

**THE CORRELATION BETWEEN STUDENTS'  
HABITS IN READING ENGLISH NOVEL AND  
THE ABILITY TO TRANSLATE  
ENGLISH-INDONESIAN**

A Thesis

**Submitted As a Partial Fulfillment of The Requirement  
for S1-Degree**

**By:**

**Rika Rismayanti  
NPM. 1911040463**

**Study Program : English Education  
Advisor : Meisuri, M.Pd  
Co-Advisor : Dr. Nur Syamsiyah, M.Pd**

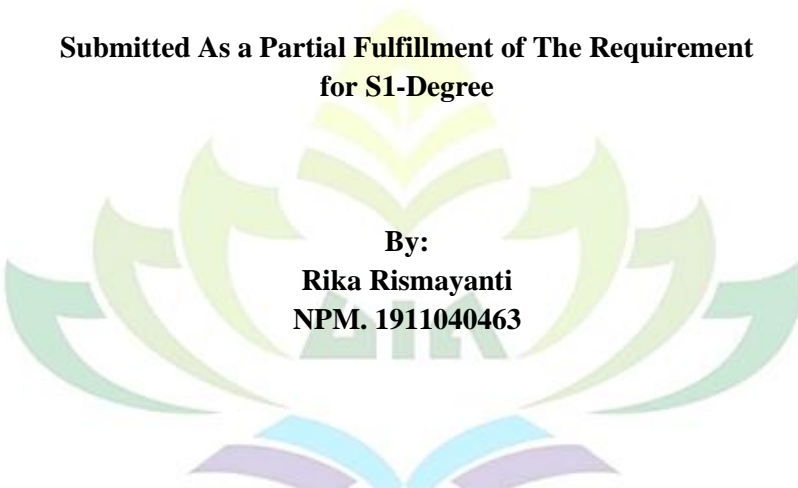


**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC STATE UNIVERSITY RADEN INTAN  
LAMPUNG  
1445H/2024M**

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## ABSTRACT

This research was conducted based on the preliminary research from 61 students, 33 of them were still confused when translating English to Indonesian. In this case, students felt difficult to choose vocabulary, they found it difficult to determine the appropriate vocabulary, and they did not understand the meaning of a text they read, they knew the meaning of the reading but when translating into Indonesian they have difficulty constructing sentences. The objective of this research was to find out whether there is any correlation between students' habit in reading English novels and the ability to translate English-Indonesian. The research methodology used correlational research design. The population of this research was the students at the fifth semester of English education department UIN Raden Intan Lampung. The sample was chosen by doing random sampling. The sample of this research was taken 61 students. In collecting data, this research used questionnaire that consist of 20 items for habit in reading English novel and test to find out the students' translation skills in translate English-Indonesian.

After giving the test, the researcher analyzed the data using SPSS with Pearson Product Moment Formula. The analysis of hypothesis showed that  $r_{\text{count}}$  (0.619) was greater than  $r_{\text{table}}$  (0.248)  $N=61$  with significance level 0.05. Then it can be concluded that  $H_a$  is accepted which is there is significance correlation between students' habit and translation ability.

**Keywords:** *Novel, Reading, Students Habit, Translation*

## DECLARATION

I hereby state that this thesis entitled: "The Correlation Between Students' Habits in Reading English Novel and The Ability to Translate English-Indonesian" is completely my own work. I am fully aware that I have quote some statements and theories from several sources and those are properly acknowledgement in this thesis.

Bandar Lampung, January 2024  
Declared by,



A handwritten signature in black ink, appearing to read 'Rika Rismayanti'.

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## MOTTO

يَتَأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا

إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).<sup>1</sup>

(Q.S. Al-Hujurat : 13)



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<sup>1</sup> Abdullah Yusuf Ali, The meaning of Holy Qur'an, (Maryland: Amana Publication, 2001), 1593

## DEDICATION

All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

1. Allah SWT, who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Wariadi and Mrs. Maryamah, have provided me with unconditional love and never-ending support, not only for completing this thesis but also for the success of my life. I am very thankful for having them by my side, and this thesis is absolutely also theirs. Thank you for being my parents who are always patient and always embrace me again regardless of all the mistakes and shortcomings of your only daughter who is the most spoiled and unruly. Your daughter really hopes to be able to live together as long as possible with you, please live a good long life so that I can grow old with you, love you.
3. My beloved older brother Ibnu Wahid and my younger brother M. Al Fadzri and also my sister-in-law Andini Sita Safitri, have been very supportive, caring, and generous during many difficult stages of her study at the University. Thank you for being brothers for your sister who is introvert and doesn't like to meet other humans like a vampire doesn't like sunlight. Even though sometimes you are very annoying, but for me you are the greatest siblings in the world, let's grow old together and continue to get along to brag each other's children and grandchildren in the future.
4. My beloved big family who supports and give me advice that are always asks about the graduation schedule because they can't wait to go vacation in the city.
5. My beloved friends who support and assist me in completing my undergraduate thesis.
6. My beloved lecturers and almamater UIN Raden Intan Lampung which has contributed a lot for my development.



## CURRICULUM VITAE

The author of this thesis is Rika Rismayanti, famously called by her friends 'Rika/Risma'. She was born in Pisang Baru, Way Kanan on November 16th, 2001. She is the second of three children of Mr. Wariadi and Mrs. Maryamah. She has an older brother named Ibnu Wahid and a Younger brother named M. Al Fadzri. She is the only one daughter in home.

She accomplished her formal education without kindergarten. Her parents believed that their child has a high potential in education, they decided that their child could entered into the Elementary School at SD N 1 Srinumpi, Way Kanan and finished in 2013. After that she continued her school at Junior High School PGRI 1 Bumi Agung, from 2013 and finished in 2016. Next, she decided to continue her education at Senior High School 1 Bumi Agung, from 2016 and finished in 2019. Between 2019 and 2023, she went to Raden Intan State Islamic University of Lampung in Sukarame to pursue her bachelor's degree, and she was accepted through UM-PTKIN to be a student of the English Education Department in the Department of English Education. In the college, she was an active student in some organizations in order to improve her knowledge and abilities. She was an active member of UKM PIK R-Sahabat Raden Intan State Islamic University. She also an active person although in the outside of the college. She was volunteered and been an ambassador for VEA (Virtual Education Academy). But, Behind of it she always remembers his main duty, as a student Raden Intan State University, Lampung. Especially in English Department of Education.

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## ACKNOWLEDGEMENT

Firstly, I would like to express my sincerest praises to Allah SWT, who has lent me His blessing and mercy for completing my study at the State Islamic University of Raden Intan Lampung. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis is entitled “The Correlation Between Students' Habits in Reading English Novels and The Ability to Translate English-Indonesian”.

This thesis is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of the student's task in partial fulfillment of the requirement to obtain an S-1 degree. However, this thesis would not have been completed without countless people's aid, support, guidance, help, advice, and encouragement. Therefore, the researcher would like to express the most profound sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung.
2. M. Ridho Kholid, M.Pd. the head of English Education Study Program at UIN Raden Intan Lampung. May you always be under the auspices of His blessing to continue to update, improve and guide the majors toward a better path.
3. Mrs. Meisuri, M.Pd., the first Advisor, has also patiently guided and directed the researcher to complete this thesis. I hope that every day every step of the way, will continue to be accompanied by His Grace so that it can continue to guide students.
4. Mrs. Dr. Nur Syamsiyah, M.Pd., the Co-Advisor, thank you for being willing to spend your time patiently and for giving lots of advice, guidance, directions, as well as criticism and suggestions, which were very meaningful to the writer during the guidance process. May you always be in the abundance of His grace.
5. All lecturers of English Education of Tarbiyah and Teacher Training Faculty who have taught the researcher many valuable lessons. Thank you for the service and knowledge

that you have all given to the author. I hope that you will always be given health and patience to continue to protect the students for many years to come until Allah knows best how long.

6. All fellow students in the Department of English Education, my classmate, and especially my beloved friends Adelia Valentina, Alma Rosida Hudayani, Amanda Wulan, Imas Zakiyah, Khoiriyah, who support and assist me in completing my undergraduate thesis. I hope our relationship will not end until the end of this lecture. Let's keep in touch and build relationships until we are old and always remember our memories together, thank you for wanting to be bothered with my endless questions, with all my random behavior, and for being my friend.
7. Thank you to Shawn Mendes, One Direction and Tulus songs that accompanied me during the process of working on my thesis.
8. Last but not least, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for always trying, for being strong even though cry in the corner, I wanna thank me for just being me at all times.

Finally, since everything is flawed, neither is this thesis. Despite the meaningful names I mentioned above, every mistake in this bachelor thesis remains mine. Thus, I welcome any corrections, comments, and criticisms of the goodness of this thesis.

Bandar Lampung,      January, 2024  
Author

Rika Rismayanti  
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## **CHAPTER I INTRODUCTION**

This chapter presents title confirmation, the background of the problem, identification, and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant of the study, and systematics of the research.

### **A. Title Confirmation**

In this sub chapter, the researcher will explain the purpose of this proposal title to not make misunderstanding for the readers in understanding the title. The thesis proposal title is “The Correlation Between Students’ Habits in Reading English Novels and The Ability to Translate English-Indonesian”. The explanation below is for understanding some of the terms contained in this thesis proposal. Here as follows:

The habit of students reading novels is one of the important habits that can have a positive effect on translation. The habit of students reading novels is the activity of students to get information or daily events by reading a story line that contains stories of characters in everyday life and is done consistently with joy. This reading habit can also be read in various forms, both in offline and online novels. The habit of reading this novel contains new information, one of which is vocabulary, which can improve students' ability to translate.

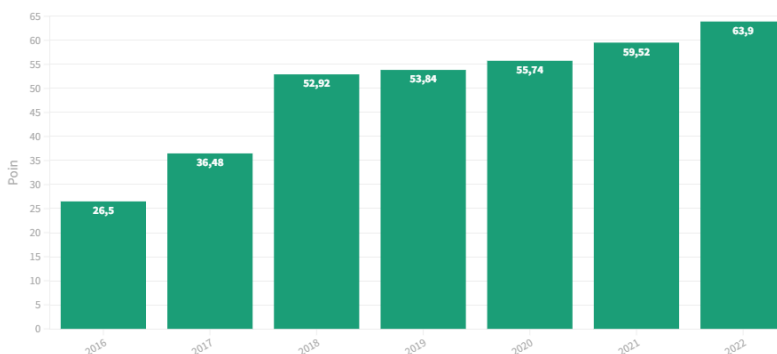
The ability of students to translate texts from English to Indonesian is the ability of students to explain how to change from one language to another without changing the actual meaning. In this activity, students must be able to convey the content and meaning of the source language to the target language not only by paying attention to the generic structure of the text but also by considering the actual meaning.

Therefore, the researcher would like to do the thesis proposal entitled “The Correlation Between Students’ Habits in Reading English Novels and The Ability to Translate English-Indonesian”.

## B. Background of The Problem

Reading is a human ability that involves the eyes as the sense of sight. We have been trained to be able to read since childhood. There are many benefits to be gained from reading. Starting from reading novels, comics, to textbooks. Reading cannot be separated from daily activities. The ability to read which is able to capture and convey information to the brain and express it again in writing is called literacy. As a student, we must have the literacy skills to capture lessons and answer questions from the teacher. These literacy skills can be improved by reading books in the form of fiction or non-fiction.

Reading books is an important aspect of encouraging literacy in Indonesian society. It can also help them to gain knowledge that will be useful in everyday life.



**Figure 1.1 Indonesian people's reading hobby level (2019-2022)**

*Source: National Library, Indonesian people's reading hobby level (2019-2022)*<sup>2</sup>

Based on National Library data, the level of interest in reading among Indonesian people in 2022 will be 63.9 points. This score increased 7.4% compared to the previous year of 59.52 points. This is influenced by several aspects, starting from the frequency of reading per week to the duration of internet access for reading

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<sup>2</sup> Endang Fatmawati, "Increasing the Level of Reading Enjoyment Society Through Measuring the Love of Reading Index". *Jurnal Ilmu Perpustakaan dan Informasi*, vol.6, issue 2, 2022.

material. Referring to this, in general, especially students spend more time reading fiction on cellphones compared to reading non-fiction in the library. One of the fiction books they usually read is novels.

A novel is a literary work in which the story is told often using words that are enriched and beautified. Reading novels is a person's activity of reading stories that originate from the author's imagination. Someone usually reads novels for entertainment or to relieve stress. But apart from that, the habit of reading novels can expand knowledge and enrich vocabulary. Chettri and Rout state that reading habit novel is important for healthy intellectual growth and plays a very important role to enable a person in achieving language proficiency.<sup>3</sup> With the habit of reading novels we can add new vocabulary. A rich vocabulary is one way to improve translation skills.<sup>4</sup>

The translation is the replacement of text material in one language (Source Language/SL) with equivalent text material in another language (Target Language/TL).<sup>5</sup> According to Nida, translation consists in reproducing in the receiving language the most natural equivalent of the message in the source language, first in terms of meaning and second in terms of style.<sup>6</sup> In line with Nida, Bassnett, and McGuire they define that translation translates the text from the source language (SL) to the target language (TL) to ensure that (1) the surface meanings of the two are approximately the same and (2) the SL frame is held together as tightly as possible, but not so tightly that the TL frame is greatly distorted. This explains why it is quite difficult to reproduce the same but very similar messages. From the above

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<sup>3</sup> Chettri, Kushmeeta, and S.K. Rout. "Reading Habits: An Overview." *IOSR Journal of Humanities and Social Science*, vol. 14, issue 6, 2013, pp. 13-17. <http://www.iosrjournals.org/iosr-jhss/papers/Vol14-issue6/C01461317.pdf>.

<sup>4</sup> Parviz Birjandi, "Lexical Knowledge and Translation Ability," *Modarres*, no. July (1999): 37.

<sup>5</sup> John Cunnison Catford, "Language and Language Learning a Linguistic Theory of Translation," *Oxford University Press*, 1965, 110.

<sup>6</sup> Yan Li, "Nida's Translation Theory of 'Functional Equivalence' and Its Application in Chinese Herbal Medicine Translation," *Advances in Literary Study* 09, no. 01 (2021): 11–15, <https://doi.org/10.4236/als.2021.91002>.

definition, the researcher concludes that translation is the process of transferring messages from the source language to the target language, which has the most equivalent meaning can be from the second language to the first language or from the first language to the second language.

In learning English, students cannot avoid reading English texts. Many textbooks and reference works are written in English. Nowadays, students need to improve their translation skills to understand the meaning of the text that they read. To understand the meaning of the text, Students need to translate the source language into their mother tongue namely from English to Indonesian.

Besides the preliminary research, the researchers get some information from 33 students through questionnaires. The target in this questionnaire was 60 students, but only 33 students filled out this questionnaire. However, this result is still acceptable because Arikunto said if the population is more than 100 persons, the sample can be taken between 10-15%, 20-25% or more.<sup>7</sup> The results of the questionnaire show that students prefer reading fiction such as novels rather than non-fiction reading such as textbooks. Researchers gave students a choice of 5 novels to find out which of the 5 were more familiar to them, namely: Harry Potter, Sherlock Holmes, The Invisible Man, Tiger Man and Sun. 54.5% of them are more familiar with the Harry Potter novels. Therefore, researchers will use the Harry Potter novel as a translation test instrument. The result of the questionnaire also show that the students had difficulty in translating. The problem can be seen from the phenomena as follows: the students are still confused when translating English to Indonesian. In this case, students feel difficult to choose vocabulary, they find it difficult to determine the appropriate vocabulary, and they do not understand the meaning of a text they read, they know the meaning of the

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<sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revisi VI)*. Jakarta: Rineka Cipta. 2006

reading but when translating into Indonesian they have difficulty constructing sentences.

From the explanation above, Reading habits are noted as the most influential factor in translating where people usually find new words or diction and experience from reading activities. In this study, reading habits in novel. Reading is one of language skills that is good for language development. Reading is an important part of teaching and learning languages, especially translating English to Indonesian so that there are no errors in meaning and understanding.

Some studies have been carried out to evaluate the effect of reading habits. First The Correlation Between Translation Ability and Reading Habit Toward Writing Ability by Darmawan Budiyo. The result of this study indicated translation ability and reading habit is a good predictor of the student's writing ability.<sup>8</sup> The second research is entitled Translation Ability, Reading Habit, And Reading Skill in Vocational School Students in Indonesia: A Correlation by Aksendro Maximilian. The result of the study revealed that: 1) there is a correlation between students' translation ability and students' reading skills; 2) there is a correlation between students' reading habits and students' reading skills; 3) there is a correlation between students' translation ability and reading habit toward students' reading skill.<sup>9</sup> The third research from Hendriani Lesmana is entitled The correlation between reading habit and translating ability from Indonesia into English. The result of this study indicated that reading habits do not affect translating ability.<sup>10</sup>

The similarity of this research with other research is that it uses translation ability and reading as its variables. However,

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<sup>8</sup> Darmawan Budiyo, "The Correlation Between Translation Ability and Reading Habit Toward Writing Ability," *Jurnal Didascien Bahasa* vol 4 no 2 (n.d.).

<sup>9</sup> Aksendro Maximilian, "Translation Ability, Reading Habit, and Reading Skill in Vocational School Students in Indonesia: A Correlation," *Journal of English Teaching and Applied Linguistic* 1, no. 1 (2020): 27.

<sup>10</sup> Hendriani Lesmana, "The Correlation Between Reading Habit and Translating Ability From Indonesia Into English," *PROJECT (Professional Journal of English Education)* 2, no. 1 (2019): 79, <https://doi.org/10.22460/project.v2i1.p79-86>.

there are some differences, in the first study, the researchers used 3 variables, namely reading habits, translation abilities, and writing abilities. Meanwhile, the researcher only uses 2 variables, namely reading habit and translation ability. In the second study, the researchers used 3 variables, namely reading habits, translation abilities, and reading skills. Meanwhile, the researcher only uses 2 variables, namely reading habit and translation ability. In the third study, the researcher focused on the ability to translate Indonesian-English while the researcher focused on the ability to translate English-Indonesian.

Therefore, based on the explanation above, the researcher is interested in the research title: **“The Correlation Between Students' Habits in Reading English Novels and The Ability to Translate English-Indonesian.”**

### **C. Identification and Limitation of the Problem**

Seeing the background of the problem above, the researcher identified the problem of the research as follows:

1. Students have difficulties in choosing, finding, organizing and arranging the correct words and sentences when translating text.
2. Students need to master vocabulary to be able to translate the SL into the TL

To avoid misunderstanding what the researcher explained, the researcher limits the problem of this study to two variables, that is students' habit of reading English novels and the ability to translate English-Indonesian. Students' habit of reading English novels is an independent variable and the ability to translate English-Indonesian is the dependent variable. It is focused on the translation class of the English Department UIN Raden Intan Lampung. Researcher used the Harry Potter and the Sorcerers' Stone as instrument of translation test.

### **D. Formulation of the Problem**

Based on background the problem identified, the researcher formulates the problem as follow:

Is there any correlation between students' habit of reading English novels and the ability to translate English-Indonesian?

## **E. The objective of the Research**

Based on the research question above, the main purpose of this study can be stated as “to find out whether there is any correlation between students’ habit of reading English novels and the ability to translate English-Indonesian”.

## **F. Significance of the Research**

### **1. Theoretically**

Providing information to the readers about the correlation between students’ habit in reading English novel and the ability to translate English-Indonesian.

### **2. Practically**

1. Lectures, the researcher hopes that the results of this research will be useful for lecturers as a source of teaching English in the future. Especially in teaching and learning translation.

2. The students, the findings of this study can motivate students to improve their translation skills through an interesting and fun way, reading English novels.

3. The future researchers, the researcher hopes that the findings of this study will benefit other researchers by serving as appropriate references and additional knowledge for those who will conduct more in-depth similar research in the future. Moreover, they can extend this research to a wider area.

## **G. Relevant Studies**

There are many studies on reading habits and their correlation with students' ability in translation. The researcher determined some of the relevancy of the research as follows:

1. *The Correlation Between Translation Ability and Reading Habit Toward Reading Skill* by Nur Arqom Eka Fatria.<sup>11</sup> The

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<sup>11</sup> Nur Arqom Eka Fatria, “The Correlation Between Translation Ability And Reading Habit Toward Reading Skill” 4, no. 2 (2020): 51–64.

purpose of this research is to identify the connection between the ability to interpret and learn, the ability to read and read, the ability to translate and the tendency to read and read. This is a correlational method of research that is a form of quantitative research. The population of the study is the students' fifth semester in UNU Blitar. The sample are 52 students. Test and questionnaire are the methods used to collect the data. The test collects translation and reading data, whereas the questionnaire is used to know the reading pattern of students. The results of this research reveal that 1) the correlation between interpreting and reading is positive. 2) there is a positive correlation between reading habit and reading skill. 3) there is a positive correlation among translation ability, reading habit and reading skill.

2. *The Correlation between the Reading Comprehension and the Students' Translation Ability at the Sixth Semester of English Education Department in Muhammadiyah University of Makassar* by syalwah.<sup>12</sup> This research aims to find out the significant correlation between students' translation ability and reading comprehension at the Sixth Semester of English Education Department in Muhammadiyah University of Makassar. The design of this research is Correlational Research. The population of the research was the Sixth Semester Students of English Education Department in Muhammadiyah University of Makassar which consist of 25 samples. The technique was Random Sampling and the data were collected by the test of reading comprehension and translation. Based upon the analysis conducted, it reached a conclusion that there was significant correlation between students' translation ability and reading comprehension.

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<sup>12</sup> Syalwah, "The Correlation Between Students Translation Ability and Reading Comprehension at The Sixth Semester of English Education Department in Muhammadiyah University of Makasar," *Industry and Higher Education* 3, no. 1 (2021), <http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspace.uc.ac.id/handle/123456789/1288>.



3. *The Correlation Between Students' Habit in Listening English Songs and Their Translation Skill Of English Departement at Iain Tulungagung* was conducted by Rizka Zahrotul Istina.<sup>13</sup>

This study was directed to verify whether having habit in listening English song has association with having better performance in translation. The study belonged to correlational design with quantitative approach. The population was all 6th semester students translation class of English Department at IAIN Tulungagung in the academic year of 2020/2021 consisting 60 students. The sample of this research was 31 students by using simple random sample technique. The research instruments were questionnaire habit in listening English songs and translating complex sentences test. The data of this research were analyzed by using Spearman-Rho in SPSS 24.0 The result of this research showed that the coefficient correlation was 0,642. It indicated the level of correlation lied on sufficient correlation between students' habit in listening English songs and their translation skill. It proved by the index value of correlation coefficient at interval 0.600-0.800. In conclusion, it can be stated that there is a positive correlation between students' habit in listening English songs and their translation skill of English Department Students at IAIN Tulungagung.

From the research that has been done, the difference with my research this research will be aimed to know whether or not there is a correlation between students' reading novel habit and their translation ability from English-indonesian. The research design in this study will be descriptive quantitative which used correlational design. There are two instruments will be given to the students. The instruments are questionnaire about reading novels habit and a test of translation English-indonesian. It's focus on the correlation between students habit in reading English novel and the ability to tranaslate English-Indonesian. Therefore

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<sup>13</sup> Rizka Zahrotul Istina, "The Correlation Between Students' Habit In Listening English Songs And Their Translation Skill Of English Departement At Iain Tulungagung," UIN Satu Tulungagung Institutionsl Repository (2021).

the researcher is interested to do a research on title: **“The Correlation Between Students' Habits in Reading English Novels and The Ability to Translate English-Indonesian.”**

#### **H. Systematic of the Research**

This thesis proposal consists of three chapters as follows:

1. Chapter 1 is an introduction consisting of title affirmation, the background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevance studies, and systematics of the writing.
2. Chapter 2 is a review of related literature consists of general concept of habit reading to English novels and general concept of translation.
3. Chapter 3 is research method consists of time and place of the research, research design, population, sample and sampling technique, operational definition of the variable, research instrument, data collecting technique, scoring procedure of writing ability, and data analysis.
4. Chapter 4 is result and discussions this chapter consists only of data descriptions and discussions. The researcher was discuss the data and its computations in this chapter. In addition, the researcher examined whether or not there is a correlation between students' habit in reading English novel and the ability to translate English-Indonesian.
5. Chapter 5 is conclusion and recommendation, in this chapter the researcher answered the research questions in the conclusion. Not only that, but the researcher also recommends the lecturer related to this English novel as a new learning media.

## CHAPTER II

### FRAME OF THEORIES AND HYPOTHESES

#### A. Frame of Theory

##### 1. The Concept of Reading

Reading is one of the essential language skills. Therefore, it becomes one of the subjects studied by many scholars. Ur reveals that reading is a term whose meaning is both to read and to understand.<sup>14</sup> Based on this view, reading is not only an activity to recognize, to spell, or to read written symbols but also there must be an effort to comprehend the meaning of the written symbols. Therefore, people, regarded as reader, are those who can both read the words and know what the words mean.

In addition, Hedgcock and Ferris assert that reading is defined as a complex activity in which cognitive processes, strategies used by the reader, and various types of information in the text interaction.<sup>15</sup> This definition is quite similar to the previous one advocated by Ur, reading is not only a more activity to read the symbols written on a piece of paper, but also there must be a cognitive processes involved as well as strategies used and prior knowledge written in the text must not be excluded.

Moreover, Broughton et al point out the similar perception towards the meaning of reading; it is considered as a complex skill in which inter-correlation occur among the skill to decode or recognize the written symbols, the skill to connect formal linguistic elements comprising words, phrases, sentences, paragraphs, and the intellectual skill to know the meaning of the written

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<sup>14</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 2009), p. 138

<sup>15</sup> John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), p.49

symbols.<sup>16</sup> This view reveals that to be a reader, people are required to equip themselves with certain facilities facilitating to recognize written symbols and linguistic elements that eventually lead them to comprehend what the written symbols mean.

Furthermore, Akanda, Hoq, and Hasan assert that reading is considered as an art through which people are able to gain the meaning of life and world view.<sup>17</sup> Based upon this view, reading is regarded as a useful and valuable activity or it can broaden the knowledge of someone who conducts this activity. By reading, much information is gained, and then it can, in a deeper sense, eventually enhance understanding and knowledge about life.

Last, reading is regarded as an art, skill, and activity which is complex for it is influenced by several factors such as knowledge of the written symbols, linguistic elements, and content. If these factors are met and fulfilled, one can get valuable result, that is, knowledge and understanding about life and worldview.

## **2. Concept of reading habit**

### **a. Definition of reading habit**

Even though based upon the previous section reading is considered as the activity which is complex for it involves some elements such as the ability to recognize written symbols and the ability to comprehend the meaning of the written symbols, reading can be considered as a habit. This section discloses the reading habit in details.

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<sup>16</sup> Geoffrey Broughton et al., *Teaching English as a Foreign Language*, (New York: Routledge, 2003), p. 89-90

<sup>17</sup> A. K. M. Eamin Ali Akanda, Kazi Mostak Gausul Hoq, and Nazmul Hasan, "Reading Habit of Students in Social Sciences and Arts : A Case Study of Rajshashi University", *Chinese Librarianship: An International Electronic Journal*, 35, 2013, p. 60

Chettri and Rout assert that reading habit is a reading activity which is done recursively. Reading habit is important for healthy intellectual growth and plays a very important role to enable a person in achieving language proficiency.<sup>18</sup> In other words, based upon this view, reading can be considered as a habit if it is done many times in a regular way. Similarly, Iftanti also emphasizes that the key of reading habit is repetition with respect to the desired reading behaviour.<sup>19</sup> From this notion, reading habit is considered as the way in which individuals repeat many times their reading activities so that it is absorbed into themselves as an enjoyable activity which is done with full of awareness or sincerely.

Maynard reveals that regular reading depends on habit. Therefore, it is important for students to create a reading habit, because habit provides the strongest motivation to keep on reading on a regular basis. Based upon this view, it can be concluded that reading habit have an important role for the students. Besides on create this activity as a habit, it also have several benefits for students. Such as to get the new information, as a productive time, and others.<sup>20</sup>

In addition to Chettri and Rout view above, reading habit involves the reading materials which are settled and the passion to have more allocated time to do reading activities. Based upon this view, individuals can be considered to have a reading habit if they have more concerns with reading materials as

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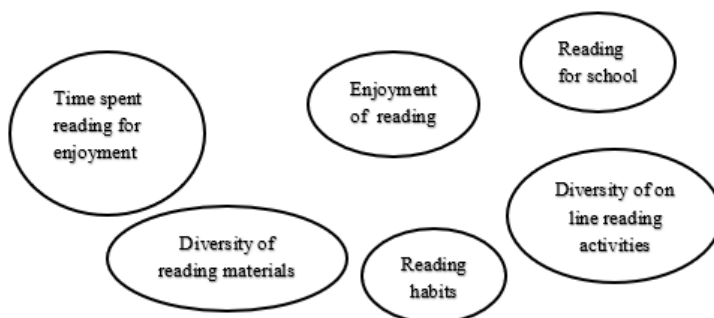
<sup>18</sup> KushmeetaChettri and S.K. Rout, "Reading Habit- An Overview," *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 14, 2013, p. 13

<sup>19</sup> Erna Iftanti, "A Survey of the English Reading Habits of EFL Students in Indonesia," *TEFLIN Journal*, 23, 2012, p. 150

<sup>20</sup> Sally Maynard, Sophie MacKay, and Fiona Smyth, "A Survey of Young People's Reading: Thinking about Fiction," *New Review of Children's Literature and Librarianship* 14, no. 1 (2008): 45–65, <https://doi.org/10.1080/13614540802170379>.

well as indicated by having more time to do reading activities.

Furthermore, reading habit, according to Programme for International Students Assessment (PISA), is defined and revealed on the picture below:



**Figure 2.2 Reading Habit of Programme for International Students Assessment (PISA)**

The picture above reveals that concept of reading habits can be described of some factors.

- 1) The first one is diversity of reading materials. Students who have a reading habit may enjoy reading in variety of materials, either fiction or nonfiction.
- 2) The second one is time spent reading for enjoyment. It refers to the allocated time students spend their time for reading.
- 3) The third one is enjoyment of reading. It refers to the feeling of pleased and enjoy. Usually students will spend more time to read although in the leisure time.
- 4) Next is reading for school. Students may enjoy reading variety included reading to learn school materials.
- 5) The last is diversity of on line reading activities.

- 6) Reading habit can be done in a variety form. Not only read regularly but also can be in digital form. So, students still can access any kinds important information from the internet. That's more flexible than read a book directly.

By having a reading habit, one can obtain some benefits. According to Iftanti, reading habit constitutes a gateway through which knowledge is obtained, as well as it becomes a tool which develops individuals personalities and mental capacities.<sup>21</sup> Based on this view, if reading activity becomes a habit or done regularly and systematically, it can make people's intellect and attitudes toward things improve due to their development of personalites. Therefore, it can be considered it eventually makes them able to cope with various matters in life.

In conclusion, reading habit is considered as an activity which is done regularly and recursively with full of joy. Individuals having a reading habit can be shown by the allocated time they spent to do reading activities, the material they read, the way they behave, feel, think, and consider the reading activity. By having a reading habit, individuals can broaden their knowledge as well as develop their attitudes towards things.

b. The Purposes of Reading Habits

There is some purpose of reading habits either have a positive or negative result. Reading habit has four purposes. Three of them reflect a positive attitude. One of them reflects negative attitude.<sup>22</sup>

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<sup>21</sup> Erna Iftanti, "What Makes EFL Students Establish Good Reading Habits in English, *International Journal of Education and Research*," 3, 2015, p. 366

<sup>22</sup> Devita Ariani Kusairi, "A Study on Students Reading Habit in English Language Education," *UMM Institutional Repository*, 2019.

### 1) Hobby

A hobby is an activity people do because they feel pleasure to do it and feel satisfaction by doing it. Besides formal education, people like reading as a hobby. This hobby is really good and recommended too because it is outcome a positive effect.

### 2) Recreational

Reading for recreation is a very good way to follow and do because these habits help students to find other interests besides academics. The student should not have to always read a textbook, they need to read another type of printed book such as a newspaper or magazine. This results in a positive effect because it can help people braces their brain while getting new knowledge.

### 3) Concentration

The concentration reading is the most important one that provides the desired outcome. It is the bedrock and the result-oriented reading which makes for achievement.

### 4) Deviational

These purposes of reading habits give a negative result, it is not recommended to students to do. This kind of habit is pretending to read. they deviate from studying it should be avoided by the students to help them read deviates things.<sup>23</sup>

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<sup>23</sup> Ogbodo R. O. *Effective study habits and Examination Guide for Students*, (Abuja: Gracehanel Publishers,2002),p. 4



### c. Indicators of Reading Habit

Based on the concept of reading habit above, the researcher determined that there are nine indicators of reading habit according to Meijer:

- 1) Fiction consumption pattern: it's related to the report of kinds novel that have read by students. It's also given a data about how often students to read different novel media in daily activities.
- 2) Novel reading time : the time spent by students to read a novel. It's related to the amount of novel reading time in minutes.
- 3) Surveillance needs : general motivation to monitor the novel. It's also about the reason of how students read the novel.
- 4) Interest in novel subjects : the interest of students in several novel subjects.
- 5) Novel format: the preferences of the students consider of how to consume the novel
- 6) Self efficacy: whether the srudents consider themselves as capable to read a novel
- 7) Novel reading as pastime: its about how the students fill their time with novel reading, a closer look is taken at novel reading as pastime.
- 8) Willingness to pay : whether the students sees paid news as news with surplus value and whether he is willing to pay for novel.
- 9) Social environment: the people around students that supported them to read a novel.

### d. The Advantages and Disadvantages of Reading Habits

In habitual reading, there are so many advantages that the students can absorb. Reading habit is the powerful and long-lasting too in the development of a student's academic success. The implications of applying reading as a habitual activity are students can expand their knowledge and increase focus and

concentration. Reading as a habitual activity also helps the students to increase their reading understanding, helps them become more intelligent, and boosts their vocabulary meaning.<sup>24</sup>

Propose several benefits of reading he said, the impact of reading in people's live is extraordinarily widespread. A reader can learn a new word, can be introduced to new facts, can become knowledgeable about the whole, and can be stimulated to both taught and emotion.

- 1) A more complete explanation stated by Steel Jack, mentions several advantages of reading habits. They are:
  - a) The habit of reading helps the mind perform effectively
  - b) The habit of regular reading helps us develop a good vocabulary
  - c) The habit of reading boots intellectual curiosity
  - d) The habit of reading means psychological activity
  - e) Habitual reading helps readers to have a positive set of mind.<sup>25</sup>

The habit of reading helps the main performs effectively to read frequently. The people would have abilities to communicate and think well. Acquiring reading habits would automatically active neurons and make them always in good shape. People who exhibit habits as daily activities would help them to perform effectively in front of the public.

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<sup>24</sup> Thanuskodi S, "Reading Habit Among Library and Information Science Students," (Annamalia University: A Survey, International Journal Education Science, 2011),p. 6

<sup>25</sup> Steel Jack. "The Habit of Reading and It's Advantages Why Should Develops Habit of Regular Reading," (International Journal Education Science, 2008),p. 66

- a) The habit of regular reading helps us develop a good vocabulary habit in reading and develops our alertness in identifying errors in a sentence. Frequent readers have a range of words bank. They would have specific information about the meaning of the word and they can predict the meaning based on context. Frequent readers would be better at understanding the message that the researcher trying to convey.
- b) Habitual reading boots intellectual curiosity and the regular habit of reading exposes a reader to read a variety of a book. Habitual reading also helps the readers to understand the complexity of different books. A reader becomes knowledgeable about various literacy skills which leads the reader to think independently and critically.
- c) Habitual reading means a psychological activity regular habit as a psychological activity means a reader links with their mind to feel the researcher's imagination. There uses their mind to figure out the scheme of the story, to feel the researchers, and to experience those difference of personal players.
- d) Habitual reading helps readers to have a positive set of minds efficient frequent readers should be active, positive mindset, and be critical. The readers should give feedback quickly to the material as a respond to what they have read. They should also get a summary and make a critical judgment from the material.<sup>26</sup>

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<sup>26</sup> Ibid

To conclude, there are a few important benefits to reading habits. Implementing habitual reading can train their mind in the context of helping the brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their minds and helps them become more intelligent.

Besides the advantages there are also disadvantages of reading habit especially the habit of reading via digital media. Reading on electronic devices for too long can cause health problems. one of them is computer vision syndrome (CVS). This condition will cause the eyes to experience irritation, such as red, watery and dry eyes.<sup>27</sup>

On the disadvantage level, fiction books exist in a completely different universe; some of the disadvantages of reading fiction books are:

- a) Fiction causes readers mind to sag
- b) Stories can make readers unhappy with reality
- c) Novels arouse the reader's emotions

### **3. The concept of novel**

#### **a. Definition of novel**

The novel comes from the novella language, which in German is called *novelle* and *novel* in English, and this is what later entered Indonesia. A novella means a small new item, which is then interpreted as a short story in the form of prose. Albloby states that a novel is a narrative that tells

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<sup>27</sup> Yirun Gue, "The Influence of Digital Media on Teenager's Reading Habits" University of Edinburgh, Edinburgh, UK.

prose as a long story, including some fictional characters and events.<sup>28</sup>

A novel is a long essay in prose and contains a series of stories from a person's life with other people around him by highlighting the character and nature of each actor. A novel is a form of literary work in which there are cultural, social, moral, and educational values.

A novel is a work of literary fiction that almost resembles a drama, a novel tells a story where the story is lifted from human life with aesthetics added to the writing, a good depiction of the character's expression, and an exciting storyline, but the novel has more freedom than drama because it is not bound by elements of the stage background so that the researcher can freely write his imagination into the novel. Many young, old men and women love novels, and this interest created them. This interest is also the impetus to bring novels with humans all the time so that novels constantly change on the authority of the social conditions of the researcher in his era.<sup>29</sup>

b. Novel features

As a literary work, the novel has its characteristics when compared to other literary works. In terms of the number of words or sentences, the novel contains more words and sentences so that the process of meaning is relatively much easier than interpreting a poem which tends to contain a variety of figurative language. In terms of length, the novel is longer than the short story so that the novel can express something in more, more detail, more detail,

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<sup>28</sup> Amir Mohammed Albloly and Mahmud Ali Ahmed, "Developing the Students Literary Appreciation of Novels via Facebook," *International Journal of Recent Scientific Research*, 6, no. 9, (2015), 612.

<sup>29</sup> William Henry Hudson, *An Introduction to The Study of Literature*, (London, New Impression Reset n.d.), 128.

and involves more complex problems. The following are the characteristics of the novel:<sup>30</sup>

- 1) The number of words, novel words reaches 35,000 pieces
- 2) The number of pages of, the novel reaches a maximum of 100 quarto pages.
- 3) The amount of time, average time spent reading a novel is about 2 hours (120 minutes).
- 4) Novels depend on the behavior and may be more than one actor.
- 5) Novels present more than one impression.
- 6) Novels present more than one effect.
- 7) Novels present more than one emotion.
- 8) Novels have a wider scale
- 9) The selection of novels is stricter
- 10) The speed in the novel is slower
- 11) In the novel, the elements of density and intensity are not so prioritized.

c. Novel Elements

The novel is a totality, an artistic whole. As a totality, the novel has parts and elements that are interrelated with one another. The building elements of a novel are broadly divided into two, namely extrinsic elements and intrinsic elements. Extrinsic elements are elements that are outside the literary work, but indirectly affect the building or organismal system of the literary work, but are not part of it. The extrinsic element consists of the individual subjectivity of the author who has attitudes, beliefs, and views on life, biographies, and the author's environmental conditions such as economic, political, and social, all of which affect the work he writes.

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<sup>30</sup> J. David Hulchanski, "General Introduction to the Indian English Novel," *Urban History Review* 15, no. 1 (1986): 1–2, <https://doi.org/10.7202/1018889ar>.

Intrinsic elements are elements that build the literary work itself. It is these elements that cause literary works to exist as literary works, elements that will factually be found if someone reads literary works. The intrinsic elements of a novel are the elements that directly participate in building the story. The elements in question are theme, plot, characterization, setting, and point of view.<sup>31</sup>

1) Theme

The theme is the basic idea that supports a literary work and is contained in the text as a semantic structure that involves similarities or differences. The theme in a story is binding because the theme will determine the presence of certain events, conflicts, and situations. The theme is the basis for the development of the whole story, so the theme also animates all parts of the story. The theme can thus be seen as the basis of the story, the general basic idea of a novel. The ideas that have been determined by the author are used to develop the story. In other words, the story will follow the general basic idea that has been determined previously so that various events, conflicts, and the selection of various other intrinsic elements such as characterizations, plots, courtyards, and viewpoints are attempted to reflect the general basic idea.

2) Plot

The plot is a sequence of events that are connected in a story based on cause and effect. With these continuous events, a story occurs. Between the beginning and the end of the story, there is a plot. So the plot shows how the story goes. Let's say the story begins with event A and ends with Z. Then A, B, C, D, and Z are storylines.

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<sup>31</sup> Ibid

Based on the time the plot is divided into two, namely:

- a) The straight or progressive plot, the plot is said to be progressive if the events narrated are chronological, the first event is followed by later events.
  - b) Flash-back plots. The sequence of events narrated in a work of fiction with a regressive plot is not chronological, the story does not start from the initial stage but may be from the middle stage or the final stage.
- 3) Characterizations

In the discussion of fiction, terms such as character and characterization, character and disposition, or character and characteristics are often used interchangeably by referring to almost the same meaning. These terms do not suggest the same meaning even though some of them are synonymous. The term character refers to the person or actor in the story.

Story characters are people who are shown in a narrative work, or drama, which the reader interprets as having certain moral qualities and tendencies as expressed in speech and what is done in action.

Characterization is referring to the placement of certain characters with certain characteristics in a story. Characterization is the depiction of a clear picture of a person who is shown in a story. Thus, the term characterization has a broader meaning than character and character because it also includes the problem of who the character in the story is, how the character is, and how it is placed and depicted in a story so that it can give a clear picture to the reader.<sup>32</sup> Characterizations at the same time suggest techniques

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<sup>32</sup> Ibid.



for the embodiment and development of characters in a story.

#### 4) Setting

The setting is the 'background' of a story that shows the location, historical period or time, and the social environment in which the action of a text develops. The author chooses a setting to embed the story in a specific time and place context to support the action, characters, and narrative perspective on an additional level.<sup>33</sup>

Background elements can be divided into three main elements, namely place, time, and social. The three elements, although each offers different problems and can be discussed independently, are interrelated and influence each other.

##### a) Setting of place

The setting of the place is the location where the events told in a work of fiction occur. The element of place used can be in the form of places with certain names, certain initials, or certain locations without a clear name. The setting in a novel usually includes various locations, it will move from one place to another in line with the development of the plot and characters.

##### b) Setting of Time

The setting of time relates to the problem of "when" the events told in a work of fiction occur. Time in narrative works can have a double meaning, namely referring to the time of storytelling, the time of writing the story, and the other hand refers to the time sequence that occurs in the story. The time setting must also be related to the place setting as well as the social setting

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<sup>33</sup> Mario Klarer, *An Introduction to Literary Studies*, 2nd ed, (London: Routledge, 2004). 15

because, in reality, they are interrelated. The state of something that is told inevitably has to refer to a certain time because that place will change in line with changing times.

c) Social Setting

Social settings are matters related to the behavior of the social life of the community in a place that is told in a work of fiction. The procedure for the social life of the community includes various problems in a fairly complex scope. It can be in the form of living habits, customs, traditions, beliefs, views of life, and ways of thinking and behaving. In addition, the social background is also related to the social status of the character concerned.

5) Point of View

Point of view is the way or view used by the author as a means to present the characters, actions, settings, and various events that make up the story in a work of fiction to the reader. The point of view is divided into 3, namely:

- a) The author uses the character's point of view and first-person pronouns to tell what happened to him and expresses his feelings in his own words.
- b) The author uses the point of view of subordinate characters, he observes more from the outside than is seen in the story, and the author usually uses third-person pronouns. The narrator in the third person point of view is outside the story so that the narrator does not side with any of the characters and events being told. By using the pronouns he, she, and they, the author can tell an event far into the past and to the present.
- c) The author uses an impersonal point of view, he is completely outside the story, and he is all-seeing, all-hearing, and all-knowing. He sees deep into

the character's mind and can tell the deepest inner secrets of the character.

#### 4. Habit in Reading Novel

Reading is one of the important things in English. Therefore, people can get more information of the world and it can broaden the knowledge of someone who conducts this ability. Reading is regarded as an art, skill, and activity which is complex for it is influenced by several factors such as knowledge of the written symbols, linguistic elements, and content. If these factors are met and fulfilled, one can get valuable result. That is, knowledge and understanding about life and world view.

Covey states that habit is the intersection of knowledge, skill, and desire. Knowledge is the theoretical paradigm, the to do and the why.<sup>34</sup> Skill is how to do. And the desire is the motivation, the want to do. As Carter also said that habit is the repetitive activity to find out the information and to do it as automatically, spontaneously and unconsciously.<sup>35</sup>

A novel is a work of literary fiction that almost resembles a drama, a novel tells a story where the story is lifted from human life with aesthetics added to the writing, a good depiction of the character's expression, and an exciting storyline, but the novel has more freedom than drama because it is not bound by elements of the stage background so that the researcher can freely write his imagination into the novel. Many young, old men and women love novels, and this interest created them. This interest is also the impetus to bring novels with humans all the time so that novels constantly change on the

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<sup>34</sup> Covey Stephent, R., *The Seven Habits of Highly Effective People: Powerful Lesson in Personal Change*, (New York: Simon and Schuster, 1989), p. 35

<sup>35</sup> Good, V. Carter, *Dictionary of Education*, (New York: Mc Graw Hill Book, 1973), p. 14

authority of the social conditions of the researcher in his era.<sup>36</sup>

Habit in reading novel is a form of consistency people to get some vocabulary by read a printed paper or electric paper. So, the student can builds vocabulary, improve their grammar, find inspiration, reduces stress. Mostly students read novel in the libraries of their respective school, college and university. Both electronic and printed format of novels are popular nowadays. It can be see that e-novel more flexible which users can see anytime, anywhere and also retrieve any story as and when needed.

From the definition above, researchers can conclude that the habit of reading novels is a person's activity in reading fiction to increase knowledge or relieve stress when bored which is done repeatedly and without coercion.

## **5. The Concept of Source Language and Target Language**

The translation is an operation performed on two languages viz: Source Language and Target Language. The language from which the translation is being done is called Source Language and the language into which it is done is called Target Language. The term transfer refers to the process involved in the transmission of the message (received after decoding the SL text) into the other language (TL).<sup>37</sup>

The process of translation between two different languages involves the translator changing the source language text (SL) in this research is “English” into a target language text (TL) in this research is Indonesian. In

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<sup>36</sup> William Henry Hudson, *An Introduction to The Study of Literature*, (London, New Impression Reset n.d.), 128.

<sup>37</sup> J. C. Catford. *A Linguistic Theory of Translation: an Essay on Applied Linguistics*. London: Oxford University Press, 1965.

this replacement, the form of SL text is changed and the meaning is expected and hoped to be held constant. Translation in this view is a contextual thing; a cross-cultural communication, a communicative act that attempts to render the exact contextual meaning in such a way that both content and language are readily acceptable to the readership.

a. The Definition of Translation

Translation is a general term that refers to the transfer of thoughts or ideas from one language to another language in text form or orally. This definition is supported by Newmark which states that translation is considered as “a process of rendering the meaning of the text to other languages based on the intended way by the author of the text”. On the other hand, translation is an attempt to replace the source language text with text that is commensurate with the target language translated as meaning as intended by the author. In addition, it is revealed that the procedure is used for the translation of sentences and words. Due to the use of the proper strategy, a good translation will be produced. According to the definition above, translation itself is the process done by the people to change the language but it does not change the main idea. In this case, the translators translate the language of SL into TL but they should know the culture related to the country which becomes the target language.

Translation is an expression in another language (or target language) of what has been expressed in another source language, which maintains semantic and style equations. As translators, they should follow the norm of decency in using the language, it means that the translators should be creative in translating the language, especially in translating the taboo and rude meanings of the swearing words. The translators can use

specific terms which have politeness in the sentence but it is understood by the readers as swearing and taboo words. Another opinion is conveyed by Bell, he defines that “translation is the expression in another language or target language of what has been expressed in another, source language, preserving semantic and stylistic equivalences.”<sup>38</sup> In this definition, the equivalent of meaning and style is very important. A translator should preserve the message and also the style of the Source Language. It means that translation should give the reader the same effect as what has been stated by the source language.

Nida and Taber define translation as follows: “Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”. The emphasis on equality in terms of cultural significance.

In another opinion, there is a definition of translation stated by Peter Newmark in *A Textbook of Translation*. “Often, though not by any means always, it is rendering the meaning of a text into another language in the way that the author intended the text”. Moreover, in *Approaches to Translation*, he states, “Translating is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language“.<sup>39</sup>

The Translation Theories have a different explanation from the expert J.C Catford said in this

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<sup>38</sup> Yves Gambier, “BELL, Roger T. (1991): *Translation and Translating. Theory and Practice*, Londres/New York, Longman, Coll. *Applied Linguistic and Language Study*, 298 P.,” *Meta: Journal Des Traducteurs* 38, no. 3 (2012): 537, <https://doi.org/10.7202/002801ar>.

<sup>39</sup> Peter Newmark, *A Textbook of Translation*. Hertfordshire: Prentice Hall.

book that although the field is defined differently by different scholars, one might begin a definition of “modern” translation theory. According to Catford translation is the replacement of textual material in one language, the SL, by equivalent textual material in another language, the TL. On the other hand translation itself is regarded as an activity in which each meaningful SL text item has to be represented by an equivalent TL text item and vice versa. Munday says that the term translation, itself has several meanings; it can refer to the general subject field, the product, and the process. The product involves the translated text and the process involves the translator changing an original written text or SL into written text in different verbal language or TL.<sup>40</sup>

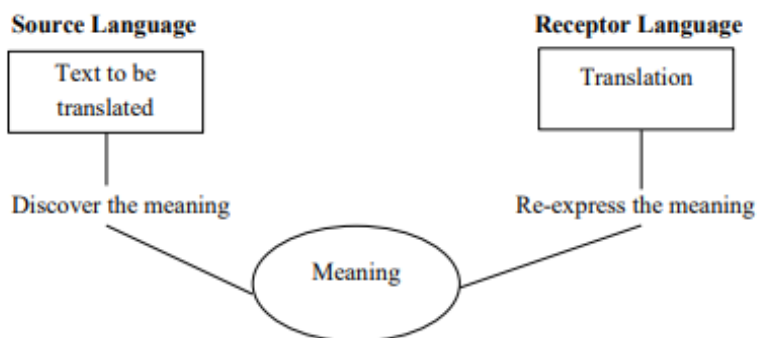
b. Process of Translation

The essence of the translation process begins with the translator's acceptance source text and ends with the create of the target language text. Translators can develop their concepts without compromising the significance of the original text. The translator has to be careful in translating, because a mistake in translating can result in meaning from the source language not reaching to target language and if this happened, the result of the translation will be less satisfying.

Larson came up with a diagram that explained the process of translation:

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<sup>40</sup> Catford, “*Linguistic Theory of Translation.*” Oxford: Oxford University Press. 1965



**Figure 2.3 Translation process adopted from Larson**

From the diagram above, Larson explained that the point of translation process is transferring the meaning of the text, not the form, from source language to target language.<sup>41</sup> Translation consist of observing the text in source language in order to determine the diction, grammatical structure and context; discovering the meaning of the text; and looking for the natural equivalent of the text in the target language.

### c. Translation Strategies

Newmark defines translation as “a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language”. Translation can be classified into eight kinds. The translation strategies can be categorized into two major parts. The first is translations that are oriented to the source language. The second is translations that are more oriented to the target language.<sup>42</sup>

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<sup>41</sup> M Larson. *Meaning Based Translation*. Lanham: University Press of America. 1984

<sup>42</sup> Peter Newmark, *A Textbook of Translation*. Hertfordshire: Prentice Hall. 1988



The definition of translation techniques is very important for the discipline of textual criticism to help translate the text to be translated, Classifications of translation orientation source languages based on Newmark are:

1) Word-for-word translation :

This kind of translation is considered close to the source language. The sequence of words in the source language text is maintained, the words translating by essentially meaning out of context.<sup>43</sup> An example of word-for-word translation is:

SL: Asri bought me a dress yesterday

TL : *Asri membelikan sebuah gaun untuk saya kemarin*

The source language word order is preserved and the words translated singly by their most common meanings.

2) Literal translation:

In this translation, the grammatical construction of the source language is converted into the equivalent in the target language, while the translating words are out of context.<sup>44</sup> An example of literal translation is:

SL: Who has he been living with?

TL : *Siapa telah dia tinggal dengan?*

The translation above sound unnatural. the result is translated by word-for-word translation and it causes the combination of the target language sentence sound unnatural and it usually makes the reader confused.

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<sup>43</sup> Ibid

<sup>44</sup> Ibid

## 3) Faithful translation:

It attempts to regenerate the contextual meaning although it is still bound by the grammatical structure of the source language.<sup>45</sup>

An example of faithful translation is:

SL : He is a broker in Bursa Efek Indonesia.

TL : *Dia seorang pialang di Bursa Efek Indonesia.*

It attempts to procedure the precise contextual meaning of the original within the constraunts of the TL grammatical structures.

## 4) Semantics translation:

It is different from the faithful translation. More semantic translation into account aesthetics source language text, and creative within reasonable limits. Besides its faithful translation is still association with the source language, while the more flexible semantic translation.<sup>46</sup> An example of semantic translation is:

SL: He is a book worm.

TL : *Dia seorang kutu buku.*

It may translate less important cultural words by culturally neutral third or functional terms but not cultural equivalent and it may make other small concessions to the readership.

## 5) Adaptation:

This translation is considered to be the most free and close to the target language. Particularly for the translation of drama and poetry, themes, characters, and plots are usually retained.<sup>47</sup> An example of semantic translation is:

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<sup>45</sup> Ibid

<sup>46</sup> Ibid

<sup>47</sup> Ibid

SL: Hey Jude, don't make it better  
Take a sad song and make it better  
Remember to let her into your heart  
Then you can start to make it better

TL : *Kasih,dimanakah Mengapa kau tinggalkan aku Ingatlah-ingatlah kau padaku Janji setia mu tak kan ku lupa.*

The freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

#### 6) Free Translation:

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually, it is a paraphrase much longer than the original, so-called intralingual translation“ often prolix and pretentious, and not translation at all.<sup>48</sup> An example of free translation is:

SL: It's a heavy rain

TL : *Di luar hujan deras*

It reproduces the matter without the manner, or the content with the form of the original.

#### 7) Idiomatic Translation:

Idiomatic translation reproduces the „message“ of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.<sup>49</sup> An example of idiomatic translation is:

SL: How was your test? Well, It's a piece of cake.

TL : *Bagaimana test mu? Oh, sangat mudah sekali.*

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<sup>48</sup> Ibid

<sup>49</sup> Ibid

It reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original

8) Communicative Translation:

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.<sup>50</sup> An example of communicative translation is:

SL: No smoking!

TL : *Dilarang merokok!*

It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

## B. Theoretical Framework

Translating is one of the skills that must be possessed by students. However, there are still some students who have difficulty translating from English to Indonesian. In translating, there are several indicators such as grammatical structure, cultural words, and writing mechanics. To be able to translate a language into another language we need to read the source language first. Meanwhile, by reading, we are going to produce the means for translation. The more often we usually read, the more vocabulary we know the meaning of. There is an indirect relationship between reading habits and the ability to translate.

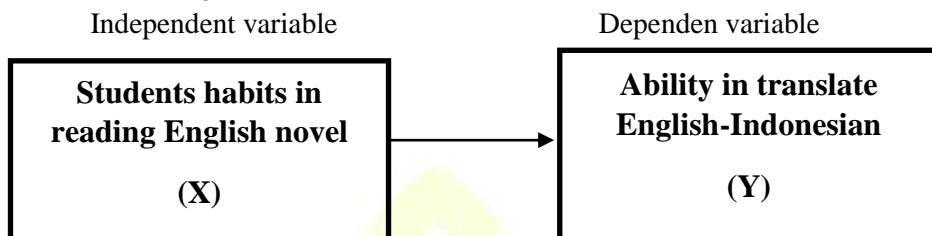
The method used in this research is a quantitative approach to find out the correlation between reading habits and the students translate English-Indonesian abilities. To

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<sup>50</sup> Ibid

know the student's reading habits, they should be given a questionnaire., while to know the student's ability to translate English-Indonesian, they should be given a test.

Then, the researcher tries to make the frame of thinking as follows:



### C. Hypothesis

Based on the theories and explanation above, the researcher proposed the hypothesis as follows:

1.  $H_0$  = There is no significant positive correlation between students' habits in reading English novels and the ability to translate English-Indonesian.
2.  $H_a$  = There is a significant positive correlation between students' habits in reading English novels and the ability to translate English-Indonesian.

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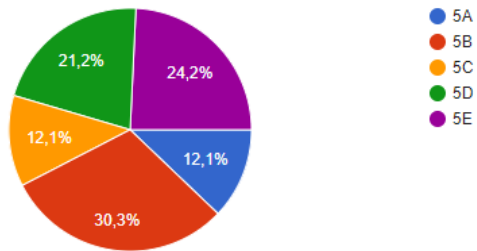
# APPENDICES



## Appendix 1 Questionnaire Preliminary Research

Kelas

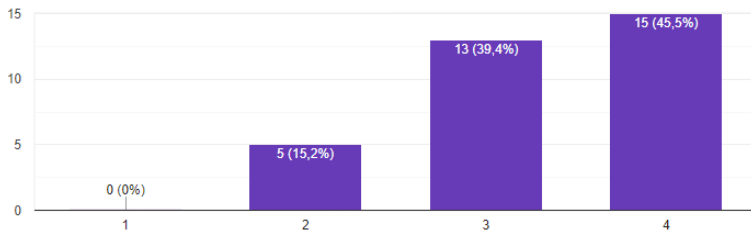
33 jawaban



Saya lebih suka membaca bacaan fiksi

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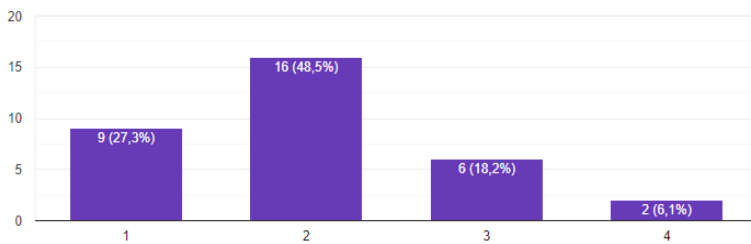
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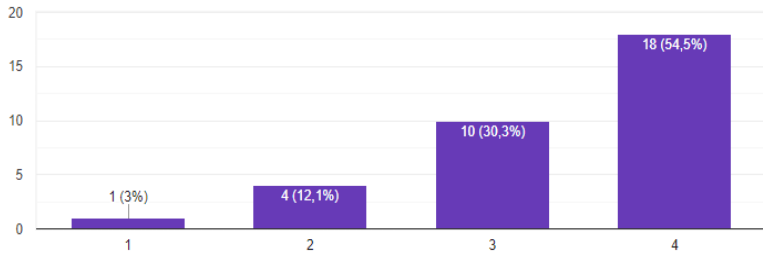
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Saya lebih tertarik membaca novel dibandingkan textbook

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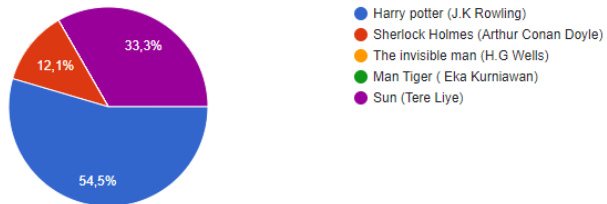
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Manakah yang lebih familiar bagi anda dari 5 novel di bawah ini

 Salin

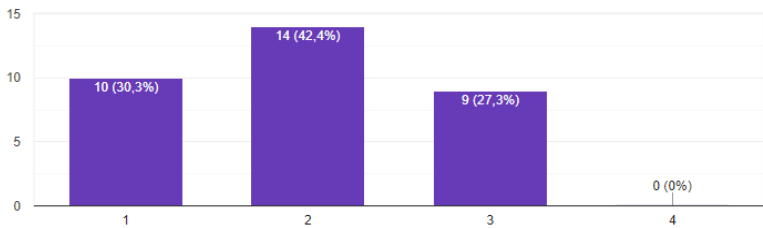
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Saat membaca bacaan berbahasa Inggris saya mengalami kesulitan untuk menerjemahkannya ke bahasa Indonesia

 Salin

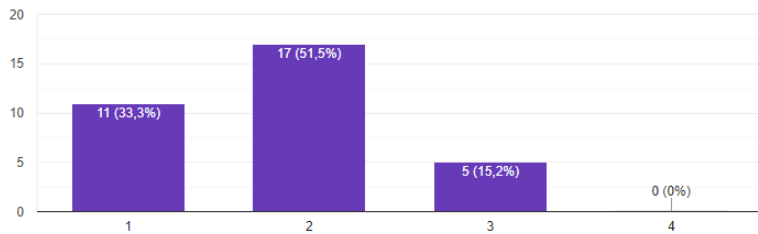
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Saya mengalami kesulitan dalam menerjemahkan teks yang panjang dan kompleks

 Salin

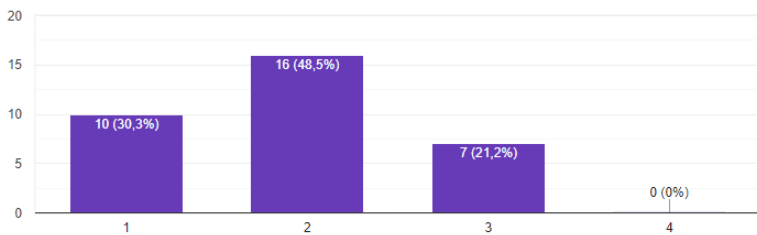
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Saya mengalami kesulitan dalam menentukan kata yang sesuai dengan konteks kalimat yang benar

 Salin

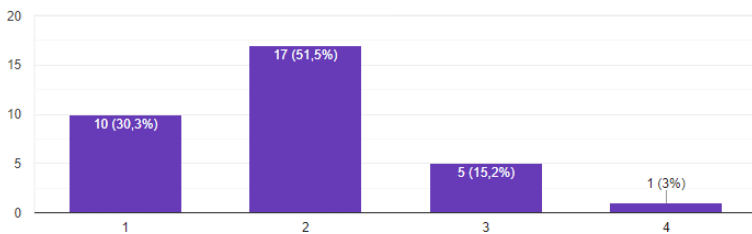
33 jawaban



Saya mengalami kesulitan saat menemui kosa kata yang tidak saya ketahui artinya

 Salin

33 jawaban



### Appendix 2 Blue Print of Reading Habit in Learning English

No.	Aspect	Indicator	Number of Items
1.	Fiction consumption pattern	The report of kinds novel that have read by students	1,2
2.	Novel reading time	The time spent by students to read a novel	3,4,5
3.	Surveillance needs	General motivation to monitor the news	6,7
4.	Interest in news subjects	The interest of students in several fiction subjects.	8,9
5.	News formal	The preferences of the students of how to consume the fiction	10,11
6.	Self efficacy	Whether the students consider themselves as capable to read a novel	12,13
7.	Novel reading as pastime	How the students fill their time with novel reading, a closer look is taken at novel reading as pastime	14,15,16
8.	Willingness to pay	Whether the students sees paid novel as fiction with surplus value and whether he is willing to pay for novel	17,18
9.	Social environment	The people around students that supported them to read a novel	19,20
<b>TOTAL</b>			<b>20</b>

### Appendix 3 Questionnaire of Reading Habit Novel

Conducted to collect data for a research project entitled

“The Correlation Between Students' Habits in Reading English Novels and The Ability to Translate English-Indonesian.”

Petunjuk umum

1. Tulislah nama, npm, kelas dan umur anda
2. Berilah tanda ceklis pada pilihan jawaban atas pertanyaan yang diberikan
3. Tidak ada jawaban yang benar atau salah. Beberapa pertanyaan tampak memiliki arti hamper sama, hal ini tidak perlu anda hiraukan.

Nama:

Npm:

Kelas:

Umur:

Berilah tanda ceklis pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya membaca novel di perpustakaan/handphone untuk mendapatkan cerita baru sehari-hari				
2	Saya lebih suka membaca novel berbahasa inggris daripada mengikuti Pelajaran Bahasa inggris.				
3	Saya meluangkan waktu untuk membaca novel selama (min 3 minggu)				
4	Saya menyediakan waktu selama (min 15-30 menit) untuk membaca novel				

	dalam bentuk apapun				
5	Saya banyak menghabiskan waktu untuk membaca novel di hari minggu				
6	Membaca novel dapat memudahkan saya mendapatkan kosa kata baru				
7	Novel memberikan acuan saya untuk belajar lebih mengenai materi menerjemahkan				
8	Saya lebih tertarik pada novel dengan tema romance, horror, thriller, komedi				
9	Saya lebih tertarik pada novel dengan tema petualangan dan sains				
10	Membaca novel sangat penting bagi saya karena merupakan salah satu cara terbaik untuk melatih kemampuan mnerjemahkan saya				
11	Saya selalu membaca novel secara mendalam				
12	Membaca novel membutuhkan banyak energi menurut saya				
13	Saya harus bekerja keras untuk mendapatkan novel berbahasa inggris				
14	Saya membaca novel ketika saya tidak memiliki				



	kegiatan apapun				
15	Saya membaca novel ketika tidak ada orang yang bisa diajak berbicara				
16	Saya membaca novel ketika saya bosan				
17	Bagi saya, sangat berguna jika mengeluarkan uang untuk membeli novel				
18	Bagi saya, tidak penting mengeluarkan uang untuk membeli novel				
19	Dalam keluarga saya, novel adalah salah satu hal terpenting yang harus dimiliki				
20	Materi menerjemahkan mengajak saya agar membaca novel secara rutin				



## Appendix 4 Translation Test

Read the instruction carefully!

1. Fill out the name, class, and your students number.
2. Read the text below, and translate into Indonesian.

They didn't think they could bear it if anyone found out about the Potters. Mrs. Potter was Mrs. Dursley's sister, but they hadn't met for several years; in fact, Mrs. Dursley pretended she didn't have a sister, because her sister and her good-for-nothing husband were as unDursleyish as it was possible to be. The Dursleys shuddered to think what the neighbors would say if the Potters arrived in the street. The Dursleys knew that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

When Mr. and Mrs. Dursley woke up on the dull, gray Tuesday our story starts, there was nothing about the cloudy sky outside to suggest that strange and mysterious things would soon be happening all over the country. Mr. Dursley hummed as he picked out his most boring tie for work, and Mrs. Dursley gossiped away happily as she wrestled a screaming Dudley into his high chair.

None of them noticed a large, tawny owl flutter past the window.

At half past eight, Mr. Dursley picked up his briefcase, pecked Mrs. Dursley on the cheek, and tried to kiss Dudley good-bye but missed, because Dudley was now having a tantrum and throwing his cereal at the walls. "Little tyke," chortled Mr. Dursley as he left the house. He got into his car and backed out of number four's drive.

*Source: harry potter and the sorcerers stone novel*

3. You are not allowed to cheat with your friends. If the same answer is found, the scoring will be reduced.
4. You have 30 minutes to translate the text.
5. Your result can be written on sheet answer.
6. Then, collect your answer to the link that given.
7. Do your best!

## Appendix 5 Validity with English Education Lecturer (M. Nawawi, M.Pd)

### FORM VALIDASI

*Direction:*

*For each question, please give your response by tricking (✓) a box representing your choice*

No	Questions	Yes	No	Comments
1	Apakah perintah pengerjaan sudah jelas?	✓		
2	Apakah alokasi waktu sudah cukup?	✓		
3	Apakah instrument sudah sesuai dengan kemampuan jenjang semester 5?	✓		
4	Apakah instrument sudah sesuai dengan indicator penelitian?	✓		
5	Apakah instrument sudah sesuai dengan aspek yang akan diukur?	✓		
6	Apakah instrument sudah memiliki Bahasa yang baik dan benar?	✓		
7	Apakah instrument mudah dimengerti?	✓		


General comments:

*Please give any general comment or suggestion you may have concern this test development.*

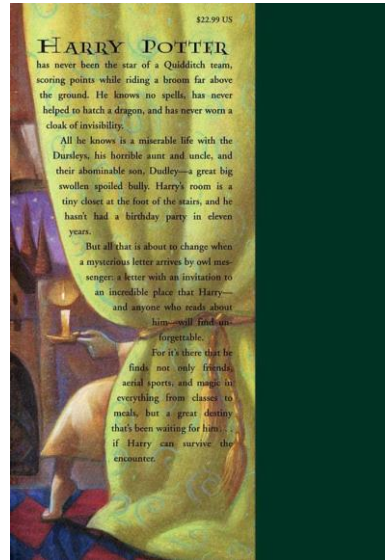
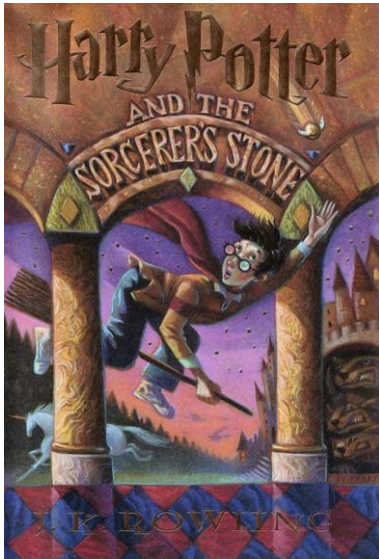
Beberapa instsruktan butuh diperbaiki  
gunakan bahasa indo u/ questioner

Bandar Lampung, 19 - 10 - 2023

Validator

  
M. Nawawi, M.Pd  
NIP.

## Appendix 6 Cover of Harry Potter and The Sorcerer's Stone



## **Appendix 7 Synopsis of Harry Potter and The Sorcerers' Stone**

Harry Potter and the Sorcerer's Stone is the first book in the Harry Potter series, written by J.K. Rowling. The story follows a young wizard named Harry Potter who learns about his true identity as a famous and powerful wizard.

At the start of the book, Harry is living with his abusive aunt and uncle, the Dursleys, who have hidden the fact that he is a wizard from him. On his eleventh birthday, Harry receives a letter from Hogwarts School of Witchcraft and Wizardry, informing him that he has been accepted as a student. The Dursleys try to prevent him from going to Hogwarts, but they are ultimately unsuccessful.

At Hogwarts, Harry makes new friends and learns about the magical world. He also learns that his parents were killed by the dark wizard, Lord Voldemort, who attempted to kill Harry as well, but failed. As a result, Harry has a lightning-shaped scar on his forehead and is famous in the wizarding world.

At Hogwarts, Harry, Ron Weasley, and Hermione Granger become friends and form a group known as the "Golden Trio." They discover that the Philosopher's Stone, a powerful and valuable magical artifact, is hidden at Hogwarts. Voldemort wants to obtain the stone to regain his full power and become immortal.

Harry and his friends work together to protect the stone and defeat Voldemort. They face many challenges, including a series of dangerous obstacles in the wizarding school's underground chambers. In the end, they succeed in destroying the stone and defeating Voldemort, though not without some close calls. The book ends with Harry returning to the Dursleys for the summer, but he is excited to return to Hogwarts for his second year. He has also gained a new sense of confidence and self-awareness as a result of his experiences at the wizarding school.

### Appendix 8 Novel Comparison

Title	Author	Description
<p>Harry Potter and The Sorcerers Stone</p>	<p>J.K Rowling</p>	<p>Harry Potter and the Sorcerer's Stone is a fantasy novel written by British author J. K. Rowling. The first novel in the Harry Potter series and Rowling's debut novel, it follows Harry Potter, a young wizard who discovers his magical heritage on his eleventh birthday, when he receives a letter of acceptance to Hogwarts School of Witchcraft and Wizardry. Harry makes close friends and a few enemies during his first year at the school and with the help of his friends, Ron Weasley and Hermione Granger, he faces an attempted comeback by the dark wizard Lord Voldemort, who killed Harry's parents, but failed to kill Harry when he was just 15 months old.</p> <p>The book was first published in the United Kingdom on 26 June 1997 by Bloomsbury. It was published in the United States the following year by Scholastic Corporation under the title Harry Potter and the Sorcerer's Stone. It won most of the British book awards that were judged by children and other awards in the US. The book reached the top of the New York Times list of best-selling fiction in August 1999 and stayed near the top of that list for much of 1999 and 2000. It has been translated into at least 73 other languages and has been made into a feature-length film of the same name, as have all six of its sequels. The novel has sold in excess of 120 million copies, making it the third best-selling book of all time</p>
<p>Sherlock Holmes</p>	<p>Arthur Conan Doyle</p>	<p>Sherlock Holmes is a fictional detective created by British author Arthur Conan Doyle. Referring to himself as</p>

		<p>a "consulting detective" in the stories, Holmes is known for his proficiency with observation, deduction, forensic science and logical reasoning that borders on the fantastic, which he employs when investigating cases for a wide variety of clients, including Scotland Yard.</p> <p>First appearing in print in 1887's <i>A Study in Scarlet</i>, the character's popularity became widespread with the first series of short stories in <i>The Strand Magazine</i>, beginning with "A Scandal in Bohemia" in 1891; additional tales appeared from then until 1927, eventually totalling four novels and 56 short stories. Though not the first fictional detective, Sherlock Holmes is arguably the best known. By the 1990s, there were already over 25,000 stage adaptations, films, television productions and publications featuring the detective,[2] and Guinness World Records lists him as the most portrayed human literary character in film and television history</p>
The Invisible Man	H.G Wells	<p>The <i>Invisible Man</i> is a science fiction novel by H. G. Wells. Originally serialised in <i>Pearson's Weekly</i> in 1897, it was published as a novel the same year. The <i>Invisible Man</i> to whom the title refers is Griffin, a scientist who has devoted himself to research into optics and who invents a way to change a body's refractive index to that of air so that it neither absorbs nor reflects light. He carries out this procedure on himself and renders himself invisible, but</p>

		fails in his attempt to reverse it. A practitioner of random and irresponsible violence, Griffin has become an iconic character in horror fiction
Man Tiger	Eka Kurniawan	<p>Tiger Man has a very clear and detailed story setting and atmosphere. The language used is poetic but can be understood by the reader. This novel invites readers to find out the motive for the murder of Anwar Sadat. Apart from that, this novel also reveals a truth. Eka Kurniawan succeeded in showing that every human being has two sides, namely the light side and the dark side.</p> <p>The novel 'Lelaki Harimau' or 'Man Tiger' by Eka Kurniawan won the 'FT/OppenheimerFunds Emerging Voices' award in the fiction category in 2004. The Financial Times published this year's edition of the novels in English translation. The novel 'Man Tiger' translated by Labodalih Sembiring (Verso) is in fourth place because the novel tells about criticism of violence against women in Indonesia. Then in 2016 Man Tiger was nominated for the Man Booker International Prize.</p>
Sun	Tere Liye	<p>Matahari is the title of the third novel in the Bumi series, namely the parallel world series and still tells the story of the adventures and exploration of three friends in a parallel world. First published by Gramedia Pustaka Utama in 2016. If the Bumi novel is set in the Bulan clan, then the Bulan novel is set in the Sun clan, in the Matahari novel the setting is set and tells the story of adventures in the Bintang clan</p>



### Appendix 9 Result of Reading Habit Novel

N O	NAME	NPM	CLA SS	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P1 0	P1 1	P1 2	P1 3	P1 4	P1 5	P1 6	P1 7	P1 8	P1 9	P2 0	TOT AL
1	Annisa Badriatul A	211104 0012	5C	4	4	2	3	4	3	3	4	3	3	2	2	4	4	2	4	4	2	3	4	<b>64</b>
2	Dhika R	211104 0148	5C	4	3	1	3	3	2	3	4	3	1	2	3	2	4	4	1	3	3	3	4	<b>56</b>
3	Ahmad Ridho	211104 0004	5C	3	4	4	4	2	3	4	4	2	3	4	2	2	3	3	4	2	4	2	4	<b>63</b>
4	Desmita Ayu	211104 0145	5C	3	3	4	3	4	4	3	4	4	3	3	3	2	4	3	3	4	3	3	3	<b>66</b>
5	Vina Rahma	211104 0109	5C	3	4	2	3	3	4	4	3	2	3	3	3	2	4	3	4	2	4	2	4	<b>62</b>
6	Reza Nouval R	211104 0086	5C	4	3	4	4	3	3	4	3	3	4	3	3	3	4	3	4	3	2	2	4	<b>66</b>
7	Riski Sofiyani	211104 0089	5C	3	3	4	3	3	3	3	4	3	3	3	2	2	3	3	3	2	2	2	4	<b>58</b>
8	Syahra Putri S	211104 0226	5C	3	4	2	3	4	4	3	3	2	3	3	4	2	3	3	3	4	2	2	4	<b>61</b>
9	Ema Ervina	211104	5C	3	3	3	4	3	4	3	3	3	3	3	3	3	4	2	3	3	3	2	2	<b>60</b>

		0035																						
10	Ika Ilma Yanti	2111040047	5C	3	2	4	3	2	3	3	4	3	4	4	2	2	4	3	4	2	4	4	3	<b>63</b>
11	Rahmat Fauli	2111040082	5C	4	4	2	3	4	2	4	2	4	1	4	3	4	2	4	2	1	4	4	2	<b>60</b>
12	Annisa Ramadhani	2111040013	5C	4	2	3	3	3	3	3	2	4	2	3	2	2	4	4	4	4	4	2	3	<b>61</b>
13	Ismarianti	2111040173	5C	2	3	4	2	2	3	4	4	2	4	3	2	3	4	3	3	2	3	3	3	<b>59</b>
14	Lisawati	2111040178	5C	4	2	3	4	4	4	3	3	2	3	2	3	3	3	3	3	2	2	2	2	<b>56</b>
15	Beni Stiawan	2111040251	5C	3	4	2	3	1	3	3	4	3	2	2	3	2	4	3	3	3	3	2	2	<b>55</b>
16	Ahmad Rosul	2111040120	5C	4	2	4	2	4	4	3	4	4	4	4	4	3	3	4	2	4	4	3	4	<b>70</b>
17	Jeni Eka Lestari	2111040052	5C	3	3	4	3	4	3	3	4	3	4	4	2	4	4	3	3	4	4	4	3	<b>69</b>
18	Hera Riani	2111040167	5C	4	3	4	4	3	4	4	4	3	4	4	4	3	4	1	3	3	4	4	4	<b>71</b>
19	Natalieyana Putri	2111040264	5C	3	4	2	4	3	4	4	3	2	4	3	4	4	4	4	4	4	3	4	4	<b>71</b>

2 0	Annisa Azzahra	211104 0014	5C	2	2	3	4	3	4	3	3	4	2	3	3	3	4	4	3	3	3	4	3	<b>63</b>
2 1	Annisa Vera	211104 0132	5C	3	2	3	3	4	3	3	3	2	3	3	2	4	4	3	3	3	3	3	3	<b>60</b>
2 2	Navia Dinia F	211104 0144	5C	3	2	2	4	3	3	4	4	3	3	3	3	3	4	3	4	3	4	2	3	<b>63</b>
2 3	Pia Alpiana	211104 0205	5C	3	2	2	3	2	4	3	3	2	3	2	3	3	3	2	3	4	3	2	2	<b>54</b>
2 4	Mira Adzani R	211104 0185	5C	3	2	2	2	2	3	3	3	3	4	2	2	2	3	3	3	2	2	2	4	<b>52</b>
2 5	Sella Rafika S	211104 0094	5C	3	2	3	3	3	4	3	4	2	3	2	1	3	3	2	3	2	3	2	3	<b>54</b>
2 6	Tiara Amanda S	211104 0230	5C	3	2	3	3	4	4	3	4	2	3	2	2	3	4	4	4	3	3	2	3	<b>61</b>
2 7	Neny Sufia A	211104 0070	5C	3	3	2	3	2	3	4	2	3	2	3	2	3	3	2	3	2	3	2	3	<b>53</b>
2 8	Desta Anisah R	211104 0146	5C	3	2	3	3	2	4	4	3	3	4	2	2	2	3	3	4	3	2	4	4	<b>60</b>
2 9	Sekar Kinasih A	211104 0219	5C	3	3	3	4	3	4	3	4	4	3	4	2	3	4	4	4	4	4	3	4	<b>70</b>
3	Nuraini	211104	5C	3	2	3	2	3	3	3	3	4	4	3	4	3	4	3	3	3	3	4	4	<b>64</b>

0		0073																						
3 1	Seli Safitri	211104 0093	5C	4	4	4	4	4	3	4	3	3	4	4	3	4	3	4	4	3	4	4	3	<b>73</b>
3 2	Dea Safira	211104 0142	5A	3	2	2	2	3	3	2	2	2	2	3	3	2	2	2	2	2	3	2	2	<b>46</b>
3 3	Fania Zhafirah S	211104 0161	5A	3	1	3	2	2	1	4	3	4	2	4	4	4	2	4	2	4	3	4	4	<b>60</b>
3 4	Nur Najli T	211104 0075	5A	2	3	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	3	2	3	<b>54</b>
3 5	Lisa Agustya A	211104 0176	5A	2	2	3	2	3	3	2	2	3	2	3	2	2	3	2	2	2	2	2	2	<b>46</b>
3 6	Nurul Izzah	211104 0202	5A	3	3	2	3	4	3	3	3	2	4	3	2	2	4	3	3	2	3	2	4	<b>58</b>
3 7	Oktia Tri Komala	211104 0204	5A	3	3	2	3	2	3	3	2	2	3	2	3	2	4	2	3	2	2	2	2	<b>50</b>
3 8	Viska Ulandari	211104 0111	5A	3	3	2	2	2	3	3	3	2	3	3	2	3	3	3	3	2	3	2	2	<b>52</b>
3 9	Nabila Amelia S	211104 0066	5A	3	3	2	2	2	3	3	3	2	3	3	3	2	3	3	2	2	3	2	2	<b>51</b>
4 0	Asyifa Dela S	211104 0136	5A	4	4	4	3	3	4	4	2	3	3	1	3	3	4	4	4	3	3	4	4	<b>67</b>

4 1	Arjun Bima P	211104 0134	5A	4	2	3	3	2	3	3	3	3	4	4	3	2	3	4	2	3	4	3	4	<b>62</b>
4 2	Rizka Windia P	211104 0090	5A	3	2	3	4	2	3	3	3	4	3	3	3	2	3	3	3	4	3	4	3	<b>61</b>
4 3	Salwa Aditi O	211104 0216	5A	3	4	3	3	2	4	3	3	2	3	4	2	4	3	3	3	2	2	4	3	<b>60</b>
4 4	Mulia Khairunisa	211104 0192	5A	3	2	2	2	3	3	4	3	2	4	2	2	3	4	3	3	3	3	4	3	<b>58</b>
4 5	Asti Aulia A	211104 0019	5A	3	2	2	3	2	3	2	4	3	2	3	3	3	2	3	2	3	3	2	2	<b>52</b>
4 6	Afif Daffa Putra	211104 0241	5A	3	2	4	2	3	3	4	3	4	4	3	2	3	2	4	1	4	4	4	1	<b>60</b>
4 7	Iqbal Prayoga	211104 0259	5A	3	2	2	1	1	3	2	4	4	2	4	1	3	4	1	2	3	3	2	2	<b>49</b>
4 8	Hanif Azharianto	211104 0163	5A	3	4	3	3	4	3	4	4	3	4	4	3	4	2	4	2	4	3	4	4	<b>69</b>
4 9	Delvian H	211104 0025	5A	3	2	2	2	2	2	2	3	3	2	3	2	2	2	2	2	2	3	2	3	<b>46</b>
5 0	Munzani F	211104 0064	5A	3	4	3	4	3	3	3	4	2	3	3	4	1	4	4	4	4	4	3	4	<b>67</b>
5 5	Arif Kurnia	211104	5A	3	3	2	3	2	3	3	2	4	2	3	1	2	3	3	4	3	4	2	4	<b>56</b>

1	R	0137																							
5 2	Maharrani Alya A	211104 0194	5A	3	3	2	3	4	3	2	3	3	2	2	4	3	3	3	2	4	2	4	3	<b>58</b>	
5 3	Dwi Putri M	211104 0153	5A	3	2	4	3	3	4	4	3	4	1	3	4	2	4	3	3	3	3	4	2	<b>62</b>	
5 4	Husna Jatsiyah	211104 0169	5A	3	3	2	3	2	3	3	3	3	3	3	3	2	3	3	3	2	2	2	3	<b>54</b>	
5 5	Tarisa Fidelia P	211104 0105	5A	2	2	2	3	4	3	4	3	3	2	3	2	1	2	3	2	4	3	4	3	<b>55</b>	
5 6	Auka Berliana P	211104 0020	5A	3	2	2	2	2	4	4	4	2	3	2	3	2	3	3	2	3	3	2	2	<b>53</b>	
5 7	Auia Rahma	211104 0021	5A	4	3	4	4	4	4	3	4	4	4	1	1	4	4	4	4	3	2	3	3	<b>67</b>	
5 8	Syofia Ananda R	211104 0104	5A	3	3	3	3	3	3	3	2	4	4	3	1	3	3	2	3	2	3	1	3	<b>55</b>	
5 9	Syarif Hizbulloh	211104 0229	5A	2	2	2	2	2	2	3	3	3	2	3	3	2	2	2	2	2	3	2	2	<b>46</b>	
6 0	Nindifa M	211104 0196	5A	4	2	3	3	2	4	4	3	2	4	3	2	2	3	3	3	3	4	2	4	3	<b>60</b>
6 1	Icha Elyasika	211104 0046	5A	3	2	2	3	4	3	3	3	2	4	3	2	3	3	3	3	4	4	2	2	<b>58</b>	

TOTAL	19 0	16 5	16 9	18 0	17 3	19 7	19 7	19 6	17 6	18 1	18 0	15 8	16 3	20 0	18 4	18 0	17 9	18 6	17 1	18 5	3610
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**KETERANGAN:**

P = Pernyataan



## Questionnaire of Reading Habit Novel

## Petunjuk umum

1. Tulislah nama, nom, kelas dan umur anda
2. Berilah tanda ceklis pada pilihan jawaban atas pertanyaan yang diberikan
3. Tidak ada jawaban yang benar atau salah. Beberapa pertanyaan tampak memiliki arti hampir sama, hal ini tidak perlu anda hiraukan.

Nama: SELL SAFITRINpm: 2111040093Kelas: SCUmur: 20

Berilah tanda ceklis pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya membaca novel di perpustakaan/handphone untuk mendapatkan cerita baru sehari-hari	<input checked="" type="checkbox"/>			
2	Saya lebih sika membaca novel berbahasa Inggris daripada mengikuti Pelajaran Bahasa Inggris.	<input checked="" type="checkbox"/>			
3	Saya meluangkan waktu untuk membaca novel selama (min 3 minggu)	<input checked="" type="checkbox"/>			
4	Saya menyediakan waktu selama (min 15-30 menit) untuk membaca novel dalam bentuk apapun	<input checked="" type="checkbox"/>			
5	Saya banyak menghabiskan waktu untuk membaca novel di hari minggu	<input checked="" type="checkbox"/>			
6	Membaca novel dapat memudahkan saya mendapatkan kosa kata baru		<input checked="" type="checkbox"/>		
7	Novel memberikan acuan saya untuk belajar lebih mengenai materi penerjemahan	<input checked="" type="checkbox"/>			
8	Saya lebih tertarik pada novel dengan tema romance, horror, thriller, komedi		<input checked="" type="checkbox"/>		
9	Saya lebih tertarik pada novel dengan tema petualangan dan sains		<input checked="" type="checkbox"/>		
10	Membaca novel sangat penting bagi saya karena merupakan salah satu cara terbaik untuk melatih kemampuan mnerjemahkan saya	<input checked="" type="checkbox"/>			
11	Saya selalu membaca novel secara mendalam	<input checked="" type="checkbox"/>			
12	Menurut saya, Membaca novel membutuhkan banyak energi			<input checked="" type="checkbox"/>	
13	Saya harus bekerja keras untuk mendapatkan novel berbahasa Inggris				<input checked="" type="checkbox"/>



14	Saya membaca novel ketika saya tidak memiliki kegiatan apapun		✓		
15	Saya membaca novel ketika tidak ada orang yang bisa diajak berbicara	✓			
16	Saya membaca novel ketika saya bosan	✓			
17	Bagi saya, sangat berguna jika mengeluarkan uang untuk membeli novel		✓		
18	Bagi saya, tidak penting mengeluarkan uang untuk membeli novel				✓
19	Dalam keluarga saya, novel adalah salah satu hal terpenting yang harus dimiliki	✓			
20	Materi menerjemahkan mengajak saya agar membaca novel secara rutin		✓		

## Questionnaire of Reading Habit Novel

## Petunjuk umum

1. Tulislah nama, npm, kelas dan umur anda
2. Berilah tanda ceklis pada pilihan jawaban atas pertanyaan yang diberikan
3. Tidak ada jawaban yang benar atau salah. Beberapa pertanyaan tampak memiliki arti hampir sama, hal ini tidak perlu anda hiraukan.

Nama: EMA ERVINA

Npm: 210040035

Kelas: SC

Umur: 20

Berilah tanda ceklis pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya membaca novel di perpustakaan/handphone untuk mendapatkan cerita baru sehari-hari		✓		
2	Saya lebih suka membaca novel berbahasa Inggris daripada mengikuti Pelajaran Bahasa Inggris		✓		
3	Saya meluangkan waktu untuk membaca novel selama (min 3 minggu)		✓		
4	Saya menyediakan waktu selama (min 15-30 menit) untuk membaca novel dalam bentuk apapun	✓			
5	Saya banyak menghabiskan waktu untuk membaca novel di hari minggu		✓		
6	Membaca novel dapat memudahkan saya mendapatkan kosa kata baru	✓			
7	Novel memberikan acuan saya untuk belajar lebih mengenai materi penerjemahan		✓		
8	Saya lebih tertarik pada novel dengan tema romance, horror, thriller, komedi		✓		
9	Saya lebih tertarik pada novel dengan tema petualangan dan sains		✓		
10	Membaca novel sangat penting bagi saya karena merupakan salah satu cara terbaik untuk melatih kemampuan menterjemahkan saya		✓		
11	Saya selalu membaca novel secara mendalam		✓		
12	Menurut saya, Membaca novel membutuhkan banyak energi			✓	
13	Saya harus bekerja keras untuk mendapatkan novel berbahasa Inggris			✓	

14	Saya membaca novel ketika saya tidak memiliki kegiatan apapun	✓			
15	Saya membaca novel ketika tidak ada orang yang bisa diajak berbicara			✓	
16	Saya membaca novel ketika saya bosan		✓		
17	Bagi saya, sangat berguna jika mengeluarkan uang untuk membeli novel		✓		
18	Bagi saya, tidak penting mengeluarkan uang untuk membeli novel			✓	
19	Dalam keluarga saya, novel adalah salah satu hal terpenting yang harus dimiliki			✓	
20	Materi menerjemahkan mengajak saya agar membaca novel secara rutin			✓	

## Questionnaire of Reading Habit Nivel

## Petunjuk umum

1. Tulislah nama, npm, kelas dan umur anda
2. Berilah tanda ceklis pada pilihan jawaban atas pertanyaan yang diberikan.
3. Tidak ada jawaban yang benar atau salah. Beberapa pertanyaan tampak memiliki arti hampir sama, hal ini tidak perlu anda hiraukan.

Nama: Annisa Badriatul Aini

Npm: 211040012

Kelas: SC

Umur: 21 tahun

Berilah tanda ceklis pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya membaca novel di perpustakaan/handphone untuk mendapatkan cerita baru sehari-hari	✓			✗
2	Saya lebih suka membaca novel berbahasa inggris daripada mengikuti Pelajaran Bahasa inggris.	✓			✗
3	Saya meluangkan waktu untuk membaca novel selama (min 3 minggu)			✓	
4	Saya menyediakan waktu selama (min 15-30 menit) untuk membaca novel dalam bentuk apapun		✓		
5	Saya banyak menghabiskan waktu untuk membaca novel di hari minggu	✓			
6	Membaca novel dapat memudahkan saya mendapatkan kosa kata baru		✓		
7	Novel memberikan acuan saya untuk belajar lebih mengenai materi penerjemahan		✓		
8	Saya lebih tertarik pada novel dengan tema romance, horror, thriller, komedi	✓			
9	Saya lebih tertarik pada novel dengan tema petualangan dan sains		✓		
10	Membaca novel sangat penting bagi saya karena merupakan salah satu cara terbaik untuk melatih kemampuan menterjemahkan saya		✓		
11	Saya selalu membaca novel secara mendalam			✓	
12	Menurut saya, Membaca novel membutuhkan banyak energi		✓		
13	Saya harus bekerja keras untuk mendapatkan novel berbahasa inggris				✓

14	Saya membaca novel ketika saya tidak memiliki kegiatan apapun	✓			
15	Saya membaca novel ketika tidak ada orang yang bisa diajak berbicara			✓	
16	Saya membaca novel ketika saya bosan	✓			
17	Bagi saya, sangat berguna jika mengeluarkan uang untuk membeli novel	✓			
18	Bagi saya, tidak penting mengeluarkan uang untuk membeli novel		✓		
19	Dalam keluarga saya, novel adalah salah satu hal terpenting yang harus dimiliki		✓		
20	Materi menerjemahkan mengajak saya agar membaca novel secara rutin	✓			

## Questionnaire of Reading Habit Novel

## Petunjuk umum

1. Tulislah nama, npm, kelas dan umur anda
2. Berilah tanda ceklis pada pilihan jawaban atas pertanyaan yang diberikan
3. Tidak ada jawaban yang benar atau salah. Beberapa pertanyaan tampak memiliki arti hampir sama, hal ini tidak perlu anda hiraukan

Nama: Dnika RNpm: 2110240148Kelas: VCUmur: 21

Berilah tanda ceklis pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya membaca novel di perpustakaan/handphone untuk mendapatkan cerita baru sehari-hari	✓			
2	Saya lebih suka membaca novel berbahasa Inggris daripada mengikuti Pelajaran Bahasa Inggris.		✓		
3	Saya meluangkan waktu untuk membaca novel selama (min 3 minggu)				✓
4	Saya menyediakan waktu selama (min 15-30 menit) untuk membaca novel dalam bentuk apapun		✓		
5	Saya banyak menghabiskan waktu untuk membaca novel di hari minggu		✓		
6	Membaca novel dapat memudahkan saya mendapatkan kosa kata baru			✓	
7	Novel memberikan acuan saya untuk belajar lebih mengenai materi penerjemahan		✓		
8	Saya lebih tertarik pada novel dengan tema romance, horror, thriller, komedi	✓			
9	Saya lebih tertarik pada novel dengan tema petualangan dan sains		✓		
10	Membaca novel sangat penting bagi saya karena merupakan salah satu cara terbaik untuk melatih kemampuan menterjemahkan saya				✓
11	Saya selalu membaca novel secara mendalam			✓	
12	Menurut saya, Membaca novel membutuhkan banyak energi			✓	
13	Saya harus bekerja keras untuk mendapatkan novel berbahasa Inggris		✓		

14	Saya membaca novel ketika saya tidak memiliki kegiatan apapun	✓			
15	Saya membaca novel ketika tidak ada orang yang bisa diajak berbicara	✓			
16	Saya membaca novel ketika saya bosan				✓
17	Bagi saya, sangat berguna jika mengeluarkan uang untuk membeli novel		✓		
18	Bagi saya, tidak penting mengeluarkan uang untuk membeli novel			✓	
19	Dalam keluarga saya, novel adalah salah satu hal terpenting yang harus dimiliki		✓		
20	Materi menerjemahkan mengajak saya agar membaca novel secara rutin	✓			

## Questionnaire of Reading Habit Novel

## Petunjuk umum

1. Tulislah nama, npm, kelas dan umur anda
2. Berilah tanda ceklis pada pilihan jawaban atas pertanyaan yang diberikan
3. Tidak ada jawaban yang benar atau salah. Beberapa pertanyaan tampak memiliki arti hampir sama, hal itu tidak perlu anda hiraukan.

Nama: Atmad Rihho Haka Putra

Npm: 2111040604

Kelas: 5C

Umur: 26

Berilah tanda ceklis pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya membaca novel di perpustakaan/handphone untuk mendapatkan cerita baru sehari-hari		✓		
2	Saya lebih suka membaca novel berbahasa Inggris daripada mengikuti Pelajaran Bahasa Inggris.	✓			
3	Saya meluangkan waktu untuk membaca novel selama (min 3 minggu)	✓			
4	Saya menyediakan waktu selama (min 15-30 menit) untuk membaca novel dalam bentuk apapun	✓			
5	Saya banyak menghabiskan waktu untuk membaca novel di hari minggu			✓	
6	Membaca novel dapat memudahkan saya mendapatkan kosa kata baru		✓		
7	Novel memberikan acuan saya untuk belajar lebih mengenai materi penerjemahan	✓			
8	Saya lebih tertarik pada novel dengan tema romance, horror, thriller, komedi	✓			
9	Saya lebih tertarik pada novel dengan tema petualangan dan sains			✓	
10	Membaca novel sangat penting bagi saya karena merupakan salah satu cara terbaik untuk melatih kemampuan menterjemahkan saya		✓		
11	Saya selalu membaca novel secara mendalam	✓			
12	Menurut saya, Membaca novel membutuhkan banyak energi		✓		
13	Saya harus bekerja keras untuk mendapatkan novel berbahasa Inggris		✓		



14	Saya membaca novel ketika saya tidak memiliki kegiatan apapun		✓		
15	Saya membaca novel ketika tidak ada orang yang bisa diajak berbicara		✓		
16	Saya membaca novel ketika saya bosan	✓			
17	Bagi saya, sangat berguna jika mengeluarkan uang untuk membeli novel			✓	
18	Bagi saya, tidak penting mengeluarkan uang untuk membeli novel				✓
19	Dalam keluarga saya, novel adalah salah satu hal terpenting yang harus dimiliki			✓	
20	Materi menerjemahkan mengajak saya agar membaca novel secara rutin	✓			

## Appendix 10 Result of Translation Test

### a. From Researcher

N O	NAME	NPM	CL AS S	STRU CTUR E	SPEL LIN G	DIC TION	IDI O M	EFFEC TIVNE SS	LAN GUA GE STYL E	TO TA L
1	Annisa Badriatul A	2111 0400 12	5C	12	14	12	10	13	11	<b>72</b>
2	Dhika R	2111 0401 48	5C	11	12	11	9	7	10	<b>60</b>
3	Ahmad Ridho	2111 0400 04	5C	12	13	14	11	12	11	<b>73</b>
4	Desmita Ayu	2111 0401 45	5C	14	14	14	11	14	11	<b>78</b>
5	Vina Rahma	2111 0401 09	5C	14	14	13	11	14	11	<b>77</b>
6	Reza Nouval R	2111 0400 86	5C	14	13	13	10	13	13	<b>76</b>
7	Riski Sofiyani	2111 0400 89	5C	14	13	13	9	13	12	<b>74</b>
8	Syahra Putri S	2111 0402 26	5C	14	13	14	11	14	11	<b>77</b>
9	Ema Ervina	2111 0400 35	5C	14	13	13	10	13	13	<b>76</b>
1 0	Ika Ilma Yanti	2111 0400 47	5C	12	13	12	10	13	13	<b>73</b>
1 1	Rahmat Fauli	2111 0400 82	5C	12	14	12	11	10	11	<b>70</b>
1 2	Annisa Ramadha	2111 0400	5C	14	14	14	11	14	11	<b>78</b>

	ni	13								
1 3	Ismariant i	2111 0401 73	5C	13	14	13	13	13	11	<b>77</b>
1 4	Lisawati	2111 0401 78	5C	13	14	13	13	13	11	<b>77</b>
1 5	Beni Stiawan	2111 0402 51	5C	11	12	11	11	10	10	<b>65</b>
1 6	Ahmad Rosul	2111 0401 20	5C	14	14	13	13	14	13	<b>81</b>
1 7	Jeni Eka Lestari	2111 0400 52	5C	14	14	13	13	14	13	<b>81</b>
1 8	Hera Riani	2111 0401 67	5C	14	14	13	13	14	13	<b>81</b>
1 9	Natalieya na Putri	2111 0402 64	5C	14	14	14	13	14	13	<b>82</b>
2 0	Annisa Azzahra	2111 0400 14	5C	13	13	13	13	13	13	<b>78</b>
2 1	Annisa Vera	2111 0401 32	5C	12	12	12	12	11	11	<b>70</b>
2 2	Navia Dinia F	2111 0401 44	5C	13	13	13	12	13	13	<b>77</b>
2 3	Pia Alpiana	2111 0402 05	5C	11	13	11	11	9	9	<b>64</b>
2 4	Mira Adzani R	2111 0401 85	5C	12	12	12	12	9	10	<b>67</b>
2 5	Sella Rafika S	2111 0400 94	5C	12	12	11	11	11	9	<b>66</b>
2 2	Tiara Amanda	2111 0402	5C	13	13	11	11	12	11	<b>71</b>

6	S	30								
2 7	Neny Sufia A	2111 0400 70	5C	10	9	9	9	9	10	<b>56</b>
2 8	Desta Anisah R	2111 0401 46	5C	12	12	11	11	11	11	<b>68</b>
2 9	Sekar Kinasih A	2111 0402 19	5C	14	14	13	13	14	14	<b>82</b>
3 0	Nuraini	2111 0400 73	5C	13	14	13	12	13	13	<b>78</b>
3 1	Seli Safitri	2111 0400 93	5C	14	14	13	12	14	13	<b>80</b>
3 2	Dea Safira	2111 0401 42	5A	11	12	11	10	12	10	<b>66</b>
3 3	FaniSa Zhafirah S	2111 0401 61	5A	14	14	14	12	14	13	<b>81</b>
3 4	Nur Najli T	2111 0400 75	5A	10	10	9	9	9	9	<b>56</b>
3 5	Lisa Agustya A	2111 0401 76	5A	11	12	11	10	12	10	<b>66</b>
3 6	Nurul Izzah	2111 0402 02	5A	13	12	12	12	13	12	<b>74</b>
3 7	Oktia Tri Komala	2111 0402 04	5A	12	11	10	9	10	10	<b>62</b>
3 8	Viska Ulandari	2111 0401 11	5A	12	11	12	11	11	11	<b>68</b>
3 9	Nabila Amelia S	2111 0400 66	5A	12	11	12	12	11	10	<b>68</b>
4	Asyifa	2111 0401	5A	14	13	13	13	14	13	<b>80</b>

0	Dela S	36								
4 1	Arjun Bima P	2111 0401 34	5A	12	12	12	12	13	11	<b>72</b>
4 2	Rizka Windia P	2111 0400 90	5A	13	13	12	12	13	13	<b>76</b>
4 3	Salwa Aditi O	2111 0402 16	5A	14	14	12	12	13	13	<b>78</b>
4 4	Mulia Khairuni sa	2111 0401 92	5A	12	12	12	11	13	12	<b>72</b>
4 5	Asti Aulia A	2111 0400 19	5A	13	13	12	12	11	11	<b>72</b>
4 6	Afif Daffa Putra	2111 0402 41	5A	14	14	12	12	14	13	<b>79</b>
4 7	Iqbal Prayoga	2111 0402 59	5A	12	11	11	11	11	10	<b>66</b>
4 8	Hanif Azharian to	2111 0401 63	5A	14	14	12	13	14	13	<b>80</b>
4 9	Delvian H	2111 0400 25	5A	12	11	11	11	11	10	<b>66</b>
5 0	Munzani F	2111 0400 64	5A	14	14	13	13	13	13	<b>80</b>
5 1	Arif Kurnia R	2111 0401 37	5A	12	12	12	11	11	11	<b>69</b>
5 2	Maharra ni Alya A	2111 0401 94	5A	13	14	12	12	12	11	<b>74</b>
5 3	Dwi Putri M	2111 0401 53	5A	13	13	12	12	12	12	<b>74</b>
5	Husna	2111 0401	5A	14	14	12	12	14	13	<b>79</b>

4	Jatsiyah	69								
5 5	Tarisa Fidelia P	2111 0401 05	5A	14	13	12	12	13	12	<b>76</b>
5 6	Auka Berliana P	2111 0400 20	5A	12	13	12	11	13	11	<b>72</b>
5 7	Auia Rahma	2111 0400 21	5A	14	14	13	13	14	12	<b>80</b>
5 8	Syofia Ananda R	2111 0401 04	5A	12	10	10	9	10	10	<b>61</b>
5 9	Syarif Hizbullo h	2111 0402 29	5A	12	11	11	10	10	10	<b>64</b>
6 0	Nindifa M	2111 0401 96	5A	14	14	11	11	13	12	<b>75</b>
6 1	Icha Elyasika	2111 0400 46	5A	14	13	13	12	13	13	<b>78</b>

**b. From Rater (M. Nawawi, M.Pd)**

N O	NAME	NPM	CL AS S	STRU CTUR E	SPE LLI NG	DIC TION	IDI O M	EFEC TIVNE SS	LANGU AGE STYLE	TO TA L
1	Annisa Badriatu l A	2111 0400 12	5C	12	14	12	10	14	11	73
2	Dhika R	2111 0401 48	5C	10	10	10	8	10	9	57
3	Ahmad Ridho	2111 0400 04	5C	13	12	13	11	13	11	73
4	Desmita Ayu	2111 0401 45	5C	13	14	14	11	14	11	77
5	Vina Rahma	2111 0401 09	5C	14	14	13	11	14	11	77
6	Reza Nouval R	2111 0400 86	5C	13	13	12	10	13	13	74
7	Riski Sofiyani	2111 0400 89	5C	14	14	13	11	13	13	78
8	Syahra Putri S	2111 0402 26	5C	13	14	14	11	14	12	78
9	Ema Ervina	2111 0400 35	5C	13	14	13	11	13	12	76
1 0	Ika Ilma Yanti	2111 0400 47	5C	13	14	12	10	13	13	75
1 1	Rahmat Fauli	2111 0400 82	5C	14	14	12	12	14	13	79
1 2	Annisa Ramadh ani	2111 0400 13	5C	14	14	13	11	14	12	78
1	Ismarian	2111 0401	5C	14	14	13	13	14	12	80

3	ti	73								
1 4	Lisawati	2111 0401 78	5C	13	13	13	13	13	11	76
1 5	Beni Stiawan	2111 0402 51	5C	12	12	11	11	11	10	67
1 6	Ahmad Rosul	2111 0401 20	5C	13	14	13	13	14	13	80
1 7	Jeni Eka Lestari	2111 0400 52	5C	14	14	13	13	14	13	81
1 8	Hera Riani	2111 0401 67	5C	14	14	14	13	14	13	82
1 9	Nataliey ana Putri	2111 0402 64	5C	14	14	14	13	14	13	75
2 0	Annisa Azzahra	2111 0400 14	5C	13	12	13	12	13	12	75
2 1	Annisa Vera	2111 0401 32	5C	13	12	13	12	13	11	74
2 2	Navia Dinia F	2111 0401 44	5C	13	14	13	12	13	13	78
2 3	Pia Alpiana	2111 0402 05	5C	12	13	11	11	12	11	70
2 4	Mira Adzani R	2111 0401 85	5C	12	12	12	12	10	13	71
2 5	Sella Rafika S	2111 0400 94	5C	11	11	11	11	11	9	64
2 6	Tiara Amanda S	2111 0402 30	5C	13	14	13	13	14	12	79
2	Neny	2111 0400	5C	13	14	13	12	13	13	78



7	Sufia A	70								
28	Desta Anisah R	2111 0401 46	5C	14	14	13	12	14	13	80
29	Sekar Kinasih A	2111 0402 19	5C	14	14	13	13	14	14	82
30	Nuraini	2111 0400 73	5C	14	14	13	12	14	13	80
31	Seli Safitri	2111 0400 93	5C	14	14	13	13	14	14	82
32	Dea Safira	2111 0401 42	5A	13	14	13	13	14	12	79
33	FaniSa Zhafirah S	2111 0401 61	5A	14	14	14	12	15	13	82
34	Nur Najli T	2111 0400 75	5A	9	10	9	9	10	9	56
35	Lisa Agustya A	2111 0401 76	5A	13	14	12	11	14	13	77
36	Nurul Izzah	2111 0402 02	5A	12	13	12	11	12	12	72
37	Oktia Tri Komala	2111 0402 04	5A	11	10	10	9	10	10	60
38	Viska Ulandari	2111 0401 11	5A	11	11	11	10	11	11	65
39	Nabila Amelia S	2111 0400 66	5A	13	14	13	13	13	11	77
40	Asyifa Dela S	2111 0401 36	5A	13	14	13	12	13	13	78
4	Arjun	2111 0401	5A	13	13	12	12	14	13	77

1	Bima P	34								
4 2	Rizka Windia P	2111 0400 90	5A	12	13	12	12	13	12	74
4 3	Salwa Aditi O	2111 0402 16	5A	14	14	12	12	13	13	78
4 4	Mulia Khairuni sa	2111 0401 92	5A	13	13	12	12	13	12	75
4 5	Asti Aulia A	2111 0400 19	5A	13	13	12	12	12	11	73
4 6	Afif Daffa Putra	2111 0402 41	5A	13	14	12	12	14	13	78
4 7	Iqbal Prayoga	2111 0402 59	5A	12	12	11	11	11	10	67
4 8	Hanif Azharia nto	2111 0401 63	5A	13	14	13	13	14	13	80
4 9	Delvian H	2111 0400 25	5A	14	14	12	12	14	12	78
5 0	Munzani F	2111 0400 64	5A	13	14	13	13	14	13	80
5 1	Arif Kurnia R	2111 0401 37	5A	12	12	12	11	11	11	69
5 2	Maharra ni Alya A	2111 0401 94	5A	12	12	12	11	12	11	70
5 3	Dwi Putri M	2111 0401 53	5A	12	12	11	11	12	12	70
5 4	Husna Jatsiyah	2111 0401 69	5A	14	14	13	12	14	13	80
5	Tarisa	2111 0401	5A	14	13	13	12	14	13	79

5	Fidelia P	05								
5 6	Auka Berliana P	2111 0400 20	5A	14	14	12	12	14	12	78
5 7	Auia Rahma	2111 0400 21	5A	14	14	13	13	14	12	80
5 8	Syofia Ananda R	2111 0401 04	5A	11	11	10	9	10	9	60
5 9	Syarif Hizbullo h	2111 0402 29	5A	11	11	11	10	11	10	64
6 0	Nindifa M	2111 0401 96	5A	14	14	13	13	13	12	79
6 1	Icha Elyasika	2111 0400 46	5A	13	13	13	12	14	13	78

**c. Total Result of Translation Test**

NO	NAME	NPM	CLASS	SCORE 1	SCORE 2	AVERAGE
1	Annisa Badriatul A	2111040012	5C	72	73	72,5
2	Dhika R	2111040148	5C	60	57	58,5
3	Ahmad Ridho	2111040004	5C	73	73	73
4	Desmita Ayu	2111040145	5C	78	77	77,5
5	Vina Rahma	2111040109	5C	77	77	77
6	Reza Nouval R	2111040086	5C	76	74	75
7	Riski Sofiyani	2111040089	5C	74	78	76
8	Syakra Putri S	2111040226	5C	77	78	77,5
9	Ema Ervina	2111040035	5C	76	76	76
10	Ika Ilma Yanti	2111040047	5C	73	75	74
11	Rahmat Fauli	2111040082	5C	70	79	74,5
12	Annisa Ramadhani	2111040013	5C	78	78	78
13	Ismarianti	2111040173	5C	77	80	78,5
14	Lisawati	2111040178	5C	77	76	76,5
15	Beni Stiawan	2111040251	5C	65	67	66
16	Ahmad Rosul	2111040120	5C	81	80	80,5
17	Jeni Eka Lestari	2111040052	5C	81	81	81
18	Hera Riani	2111040167	5C	81	82	81,5
19	Natalieyana Putri	2111040264	5C	82	75	78,5
20	Annisa Azzahra	2111040014	5C	78	75	76,5
21	Annisa Vera	2111040132	5C	70	74	72
22	Navia Dinia F	2111040144	5C	77	78	77,5
23	Pia Alpiana	2111040205	5C	64	70	67
24	Mira Adzani R	2111040185	5C	67	71	69
25	Sella Rafika S	2111040094	5C	66	64	65
26	Tiara Amanda S	2111040230	5C	71	79	75
27	Neny Sufia A	2111040070	5C	70	78	74

28	Destia Anisah R	2111040146	5C	80	80	80
29	Sekar Kinasih A	2111040219	5C	82	82	82
30	Nuraini	2111040073	5C	78	80	79
31	Seli Safitri	2111040093	5C	80	82	81
32	Dea Safira	2111040142	5A	66	79	72,5
33	FaniSa Zhafirah S	2111040161	5A	81	82	81,5
34	Nur Najli T	2111040075	5A	56	56	56
35	Lisa Agustya A	2111040176	5A	66	77	71,5
36	Nurul Izzah	2111040202	5A	74	72	73
37	Oktia Tri Komala	2111040204	5A	62	60	61
38	Viska Ulandari	2111040111	5A	68	65	66,5
39	Nabila Amelia S	2111040066	5A	70	77	73,5
40	Asyifa Dela S	2111040136	5A	80	78	79
41	Arjun Bima P	2111040134	5A	72	77	74,5
42	Rizka Windia P	2111040090	5A	76	74	75
43	Salwa Aditi O	2111040216	5A	78	78	78
44	Mulia Khairunisa	2111040192	5A	72	75	73,5
45	Asti Aulia A	2111040019	5A	72	73	72,5
46	Afif Daffa Putra	2111040241	5A	79	78	78,5
47	Iqbal Prayoga	2111040259	5A	66	67	66,5
48	Hanif Azharianto	2111040163	5A	80	80	80
49	Delvian H	2111040025	5A	77	78	77,5
50	Munzani F	2111040064	5A	80	80	80
51	Arif Kurnia R	2111040137	5A	69	69	69
52	Maharrani Alya A	2111040194	5A	74	70	72
53	Dwi Putri M	2111040153	5A	74	70	72
54	Husna Jatsiyah	2111040169	5A	79	80	79,5
55	Tarisa Fidelia P	2111040105	5A	76	79	77,5
56	Auka Berliana P	2111040020	5A	72	78	75

57	Auia Rahma	2111040021	5A	80	80	80
58	Syofia Ananda R	2111040104	5A	61	60	60,5
59	Syarif Hizbulloh	2111040229	5A	64	64	64
60	Nindifa M	2111040196	5A	75	79	77
61	Icha Elyasika	2111040046	5A	78	78	78



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratminto Sukarame, Bandar Lampung 35131 Telp. (0721) 703260

**SURAT KETERANGAN RATER**

Yang bertanda tangan di bawah ini:

Nama : M. Nawawi, M.Pd.  
Instansi : Universitas Islam Negeri Raden Intan Lampung  
Jabatan : Dosen


Telah mengoreksi dan menilai hasil test yang dilakukan dalam penelitian skripsi dengan judul "The Correlation Between Students' Habits in Reading English Novel and The Ability to Translate English-Indonesian" oleh peneliti:

Nama : Rika Rismayanti  
NPM : 1911040463  
Program studi : Pendidikan Bahasa Inggris

Setelah mengoreksi dan menilai hasil test, maka nilai test tersebut sudah dapat digunakan dan disajikan sebagai data penelitian.

Bandar Lampung, Januari 2024

Rater

  
M. Nawawi, M.Pd.  
NIP.

81.5

$C_1 = 14$   
 $C_2 = 14$   
 $C_3 = 13$   
 $C_4 = 13$   
 $C_5 = 14$   
 $C_6 = 13$

81

## Translation Test

Name : Hera Riani  
 NPM : 2111040167  
 Class : 5C

82

$C_1 = 14$   
 $C_2 = 14$   
 $C_3 = 14$   
 $C_4 = 13$   
 $C_5 = 14$   
 $C_6 = 13$

Mereka pikir mereka <sup>harus</sup> akan sanggup jika ada yang tahu tentang keluarga Potter. Mrs Potter adalah adik Mrs Dursley, tetapi mereka sudah beberapa tahun tidak bertemu bahkan nyonya Dursley berpura-pura dia tidak punya saudara perempuan, karena saudara perempuannya dan suaminya yang tidak berguna itu sama sekali tidak berpelembagaan bagi Dursley. Keluarga Dursley bergidik memikirkan apa yang akan dikatakan para tetangga jika keluarga Potter tiba di jalan. Keluarga Dursley tahu keluarga Potter juga punya seorang putra kecil, tapi mereka bahkan belum pernah melihatnya. Anak laki-laki ini adalah alasan bagus lainnya untuk menjauhkan keluarga Potter, mereka tidak ingin Dudley bergaul dengan anak seperti itu.

Ketika tuan dan nyonya Dursley terbangun pada hari Selasa yang suram dan kelabu, kisah kami dimulai, tidak ada apapun dilangit mendung diluar yang menunjukkan bahwa hal-hal aneh dan misterius akan segera terjadi di seluruh negeri. Mr Dursley bersenang-senang saat dia memilih dasinya yang paling membosankan untuk bekerja, dan Mrs Dursley bergosip dengan gembira sambil menggandeng Dudley yang berbaris-baris ke kursi makannya.

Tidak satu pun dari mereka memperhatikan seekor burung hantu besar berwarna kuning keoklatan terbang melewati jendela. Pukul setengah delapan Mr Dursley mengambil tasnya, mengorup pipi Mrs Dursley, dan mencoba mencium Dudley selamat tinggal tapi gagal, karena Dudley kini mengumuk dan melemparkan seratnya ke dinding. "Anak kecil". berkekeh Mr Dursley sambil meninggalkan rumah. Dia masuk ke mobilnya dan mundur dari jalan Nomor empat.



77.5

$C_1 = 14$   
 $C_2 = 13$   
 $C_3 = 12$   
 $C_4 = 12$   
 $C_5 = 13$   
 $C_6 = 12$

76

there are some meaning errors.

## Translation Test

Name : Tarisa Fidelia Risha  
 NPM : 2111040105  
 Class : SA

79

$C_1 = 14$   
 $C_2 = 13$   
 $C_3 = 13$   
 $C_4 = 12$   
 $C_5 = 14$   
 $C_6 = 13$

Mereka pikir mereka tidak akan sanggup jika ada yang tahu tentang keluarga Potter. Mrs Potter adalah adik Mrs Dursley tapi mereka sudah beberapa tahun tidak bertemu. Bahkan ~~tidak~~ Mrs. Dursley berpura-pura dia tidak mempunyai saudara perempuan, karena saudara perempuan dan suami yang tidak berguna itu sama sekali tak berperi-kemanusiaan bagi Dursley. Keluarga Dursley bergidik memikirkan apa yang akan dikatakan tetangga jika keluarga Potter tiba di jalan. Keluarga Dursley tau keluarga Potter juga punya Putri kecil. Mereka tidak ingin Dudley bergaul dgn anak seperti itu. <sup>putra</sup>

Ketika tuan & Nyonya Dursley terbangun pada hari Selasa yang suram dan kelabu. Kisah kami dimulai tidak ada apapun dilangit mendung di luar yang menunjukkan bahwa hal-hal aneh dan misterius akan segera terjadi di seluruh negeri. Mr Dursley bersenandung saat dia memilih dasi nya yang paling ~~panjang~~ membosankan untuk bekerja, dan Mrs. Dursley ~~kesenangan~~ saat ~~memilih~~ bergonp gembira sambil menggandeng Dudley yang bertolak ke kursi makannya.

Pukul setengah 8, Mr Dursley mengambil tasnya, Mengecup Api Mrs Dursley dan mencoba mencium Dudley untuk mengucapkan kalimat selamat tinggal namun gagal, karena Dudley kini sedang mengantuk dan melemparkan serasa ke dinding. "Anak kecil". tawo Mr Dursley sambil meninggalkan rumah, dia masuk ke dalam mobilnya dan Mundur dari jalan 90-4

C<sub>1</sub> = 14  
 C<sub>2</sub> = 13  
 C<sub>3</sub> = 13  
 C<sub>4</sub> = 10  
 C<sub>5</sub> = 13  
 C<sub>6</sub> = 13

Here are several words with wrong meaning and sentence structure is incorrect.

76

Translation Test

Name : Ema Ervina  
 NPM : 2111040035  
 Class : SC

76 C<sub>1</sub> = 13  
 C<sub>2</sub> = 14  
 C<sub>3</sub> = 13  
 C<sub>4</sub> = 11  
 C<sub>5</sub> = 13  
 C<sub>6</sub> = 12

Mereka merasa tidak akan sanggup jika mengetahui jika <sup>putra</sup> Nyonya pokker adalah saudara pr. Nyonya Dursley, tetapi mereka sudah lama tidak ketemu, bahkan Nyonya Potter mengaku tidak mempunyai saudara perempuan, karena mereka dianggap tidak berguna. Keluarga Dursley tidak memikirkan apa yang dikatakan tabung Leontang pokker, jika bertemu di jalan keluarga Dursley tahu kalau keluarga pokker mempunyai putra kecil juga, akan tetapi mereka belum pernah melihatnya, putra kecil itu dijadikan sebagai alasan yang baik agar jauh dari keluarga pokker, karena mereka tidak ingin Dudley berurusan dengannya.

Saat itu dan Nyonya Dursley terbangun pada hari Selasa yang cerah dan ketika kisah kami dimulai, tidak ada apapun di langit mendung di luar, yang menunjukkan bahwa akan ada kejadian aneh dan misterius yang terjadi di negeri seluruh negeri. Mr. Dursley bersenandung memilih dasi yang membosankan untuk bekerja, dan Mr. Dursley bergosip dan gembira sambil menggundeng Dudley yang berkecil di kursi makannya.

Tak ada satupun dari mereka memperhatikan seekor burung hantu besar berwarna kuning kecoklatan terbang lewat jendela.

Pukul setengah delapan, Mr. Dursley mengambil tasnya, mencium pipi Mrs. Dursley dan mencium Dudley untuk mengucapkan selamat tinggal, tapi gagal, karena Dudley sedang mengamuk dan melemparkan serentanya ke dinding. "Anak kecil", seru Mr. Dursley sambil meninggalkan rumah. Dia masuk kemobilnya dan mundur dari jalan nomor empat.

Sumber : Novel Harry Potter dan Batu Berharga

73

C<sub>1</sub> : 13  
 C<sub>2</sub> : 12  
 C<sub>3</sub> : 12  
 C<sub>4</sub> : 12 there are some spelling  
 C<sub>5</sub> : 13 mistake and meaning of words  
 C<sub>6</sub> : 12

74

## Translation Test

Name : Nurul Huda  
 NPM : 2111040202  
 Class : 5A

72  
 C<sub>1</sub> : 12  
 C<sub>2</sub> : 13  
 C<sub>3</sub> : 12  
 C<sub>4</sub> : 11  
 C<sub>5</sub> : 12  
 C<sub>6</sub> : 12

Mereka pikir mereka tidak akan sanggup jika ada yang tahu keluarga Potter. Mrs. Potter adalah adik Mrs. Dursley, tapi mereka <sup>double</sup> tapi mereka sudah beberapa tahun tidak bertemu, bahkan, Mr. Dursley berputra-putra dan tidak punya saudara perempuan, karena saudara perempuannya dan suaminya yang tidak berguru itu sama sekali tidak berpengalaman bagi Dursley. Keluarga Dursley berpikir memikirkan apa yang akan dikatakan para tetangga jika keluarga Potter tiba-tiba ada. Keluarga Dursley tahu keluarga Potter juga punya seorang putra kecil, tapi mereka belum pernah melihatnya. Anak laki-laki ini adalah akan bagus baginya untuk mengukuhkan keluarga Potter, mereka tidak ingin Dursley bergaul dengan anak laki-laki seperti itu.

Ketika tua dan ibunya Dursley terbangun pada hari Selasa yang suram dan kelabu, kisah kamu dimulai, tidak ada apapun skandal mengenai situasi yang menunjukkan bahwa hal-hal aneh dan misterius akan terjadi di seluruh negeri. Mr. Dursley berjanji saat dia melihat sesuatu yang paling membingungkan untuk bekerja. Dan Mrs. Dursley bergosip dengan gembar-gembor sambil menggosong Dursley yang berbarok. rick ke kursi makanannya.

Tak seperti dan mereka memperhatikan seekor burung hantu besar berwarna kuning kecoklatan terbang melintasi jendela.

Pukul setengah delapan, Mr. Dursley mengambil tasnya, memeriksa menitum cek Mrs. Dursley, dan mencoba mencium Dursley selamat tinggal tetapi tidak, karena Dursley sekarang sedang mengemudi dan melemparkan serelinya ke samping. "Anak kecil," tau Mr. Dursley sambil meningsatkan amarah. Dia masuk mobilnya dan mundur dari jalan nomor empat.

58.5

C1: 11  
 C2: 12  
 C3: 11  
 C4: 9  
 C5: 7  
 C6: 10

60

## Translation Test

Note: some words do not match the source language  
 some sentences jump around and are unstructured

Name : Dhiwa R.  
 NPM : 211040148  
 Class : VC

C1 = 10  
 C2 = 10  
 C3 = 10  
 C4 = 8  
 C5 = 10  
 C6 = 9

57

Mereka berpikir bahwa beranda itu pelakunya,  
 jika salah satunya menemukan potter; Mrs potter & Mr potter.  
 tapi mereka tidak bertemu untuk beberapa tahun.  
 Pada kejadian yang sebenarnya, Mrs Dursley menyatakan  
 bahwa dia punya adik. karena suaminya tersebut ada ketika  
 ia membunuhnya. Dursley potter tampaknya dijalan  
 Dursley law dia punya anak kecil. tapi gak pernah  
 melihatnya, anak laki lakinya selalu menjadi alasan  
 yang baik, mereka tidak mau ada campur tangan  
 dodley.

ketika Mr dan Mrs Dursley bangun dari tidurnya di rumah potter  
 hari selasa malam, ketika itu dimulai pas itu gak ada  
 awan, terus keluarga itu mendengar adanya kejadian misterius  
 yang bakal terjadi, Mrs Dursley gosip nih,  
 jam 8 malam kejadian na'is terjadi, dia mengumpat  
 anak nakal, setelah itu ia terjempit potter.

-amat-

## Appendix 11 Validity Result of the Instrument Validity Questionnaire

N: 40

r table: 0.312

Level of significance: 5%

	X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	TOTAL	
X01	Pearson Correlation	1	.448**	.643**	.767**	.643**	.502**	.735**	.543**	.552**	.664**	.492**	.676**	.356*	.676**	.735**	.430**	.643**	.611**	.543**	.624**	.802**
	Sig. (2-tailed)		.004	.000	.000	.000	.001	.000	.000	.000	.001	.000	.024	.000	.000	.006	.000	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X02	Pearson Correlation	.448**	1	.506**	.319*	.506**	.653**	.639**	.626**	.742**	.823**	.279	.834**	.025	.673**	.639**	.506**	.506**	.537**	.626**	.398*	.747**

	Sig. (2-tailed)	.004		.001	.045	.001	.000	.000	.000	.000	.000	.081	.000	.880	.000	.000	.001	.001	.000	.000	.011	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X03	Pearson Correlation	.643**	.506**	1	.471**	.695**	.793**	.600**	.838**	.682**	.643**	.024	.415**	.070	.415**	.600**	.695**	.666**	.838**	.763**	.768**	
	Sig. (2-tailed)	.000	.001		.002	.000	.000	.000	.000	.000	.000	.884	.008	.670	.008	.000	.000	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X04	Pearson Correlation	.767**	.319*	.471**	1	.697**	.547**	.595**	.587**	.442**	.411**	.256	.587**	.390*	.740**	.595**	.697**	.664**	.587**	.684**	.758**	
	Sig. (2-tailed)	.000	.045	.002		.000	.000	.000	.000	.004	.008	.111	.000	.013	.000	.000	.000	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X05	Pearson Correlation	.643**	.506**	.695**	.697**	1	.793**	.873**	.838**	.682**	.643**	.406**	.415**	.575**	.621**	.873**	.695**	1.000**	.964**	.838**	.763**	.907**
	Sig. (2-tailed)	.000	.001	.001	.001		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40



	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.733	.001	.526	.001	.000	.000	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X09	Pearson Correlation	.552**	.742**	.682**	.442**	.682**	.597**	.580**	.575**	1	.904**	.245	.608**	.380*	.759**	.580**	.459**	.682**	.704**	.575**	.711**	.815**
	Sig. (2-tailed)	.000	.000	.000	.004	.000	.000	.000	.000		.000	.128	.000	.016	.000	.000	.003	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X10	Pearson Correlation	.664**	.823**	.643**	.411**	.643**	.502**	.735**	.543**	.904**	1	.492**	.676**	.356*	.676**	.735**	.430**	.643**	.611**	.543**	.624**	.829**
	Sig. (2-tailed)	.000	.000	.000	.008	.000	.001	.000	.000	.000		.001	.000	.024	.000	.000	.006	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X11	Pearson Correlation	.492**	.279	.024	.256	.406**	.040	.683**	.056	.245	.492**	1	.217	.731**	.217	.683**	.024	.406**	.384*	.056	.280	.431**



	Sig. (2-tailed)	.001	.081	.884	.111	.009	.805	.000	.733	.128	.001		.178	.000	.178	.000	.884	.009	.014	.733	.080	.006
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X12	Pearson Correlation	.676**	.834**	.415**	.587**	.415**	.543**	.525**	.523**	.608**	.676**	.217	1	.002	.861**	.525**	.415**	.415**	.438**	.523**	.310	.715**
	Sig. (2-tailed)	.000	.000	.008	.000	.008	.000	.001	.001	.000	.000	.178		.990	.000	.001	.008	.008	.005	.001	.052	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X13	Pearson Correlation	.356*	.025	.070*	.390*	.575**	.089	.497**	.103	.380*	.356*	.731**	.002	1	.343*	.497**	.070	.575**	.552**	.103	.427**	.428**
	Sig. (2-tailed)	.024	.880	.670	.013	.000	.586	.001	.526	.016	.024	.000	.990		.030	.001	.670	.000	.000	.526	.006	.006
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X14	Pearson Correlation	.676**	.673**	.415**	.740**	.621**	.543**	.525**	.523**	.759**	.676**	.217	.861**	.343*	1	.525**	.415**	.621**	.639**	.523**	.477**	.785**

	Sig. (2-tailed)	.000	.000	.008	.000	.000	.000	.001	.001	.000	.000	.178	.000	.030		.001	.008	.000	.000	.001	.002	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X15	Pearson Correlation	.735**	.639**	.600**	.595**	.873**	.690**	1.000**	.733**	.580**	.735**	.683**	.525**	.497**	.525**	1	.600**	.873**	.838**	.733**	.652**	.887**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.001	.001		.000	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X16	Pearson Correlation	.430**	.506**	.695**	.697**	.695**	.793**	.600**	.838**	.459**	.430**	.024	.415**	.070	.415**	.600**	1	.695**	.666**	.838**	.763**	.734**
	Sig. (2-tailed)	.006	.001	.000	.000	.000	.000	.000	.000	.003	.006	.884	.008	.670	.008	.000		.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X17	Pearson Correlation	.643**	.506**	.695**	.697**	1.000**	.793**	.873**	.838**	.682**	.643**	.406**	.415**	.575**	.621**	.873**	.695**	1	.964**	.838**	.763**	.907**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

	Sig. (2-tailed)	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.009	.008	.000	.000	.000		.000	.000	.000	.000	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
X18	Pearson Correlation	.611**	.537**	.666**	.664**	.964**	.847**	.838**	.809**	.704**	.611**	.384*	.438**	.552**	.639**	.838**	.666**	.964**	1	.809**	.788**	.897**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.014	.005	.000	.000	.000	.000	.000		.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X19	Pearson Correlation	.543**	.626**	.838**	.587**	.838**	.952**	.733**	1.000**	.575**	.543**	.056	.523**	.103	.523**	.733**	.838**	.838**	.809**	1	.643**	.838**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.733	.001	.526	.001	.000	.000	.000	.000		.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X20	Pearson Correlation	.624**	.398*	.763**	.684**	.763**	.669**	.652**	.643**	.711**	.624**	.280	.310	.427**	.477**	.652**	.763**	.763**	.788**	.643**	1	.799**

	Sig. (2-tailed)	.000	.011	.000	.000	.000	.000	.000	.000	.000	.000	.080	.052	.006	.002	.000	.000	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
TOTAL	Pearson Correlation	.802**	.747**	.768**	.758**	.907**	.820**	.887**	.838**	.815**	.829**	.431**	.715**	.428**	.785**	.887**	.734**	.907**	.897**	.838**	.799**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.006	.000	.006	.000	.000	.000	.000	.000	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

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

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

### Validity Translation

N: 40

r table: 0.312

Level of significance: 5%

### Correlations

		Y01	Y02	Y03	Y04	Y05	Y06	total
Y01	Pearson Correlation	1	.189	.379*	.467**	.492**	.485**	.759**
	Sig. (2-tailed)		.244	.016	.002	.001	.002	.000
	N	40	40	40	40	40	40	40
Y02	Pearson Correlation	.189	1	.262	.556**	.742**	-.042	.645**
	Sig. (2-tailed)	.244		.102	.000	.000	.798	.000
	N	40	40	40	40	40	40	40
Y03	Pearson Correlation	.379*	.262	1	.536**	.423**	.444**	.729**
	Sig. (2-tailed)	.016	.102		.000	.007	.004	.000
	N	40	40	40	40	40	40	40
Y04	Pearson Correlation	.467**	.556**	.536**	1	.409**	-.080	.644**

	Sig. (2-tailed)	.002	.000	.000		.009	.622	.000
	N	40	40	40	40	40	40	40
Y05	Pearson Correlation	.492**	.742**	.423**	.409**	1	.059	.787**
	Sig. (2-tailed)	.001	.000	.007	.009		.718	.000
	N	40	40	40	40	40	40	40
Y06	Pearson Correlation	.485**	-.042	.444**	-.080	.059	1	.497**
	Sig. (2-tailed)	.002	.798	.004	.622	.718		.001
	N	40	40	40	40	40	40	40
Total	Pearson Correlation	.759**	.645**	.729**	.644**	.787**	.497**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001	
	N	40	40	40	40	40	40	40

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

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

## Appendix 12 Reliability Result of the Instrument Reliability Questionnaire

### Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.964	20

**= 0.964**

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	72.2250	91.461	.770	.962
X02	72.1500	93.567	.712	.963
X03	72.0500	95.587	.743	.962
X04	72.1750	92.815	.723	.963
X05	72.0500	93.946	.896	.961
X06	72.0250	95.974	.802	.962
X07	72.1000	93.015	.872	.961
X08	72.0000	96.103	.822	.962
X09	72.2000	91.805	.786	.962

X10	72.2250	90.999	.801	.962
X11	72.0250	100.487	.393	.966
X12	72.2250	92.538	.670	.964
X13	71.9750	101.410	.400	.965
X14	72.2250	91.307	.750	.963
X15	72.1000	93.015	.872	.961
X16	72.0500	95.997	.706	.963
X17	72.0500	93.946	.896	.961
X18	72.0750	93.815	.884	.961
X19	72.0000	96.103	.822	.962
X20	72.1750	93.174	.772	.962

### Reliability Translation

#### Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.756	6

= 0.756



**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y01	73.1000	11.990	.590	.693
Y02	72.9000	13.836	.470	.728
Y03	72.9750	13.051	.581	.698
Y04	72.7000	15.292	.541	.726
Y05	73.1750	11.533	.626	.681
Y06	73.0250	14.948	.266	.782



### Appendix 13 Table r Product Moment

#### Table r Product Moment

Tabel r Product Moment Pada Sig.0,05 (Two Tail)

N	r	N	r	N	r	N	r	N	r	N	r
1	0.997	41	0.301	81	0.216	121	0.177	161	0.154	201	0.138
2	0.95	42	0.297	82	0.215	122	0.176	162	0.153	202	0.137
3	0.878	43	0.294	83	0.213	123	0.176	163	0.153	203	0.137
4	0.811	44	0.291	84	0.212	124	0.175	164	0.152	204	0.137
5	0.754	45	0.288	85	0.211	125	0.174	165	0.152	205	0.136
6	0.707	46	0.285	86	0.21	126	0.174	166	0.151	206	0.136
7	0.666	47	0.282	87	0.208	127	0.173	167	0.151	207	0.136
8	0.632	48	0.279	88	0.207	128	0.172	168	0.151	208	0.135
9	0.602	49	0.276	89	0.206	129	0.172	169	0.15	209	0.135
10	0.576	50	0.273	90	0.205	130	0.171	170	0.15	210	0.135
11	0.553	51	0.271	91	0.204	131	0.17	171	0.149	211	0.134
12	0.532	52	0.268	92	0.203	132	0.17	172	0.149	212	0.134
13	0.514	53	0.266	93	0.202	133	0.169	173	0.148	213	0.134
14	0.497	54	0.263	94	0.201	134	0.168	174	0.148	214	0.134
15	0.482	55	0.261	95	0.2	135	0.168	175	0.148	215	0.133
16	0.468	56	0.259	96	0.199	136	0.167	176	0.147	216	0.133
17	0.456	57	0.256	97	0.198	137	0.167	177	0.147	217	0.133
18	0.444	58	0.254	98	0.197	138	0.166	178	0.146	218	0.132
19	0.433	59	0.252	99	0.196	139	0.165	179	0.146	219	0.132
20	0.423	60	0.25	100	0.195	140	0.165	180	0.146	220	0.132
21	0.413	61	0.248	101	0.194	141	0.164	181	0.145	221	0.131
22	0.404	62	0.246	102	0.193	142	0.164	182	0.145	222	0.131
23	0.396	63	0.244	103	0.192	143	0.163	183	0.144	223	0.131
24	0.388	64	0.242	104	0.191	144	0.163	184	0.144	224	0.131
25	0.381	65	0.24	105	0.19	145	0.162	185	0.144	225	0.13
26	0.374	66	0.239	106	0.189	146	0.161	186	0.143	226	0.13
27	0.367	67	0.237	107	0.188	147	0.161	187	0.143	227	0.13
28	0.361	68	0.235	108	0.187	148	0.16	188	0.142	228	0.129
29	0.355	69	0.234	109	0.187	149	0.16	189	0.142	229	0.129
30	0.349	70	0.232	110	0.186	150	0.159	190	0.142	230	0.129

31	0.344	71	0.23	111	0.185	151	0.159	191	0.141	231	0.129
32	0.339	72	0.229	112	0.184	152	0.158	192	0.141	232	0.128
33	0.334	73	0.227	113	0.183	153	0.158	193	0.141	233	0.128
34	0.329	74	0.226	114	0.182	154	0.157	194	0.14	234	0.128
35	0.325	75	0.224	115	0.182	155	0.157	195	0.14	235	0.127
36	0.32	76	0.223	116	0.181	156	0.156	196	0.139	236	0.127
37	0.316	77	0.221	117	0.18	157	0.156	197	0.139	237	0.127
38	0.312	78	0.22	118	0.179	158	0.155	198	0.139	238	0.127
39	0.308	79	0.219	119	0.179	159	0.155	199	0.138	239	0.126
40	0.304	80	0.217	120	0.178	160	0.154	200	0.138	240	0.126



## Appendix 14 Documentation

Pembelajaran mata kuliah translation pada kelas 5C



Pengerjaan Kuesioner dan Translation test pada kelas 5C



Pengerjaan Kuesioner dan Translation test pada kelas 5A





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*by* PERPUSTAKAAN UIN RIL

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