the strategies of reading into several points, and they are skimming and scanning.[20]

a. Skimming

Skimming is reading rapidly over a to get the main point. In other words, skimming is a process of overviewing the general concept of the material; it can be started by selecting sub-chapter move to larger content material. Skimming permits the reader to preview the text to get the scheme of a text not to read word by word. For example reading newspaper, people dismiss unimportant material and quickly identify the main idea. People usually do skimming in a multiple speed because of limited time.

b. Scanning

Scanning through a text to find specific words, numbers, and steps. The concept of scanning can be defined in this way, in scanning the eye glances over the material aimed to find specific information. In other words, scanning means readers search through the material for a specific purpose, e.g. finding the answer to a question and seeking words in dictionary or prices in a catalogue.

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[20] Francoise Grellet . *Developing Reading Skills.* Cambridge University Press, 1981 , p.18

Based on the explanation, it can be concluded that there are two strategies in reading : skimming and scanning.

5. Definition of Reading Comprehension

Brown states that the reading comprehension is necessarily dependent on at least comply word reading: When the readers cannot identify (decode) the words in that text, they cannot understand the whole text.[21] That is generally accepted that if we want to understand the whole meaning of the text we need knowledge especially to understand the text. This was in line with the opinion of Willis who stated that Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.[22] the reader and the text become a unified whole, which requires knowledge to be able to understand the contents and know what are the aspects in understanding the text being read.

According to the Brown books there are some aspects that commonly used in measuring students" reading comprehension, they are:

1. Main idea (topic)

2. Expressions/idioms/phrases in context

3. Inference (implied detail)

4. Grammatical features

5. Detail (scanning for a specifically stated detail)

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[21] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, California : Longman, 2003, p.188.

[22] Judy Willis,*Teaching the Brain to Read*. Virginia: ASCD publications, 2008, p. 138

6. Excluding fact not written (unstated details)

7. Supporting idea(s)

8. vocabulary.[23]

Based on the explanation above, it can be concluded if reading comprehension is an activity how the reader can get understanding a whole meaning of the text by looking at the aspect of reading comprehension, they are : Main Idea (topic), Expressions /idioms/ phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), Excluding fact not written (unstated details), Supporting idea(s), vocabulary.

B. **Translation Ability**

1. **Definition of translation**

Munday and Basil Said if Translation is a phenomenon that has a huge effect on every daily life.[24] Translation is an activity to take meaning in a matter or in the context of a particular language. in the text translation activity is the activity of looking for a meaning in the text to be understood in another language. This is supported by argument from Torop, he is argued that translation is a process of converting ideas expressed from one language into another and basically and bounded each other . Crystal states that translation

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[23]H.Douglas Brown. *Language Assessment Principles and Classroom Practice on Education.* San Francisco: Longman, 2004. p.206

[24] Munday Jeremy and Hatim Basil . *Translation an Advanced Resource Book.* Routledge, London and New York, 2004 , p.3

is the process of changing the meaning of spoken, written, or marked from one language into another.[25] It means the every activities that we do to understand everything that we see or we are called translating activities.

Based on explanation above, it can be concluded if translation is phenomenon in our daily activity, that is come from one language and translate into another languange, which is what we see or that we hear to get the information.

2. Procces of Translation

Nida propose a three-stage model of translation process. In this model, source language surface elements (grammar, meaning, connotations) are analyzed as linguistic kernel structure that can be transferred to target language and restructured to form target language surface elements.[26]

Another example of a model is furnished by Nida for the translation process:

1) Analysis

Analyzing of the source text is realized in reading text activity of source language intended to comprehend the content, grammatical sentences clauses, phrases and words.

Example :

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[25] Krishna Regmi, Jennie Naidoo, Paul Pilkington, *Understanding The Process of Translation and Transliteration in Qualitative Research*,International Journal of Qualitative Methods,2010, pp.17-18

[26]Nida , Eugene.. *Context in Tranlating.* Amsterdam .1984

W ill you have an exam tomorrow? Break a leg!

First is we need to look at the context of the sentence. If we look at the context, it is not possible if people want to take the exam,instead they are told to kill their own feet or someone else's feet. So what does that mean then?

secondly we must know first that break a leg is an idiom or expression in English which means good luck. So, the appropriate translation is:

Besok kamu mau ujian kan? Sukses ya atau semoga beruntung ya

2) Transfer

After the material which have analyzed and understanding the meaning is constructed in his mind, the next step is to transfer the content, the meaning, and the message of the source language into the target language.

` Example :

General Gundul sends his team to help the evacuation process.

I

If translated, the sentence would be: *Jendral Gundul mengirim timnya untuk membantu proses evakuasi* , so the meaning did not fit. Because sending is usually used for goods and not for people. and the appropriate translation is:

Jendral Gundul mengutus/memerintahkan timnya untuk membantu proses evakuasi.

3)   Restructuring

Restructuring is the process of transforming the source language message into a proper stylist form in the target language.For the last stage, the purpose of the restructuring is to get the final acceptable message fully in the receptor or target language.[27]

Example :

I have a blue book

If for example we translate this sentence into Indonesian without going through a restructuring process, the translation will be: *Saya punya biru buku* , this is where the restructuring process is used. So this process serves to rearrange sentences according to the structure of the target language. So for example if the sentence was adjusted to the structure of the Indonesian language the translation becomes:

Saya mempunyai buku biru

Based on the explanation, it can be concluded that there are 3 process of translating the text: analysis, transfer and restructuring.

3. Assesing Translation

Assessment in translation can be done through three stages.[28] 1) functional assessment, the general impression to see whether general purpose of deviant writing. Otherwise, the assessment may to the next

[27]Nida, Eugene. 1975. *Language Structure and Translation*. (California: Standford University Press).

[28] Rochayah Machali, Pedoman Bagi Penerjemah,(Bandung: Kaifa, 2009), p.153

stage. 2) detail assessment based on the terms and criteria in the following table:

Table 3

Aspect of Translation Assessment

Aspect	Criteria

A. Accuracy of reproduction of meaning
  1. Linguistics aspect
      a. Transposition
      b. Modulation
      c. Lexicon (vocabulary)
      d. Idiom
	True, clear, reasonable deviate? (local/total

2. Semantics aspect
      a. Refrensial meaning
      b. Interpersonal meaning
         1) Language style
         2) Other interpersonal aspects, for example, the denotative-connotative.
	Changed? (local/total

3. Pragmatic aspect
      a. Matching text types(including author intent/ purpose)
      b. b.The demands of meaning at the level of sentence with the level of text.
	Deviate?(local/total)Not coherent ?(local/total

B. Fairness of expression (in standard art)	Fair and / or literal
c. terminology	True, default, clear
D. Correct spelling	True, default

3) detailed assessment of the second phase is classified in a scale or continuum and can be converted into values. To facilitate the placement of classes or categories, detailed criteria at the second stage is manifested in the general indicator in the following table:

Table 4

Scoring System translation English into Indonesia

Category	Score	Indicator
The translation is almost perfect	86-90 (A)	The translation is almost equal to original text. There are no mistake in grammar, spelling and using vocabulary.
The translation is very good	76-85 (B)	There are no mistake in using vocabulary, there are any grammar and spelling mistake but not many.
The translation is good	65-75 (C)	There are grammar and idiom mistakes but not more than 15% from all texts. There are any mistakes in spelling.
The translation is enough	46-60 (D)	There are grammar and idiom mistakes but not more than 25% from all texts. There are any mistakes in uncommon vocabulary.
The translation is worse	20-45 (E)	There are grammar and idiom mistakes more than 25% from all texts.

Source: Scoring System by Rochayah Machali.[29]

C. Frame of Thinking

Barnstone says that reading is actually a form of translation and translation is a form of intense reading.[30] Reading has become an important part of the learning process, especially in English. The use of texts that are too long is indeed not very efficient, because of students' high levels of boredom and lack of vocabulary they do not

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[29] Rochayah Machali, *Pedoman Bagi Penerjemah,* Bandung: Kaifa, 2009, p.156

[30] Batmstone, W. (2003). *The poetics of translation :History, theory, practice. (*New Haven: Yale University Press)p.44

understand.The ability to translate into one factor is the lack of interest in reading students. Their ignorance in translating in the right way that the lack of vocabulary is indeed very clearly seen.

Based on both explanations, the relationship that occurs between reading and translating activities is visible. when the reader reads a text then the next is to analyze the meaning or meaning that is in the text called translating activities.

Reading and translating are 2 important component activities in the learning process. in the reading process students are asked to be able to understand the text they are reading. to make the text easy to understand, the reader does the activities of translating. Newmark believed if a translation analysis of the source language text based on its comprehension is the first stage of translation.[31]

From the literature above, it can be assumed that students' reading comprehension in English-language texts correlates with the ability to translate English texts. It seems that the activity of translating an English text is a little easier than the activity of understanding an English text. students who have good scores on translating activities show that it is the discovery of new vocabulary in a text that is a bit a difficulty in translating, and the longer form of the text tends to make students less interested.

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[31] Newmark. P. *A textbook of Translation.* NewYork and London. 1998 .p.17

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