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THE CORRELATION STUDY IN STUDENTS TRANSLATION ABILITY AND READING COMPREHENSION FOR THE ELEVENTH GRADE AT MAN 1 BAUBAU

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Abstract

Problem formulation in this research was whether there is correlation between students translation ability and reading comprehension at MAN 1 Baubau students. This research aimed to determine whether the correlation between students translation ability and reading comprehension at MAN 1 Baubau students. This was a quantitative research. The subject of this research were 24 eleventh grade students of MAN 1 Baubau. Data collection in this research used a research instrument in the form of a test distributed to students to determine the correlation between students translation ability and reading comprehension.

Data were analyzed using Statistical Product and Service Solution (SPSS) version 22.0. Based on the results of the research and data analysis, it was concluded that there is correlation between students translation ability and reading comprehension from the 11th graders of MAN 1 Baubau. This conclusion was based on the results of statistical analysis which found a significance level of 0,754 where r table is 0,404. The r_{xy} is greater than the r table value ($0,754 > 0,404$) and the significance value is less than (0,5) or other words the Null hypothesis (H_0) is rejected and the Alternative hypothesis (H_a) is accepted.

Abstrak

Rumusan masalah dalam penelitian ini adalah apakah ada hubungan antara kemampuan penerjemahan siswa dan pemahaman membaca pada siswa MAN 1 Baubau. Penelitian ini bertujuan untuk

mengetahui apakah ada hubungan antara kemampuan penerjemahan siswa dan pemahaman membaca pada siswa MAN 1 Baubau. Penelitian ini merupakan penelitian kuantitatif. Subjek penelitian ini adalah 24 siswa kelas XI MAN 1 Baubau. Pengumpulan data dalam penelitian ini menggunakan instrument penelitian berupa tes yang dibagikan kepada siswa untuk mengetahui hubungan antara kemampuan penerjemahan siswa dan pemahaman membaca.

Data dianalisis menggunakan Statistical Product and Service Solution (SPSS) versi 22.0. Berdasarkan hasil penelitian dan analisis data, disimpulkan bahwa ada korelasi antara kemampuan penerjemahan dan pemahaman membaca siswa kelas XI MAN 1 Baubau. Kesimpulan ini berdasarkan hasil analisis statistik didapatkan tingkat signifikansi sebesar 0,754 dimana r table sebesar 0,404. Nilai R_{xy} lebih besar dari nilai r table ($0,754 > 0,404$) dan nilai signifikansi lebih kecil dari (0,5) atau dengan kata lain hipotesis nol (H_0) dan Hipotesis alternative (H_a) diterima.

I. INTRODUCTION

Reading comprehension, according to Pardo (2004), is a process in which readers construct meaning by interacting with the text using a combination of prior knowledge and prior experience, information on the text, and the readers' stance in relation to the text. Reading comprehension, according to Hock and Darly (2005), is a collective term that describes the result of grasping the meaning from a text in order to understand the lexical meaning of a word sentence. In the context of EFL, students must translate the meaning of an English text into Indonesian (mother tongue language), which is usually accomplished through translation.

Aside from reading comprehension, there is another skill that cannot be overlooked when teaching and learning English as a foreign language. Translation is the process of replacing textual material in one language (the source language) with equivalent textual material in another language (the target language). Following that, Koller (1995) defines translation as the result of a text-processing activity in

which a source-language text is transposed into a target-language text. There is a translational, or equivalence, relationship between the resulting text in L2 (the target-language text) and the source text L1 (the source language text).

Reading and translating are two activities that happen at the same time to help you understand what you're reading. Translation cannot be separated from other skills in foreign language learning. When students read, listen to, or speak English as a foreign language, they are translating. They translate the source language into the target language.

English is an important subject at MAN 1 Baubau. It is strongly advised to memorize vocabulary. Students must be able to translate words or read text while understanding it. However, observations revealed that there are still students who struggle with this issue, including the difficulty of interpreting a text due to a lack of known vocabulary.

Based on the explanation provided above, the researcher wishes to ascertain whether there is a relationship between students' translation ability and reading comprehension at MAN 1 Baubau. The researcher determines the topic "The Correlation Between Students' Translation Ability And Reading Comprehension At MAN 1 Baubau" based on the above idea.

1.1 Translation

One of the most difficult language abilities to assess is translation ability. Stansfield and colleagues, 1992; Stubble, 2014. This difficulty stems from a variety of language skills that comprise translation ability, such as reading skills in the source language and writing skills in the target language. Translation is essentially a change in format. The form of the source language is replaced by the form of the receptor (Target) language during translation. Translation can be defined as the process of

transferring the meaning of the source language into the target language.

Translation replacement of a representation of a text in one language (SL) by representation of an equivalent text in the second language, according to Bell (1991), (TL). Following that, according to Newmark (1998:80), The work of ¹ translation begins with reading the original text to gain understanding and ends with rewriting it in the target language. Furthermore, he explains that translation consists of four processes: comprehension of the original source-language vocabulary, comprehension of the meaning of the source-language message, reformulation of the message in the target language, and judgment of the adequacy of the target language text.

Furthermore, Laurence (1995) defines translation as a process in which the source-language text's chain of signifiers is replaced by a chain of signifiers in the target language provided by the translator on the basis of an interpretation. Furthermore, Munday (2004) defines translator as a phenomenon that has a significant impact on daily life. Then, in Nababan (1999:19), Catford stated that translation is the renewal and re-expression of textual material in a language or origin language by equivalent textual material in a receptor language. It is emphasized in text translation that the message of the source language corresponds to the message of the target language.

Hatim and Munday (2004), on the other hand, define translation as "the process of transferring a written text from the source language (SL) to the target language (TL)." They do not explicitly state in this definition that the object being transferred is meaning or message. They place a premium on translation as a process. According to Robinson (2003), translation is a text from the standpoint of "external knowledge" but an activity (aimed at the production of a text) from the standpoint of "internal knowledge."

The writer conclusion that translation is a process of changing a foreign language that is used into Indonesian or a language that is understood by people without changing the slightest meaning of the actual word contained.

1.2 Types of Translation

There are various translation methods available when translating a text. Newmark has proposed it (2004:18). The categories are as follows:

1. Exact match

Word for word translation is a type of translation that is still very much tied to the written word. In other words, it is a simple type of translation in which the source language text is directly translated into the target language text without regard for the order of source language to target language. As an example: I attend classes (saya pergi ke sekolah)

2. Direct translation

This type of translation may begin as word for word translation, but the translator may then change the order or structure of the target language. As an example: The thief was delivered to the.

3. Loyal Translation

A loyal translation, also known as a faithful translation, attempts to produce the correct contextual meaning in the original text while working within the constraints of the source language's grammatical structure. The vocabulary is transferred and the lexical level is maintained in this translation, so that the translation is truly faithful to the intent of the source language text, and it also tends to maintain or be loyal to the content to the greatest extent possible. For example, when he was born without arms, he was sent to special schools (lahir tanpa lengan, dia dikirim ke sekolah khusus).

4. Semantic translation

This translation differs from loyal translation or faithful translation in that semantic translation preserves the aesthetic value of the source language text while adjusting the meaning when word repetition does not interfere in the translated version. Less important cultural words are translated in function culturally neutral terms rather than cultural terms.

5. Adaptation

This is the most liberated translation form, and it is most commonly used in the translation of drama or play (comedies) and poetry; the theme, character, and plot are usually retained, but the source language cultural is changed to the target or receptor language cultural.

6. Unrestricted translation

This type of translation results in the matter but not the manner, or the content but not the original form. This is a longer paraphrase than the original material, also known as 'intralingua translation,' and it is frequently wordy, excessive, and even not a translation at all.

7. Idiomatic translation

The type generates the original message but alters the sense of meaning by preferring and employing more colloquialisms and idioms in the source language.

8. Communicative translation

The goal of communicative translation is to divert the exact contextual meaning of the source language text in such a way that both the content and language are easily accepted and understood by the reader. The reader will then be able to understand it.

According to the explanation above, there is one point of similarity: the translation process is divided into three stages: word by word, literal, and free. The translation process described above is useful in producing a precise understanding of meaning so that the translation result is

similar in message, impression, nuance, and context. Translation always begins with understanding word by word, followed by meaning of word in grammatical analysis.

1.3 Process of Translation

The translation process into three major steps, which are as follows:

1. Investigating the source language (SL)

To translate the source language message into the target language, the translator must read the entire source language text by reading and understanding the message of the text in order to know what the writer or author wants to convey so that the authenticity of the source language message is still maintained or original when it is already translated into the target language.

2. Transferring the message

After completing the analysis process, the message is transferred. In this transfer phase, the material of the source language that was previously analyzed and traced in the first stage is transferred in the mind of the translator from the source language into the target language. At this stage, the brain works to determine the originality and equivalence of some information learned in the first stage.

3. Restructuring

The final stage of translation is restructuring, which means that the translator rearranges the target language text based on the author's intent of the source language text so that the end result has appropriate and good readability, style, and language rules or grammatical structure that are appropriate and acceptable within the target language. If there is a translation error or mistake, the translator can check and revise by comparing and matching the message content between those two languages.

According to Suryawinata in Nababan (1999), the students must go through three stages of the translation process. The first step is analysis. Students should analyze the

text in the form of source language text at this stage. They should transfer the message text from source language text to target language text or receptor language once they have understood. The students should now translate it into English. If they have a strong command of the simple present tense, they should have no trouble translating the text. The final step is to restructure. In this step, students should evaluate and revise their previous work. In this step, it can be stated that the text that they have translated will be evaluated through the process known as rereading, and when this process is completed, the students will know which parts of their translation should be revised.

To summarize, the translation process cannot be separated from these three aspects, the most important of which is analyzing the source language before entering the stage of translating the message and then closing it with restructuring to get the points or information conveyed.

1.4 Translation Evaluation

According to Nababan (2012), a good translation must meet criteria such as accuracy and acceptability in order to avoid ambiguity and awkwardness in the translation result. He also proposes a standard assessment to assess translation quality.

1. Accuracy is an important factor in translation evaluation. According to Nababan, accuracy refers to a level of meaning equivalence between the source and target texts. A translation is considered accurate if it conveys the intended meaning. There is no additional or deleting information from ST into TT, so the text is equivalent to the source text.
2. Acceptability is another important factor in determining translation quality. Acceptability is a target-reader approach in which a translation adheres to target language (TL) and cultural norms. by

Nababan's concept He stated that a message in the source text must be expressed in accordance with the target language's structure, norms, and culture. Nababan contends that a translation, while accurate, cannot be accepted by the intended reader. It is possible because the way the text is expressed is diametrically opposed to the target text's structure, norms, and culture.

1.5 Definition of Reading

There are numerous definitions for reading. Some of them stated that reading is one of the language skills, and that reading is also the process by which the reader obtains, understands, and retains the content of the reading. Reading is the process of receiving and interpreting information encoded in language from print as an example of reading activities at school that we frequently do is read reading texts, whether long, medium, or short. So reading, in my opinion, is a process of understanding and capturing reading content by readers in the form of text. Reading has become an extremely important activity because it provides the reader with new knowledge and information.

Reading is the recognition and interpretation of the meaning(s) of a printed word or symbol, as well as groups of words or symbols, according to MacNaughton and William (2004). Reading is the process of deriving meaning from print. When we read a road sign, we recognize the word or symbol and try to figure out what it means (s). When we read a book, we recognize groups of printed words and images and then attempt to interpret their meaning (s). Reading, on the other hand, is a neuronally and intellectually circuitous activity, enriched as much by the unpredictable indirection of a reader's inferences and thoughts as by the text's direct message to the eye (Hedgcock and Dana,2009).

Reading, according to Wall and Regina (2005), is inextricably linked to the process of self-exploration. You must take your time, as with any learning process. Then,

reading serves another purpose: any exposure to English (provided students understand it to some extent) is beneficial to language students. Dalman (2014):5 goes on to say "Reading is a cognitive activity or activity that seeks to find various information contained in writing." This means that reading is a mental process used to comprehend the text content of the text read. In other words, reading can be used to enhance the learning process. As a result, the goal of the reading activity is to recognize the meaning of the words and phrases in the reading passage. (McNamara,2007).

Similarly, reading is not a natural part of human development, according to Judy (2008). Reading, unlike spoken language, does not emerge from observation and imitation of others. According to the statement, reading ability is an important skill for students because it allows them to improve their skills, expand their vocabulary, knowledge, and have fun. As a result, reading is critical.

The writer concludes that reading is an activity of obtaining information from a text, as well as the process of digesting the purpose of reading in order to obtain meaning that can be accepted by logic or thought. Reading is also necessary if one wishes to understand the meaning of reading.

1.6 Purpose of Reading

The goal of reading is to help people understand what they read better. If he is reading for pure recreation and enjoyment, he may read quickly or slowly, depending on how he prefers or feels. However, if he is reading for study or information, such as news, science, or some line that is part of his study or assignment, he does so slowly and carefully. In general, the goal of reading is to extract information from the text. As we all know, the goal of reading is for the learner to comprehend the written language. In other words, how the learner interprets the writer's symbols. One of the reader's most important tasks is to search for and locate information.

According to Grabe (2009), there are six major reasons for reading, which are as follows:

1. Reading for information (scanning and skimming)
When a reader wants to find specific information, he or she should use a search process that includes scanning and skimming. Its combination can create a simple, quick understanding of the text, allowing the reader to search for information and identify a specific graphemes form.
2. Reading for quick comprehension (skimming)
A reader skims when she wants to know what a text is about and whether she wants to spend more time reading it.
3. Reading to learn
A reader reads to discover when information in a text is identified as important information and when that information in a text will be used for certain tasks or may be required in the future.
4. Reading to integrate information
This purpose represents a more complex and more difficult task than reading to learn.
5. Reading to evaluate, critique and use the information.
Reader are at time asked evaluate and critique information from multiple texts or from one long time, requiring them make decision s about which aspects of the text are most important, most persuasive or most controversial.
6. Reading for general comprehension (in many case, reading for interest or reading for entertain)

According to Paul S Anderson in (Widyamartaya 1992:90), there are seven goals of reading: reading for details and facts, reading for main ideas, reading for organization sequence, reading for inference, reading for classifying, reading

for evaluating, and reading for contest comparison.

1. Reading for details and facts: reading to learn what the story's subject does.
2. Reading for main ideas and for the problem statement.
3. Reading for organizational sequence: reading to understand each part of the Story.
4. Reading for inference: reading to figure out what the author meant by the story.
5. Reading for classification: reading to discover unusual things.
6. Reading for evaluation: reading to determine the worth of the story.
7. Reading for comparison or competition: reading to compare the way the story is told to the reader's way of life.

1.7 Types of Reading

There are various types of reading, according to Patel and Praveen (2008), including intensive reading, extensive reading, aloud reading, and silent reading.

1. Intensive reading is a type of reading that focuses on the idiom and vocabulary taught by the teacher in the classroom, and that idiom and vocabulary can be found in a poem, a novel, or another source.

For example, students may concentrate on linguistic or semantic details of reading as well as structure details such as grammar.

2. Extensive reading is a type of reading in which students read texts for enjoyment and to improve their general reading skills.

As an example:

Students read as many different types of books as they can, such as journals, newspapers, and magazines, primarily

for pleasure and only needing a general understanding of the contents.

3. Aloud reading is reading out loud and clearly.

Reading poetry, dialogue, and other types of text, for example.

4. The silent reading activity is intended to train students to read without using their voices so that they can concentrate their attention or thought to comprehend the texts. For example, the students memorized a text.

1.8 Reading Comprehension

According to Brown (2003), reading comprehension is inextricably linked to at least adequate word reading: if the reader is unable to identify (decode) the words in the text, they will be unable to comprehend the entire text. It is widely accepted that in order to comprehend the entire meaning of a text, we must first acquire knowledge. This is consistent with Judy Willis's (2008) opinion, which states that comprehension is defined as intentional thinking in which meaning is constructed through interactions between text and reader. The reader and the text become one, which necessitates knowledge in order to comprehend the contents and understand the factors involved in comprehending the text being read.

Following that, Walberg (2003) claims that reading comprehension is about comprehending written texts. Reading comprehension is the ability to recognize the text and remember any information contained within it. Furthermore, Cain and Oakhill (2007) state that because comprehension involves the interaction of a wide range of cognitive skills and processes, there are numerous occasions when difficulties may arise, leading to comprehension failure. For example, during reading, the ability to derive meaning is normally enhanced when the cognitive load

of the reader's working memory is reduced and the reader can decode the words.

According to Wolley. G (2011), reading comprehension is the process of extracting meaning from text. The goal is thus to gain a general understanding of what is described in the text rather than to derive meaning from isolated words or sentences. Reading comprehension is the ability to understand or make sense of written text. To gain meaning and comprehension, readers must be able to connect the text being read to their prior knowledge.

Reading comprehension is more than decoding words, according to the basic points of view of reading comprehension presented above. Reading comprehension is an active process that requires the reader to integrate prior knowledge with information in the text in order to derive meaning from it.

1.9 Components of Reading

There are some components in the reading comprehension skill. Three components of reading comprehension, those are:

1. Finding the Meaning of Vocabulary in context, It means that reader could develop his guessing ability to the word which if it is not familiar with him, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read.
2. Obtaining Factual Data
Factual information necessitates the reader scanning specific details. Students are generally prepared for factual information questions and those that appear with the WH-question word. There are many different types of questions, such as reason, purpose, comparison, and so on, for which the answer can be found in the text.
3. Identifying the Main Idea

Recognizing the main idea of a paragraph is critical because it not only

helps you understand the paragraph on the first reading, but also helps you remember the content later. According to Zainil (2003), the main idea of a paragraph is what the author wants to know about the topic. What the paragraph develops is the paragraph's main idea

4. Identifying Vocabulary Meanings in Context

It means that the reader can improve his guessing ability for unfamiliar words by relating the close meaning of unfamiliar words to the text and the topic of the text that is read.

1.10 Idiomatic Expression in Vocabulary and Conversation

Understanding and producing spoken language entails understanding how language components combine and interact to produce meaning and discourse (Nattinger & Decarrico, 1992). L2 learners must become proficient in the use of vocabulary, phrases, and syntactic constructions. They must expand their repertoire of spoken discourse in order to participate in formal and informal conversations.

Various sets of recurring and conventionalized phrases are typically classified by their communicative functions, such as greetings, requests, apologies, or invitations, in idiom classifications dating back to the 1920s. Most proficient and fluent language users understand that conversational exchanges are routine, and they can use idiomatic expressions at specific points in the speech flow to achieve their communicative goals (Coulmas, 1981).

Learning vocabulary entails expanding one's knowledge of words. According to Richards (2015), there are seven dimensions of knowing a word: word relations, multiple meanings, register, collocations, multi-word expressions, grammatical properties of words, and cross-

linguistic differences. If we want to master vocabulary, we must learn every dimension. The most common issue that EEFL students face is learning idioms as part of multi-word expressions.

II. RESEARCH METHOD

Research Design

The researcher employed correlational research in this study. Lodico (2006) defined correlational as a quantitative method for demonstrating the relationship between two or more variables. Correlational research, like descriptive surveys, was non-experimental. Consisting of only one group of people and two or more variables that the researcher does not manipulate or control.

According to Arikunto (2010), "correlation research was a research that was conducted by a researcher to know the degree of correlation between two variables or more than two variables." Murdan (2012) defines correlation as "a relationship between two or more variables." The hypothesis includes two variables: the X variable and the Y variable. The X variable represents reading comprehension, and the Y variable represents students' translation ability as measured by tests. The results of the tests used to determine whether there was a significant relationship between students' reading comprehension and translation ability.

Time and Place of Research

This research was conducted on Monday August 2022. This research took at MAN 1 Baubau at Jl. Bulawambona No. 04, Lamangga Village, Murhum sub-district Baubau City, Southeast Sulawesi

Subject of Research

In this research subjects were the eleventh grade students in class XI IPA 1 at

MAN 1 Baubau, with consisted of 24 students, So that the research knew the students vocabulary mastery.

Technique of Data Collection

To collect data, the researcher follows the research procedure. First, the researcher gave the students the test. There are two types of tests: one for English translation and one for reading comprehension ability. Second, the researcher will collect the students' responses and assign a score based on the analysis of the responses.

The researcher used an essay translation text from English into Indonesian, as well as multiple choice 20 items for reading comprehension ability, with each true answer scoring 5 and a total score of 100. For English translation into Indonesian, students translate the researcher's text, and the researcher grades the students' English translation.

The significant correlation between students' ability in English translation and reading comprehension ability at second grade of MAN 1 Baubau was examined using the research instrument of the scoring test mentioned above.

Technique of Data Analysis

The technique used on this studies to analyzed the statistics for the items in the instruments. Technique of data analysis implemented on this studies have been descriptive statistic, inferential statistic.

BAB III RESEARCH FINDING AND DISCUSSION

Research Finding

Students' Translation Ability

The essay test was given to 24 students in order to determine their perceptions of the students' translation abilities. The test is made up of ten sentences in one paragraph. The statistical analysis of the students' translation ability is explained as follows:

No.	Items	Score
1	Mean	75.33
2	Median	75.00
3	Mode	71
4	Range	32
5	Variance	57.971
6	Std.Deviation	7.614
7	Minimum	61
8	Maximum	93

Descriptive Statistics of Students' Translation Ability

According to the table above, the mean score was 75.33, the median score was 75.00, the mode score was 71, the range score was 32, the variance score was 57.971, the standard deviation was 7.614, the minimum score was 61, and the maximum score was 93. The mean score indicates that the students' translation ability test was 75.33 based on the scoring category guidelines presented in the previous chapter.

Furthermore, the frequency and percentage of the students' translation ability can be seen in the following table:

No	Score	Classification	Control	
			Frequency	%
1	96-100	Excellent	0	0%
2	86-95	Very good	3	12.5%
3	76-85	Good	8	33.3%
4	66-75	Fairly Good	11	45.8%

5	56-65	Fair	2	8.3%
6	36-55	Poor	0	0%
7	00-35	Very poor	0	0%
Total			24	100%

According to Table 4.2, there are no students who receive excellent grades. There were 3 (15.5%) students who got very good, 8 (33.3%) students who got good, 11 (45.8%) students who got fairly good, 2 (8.3%) student who got fair, and none of the students who got poor and very poor.

Reading Comprehension

A multiple-choice test was given to 24 students to assess their understanding of reading comprehension. The tests are made up of 20 multiple-choice questions. The statistical analysis of students' reading comprehension is explained below.:

No	Items	Score
1	Mean	66,67
2	Median	68,50
3	Mode	65
4	Range	35
5	Variance	110,145
6	Std.Deviation	10,495
7	Minimum	45
8	Maximum	80

Descriptive Statistics of Students' Reading Comprehension

According to the table above, the mean score was 66.67, the median score was 68.50, the mode score was 65, the

range score was 35, the variance score was 110.145, the standard deviation was 10.495, and the minimum score was 45 and the maximum score was 80. According to the scoring category guidelines presented in the previous chapter, the students' reading comprehension was 66,67.

Furthermore, the frequency and percentage of students' reading comprehension are shown in the table below:

No	Score	Classification	Control	
			Frequency	%
1	96-100	Excellent	0	0%
2	86-95	Very good	0	0 %
3	76-85	Good	3	12,5 %
4	66-75	Fairly Good	10	41,6 %
5	56-65	Fair	7	29,1 %
6	36-55	Poor	4	16,6 %
7	00-35	Very poor	0	0%
Total			24	100 %

The Classifications Score of Students' Reading Comprehension

Table above indicated that there were not students who get excellent and very good. There were 3 (12,5%) students got good, 10 (41,6%) students got fairly good scores, 7 (29,1%) students got fair scores, there were 4 (16,6%) student got poor, and none of student got very poor score.

Indicator	Number of items	Score	Frequency
Main Idea	1, 4, 7, 9,14	5	445
Supporting Detail	2, 3, 10, 11, 13, 15, 17	5	570
Word	6, 12, 16,	5	280

Meaning	19, 20		
Reference	5, 8, 18	5	305

The Result Tests of Reading Comprehension

In table above it can be seen that there were 445 data got score 5 or correct answer in finding main idea in number 1,4,7,9,14. 570 data got score 5 or correct answer in finding supporting detail in number 2,3,10,11,13, 280 data got score 5 or correct answer in finding word meaning and 305 data got score 5 or correct answer in finding reference.

Inferential Statistic

The data was presented as a result of hypothesis testing with SPSS version 22 using the analysis person product moment correlation. It is used to demonstrate whether the hypothesis was accepted or rejected.

Correlations

		Translation	Reading Comprehension
Translation	Pearson Correlation	1	,754**
	Sig. (2-tailed)		,000
	N	24	24
Reading Comprehension	Pearson Correlation	,754**	1
	Sig. (2-tailed)	,000	
	N	24	24

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

The Analysis Pearson Product Moment Correlations

The result of the research was r_{xy} 0.754 and the number of subjects 24 based on the calculation about the correlation between students' translation ability and reading comprehension at the eleventh grade of Man 1 Baubau. The correlation value indicates that there is a strong relationship between students' translation ability and reading comprehension. The correlation coefficient for a high correlation between two variables was 0.754, with a range of 0.600 to 0.800.

In this study, the level of significance was 0.754, and the number of subjects on the table was 0.404. This means that there is a correlation between students' translation ability and reading comprehension because $r_{xy} > r_{table}$ ($0.754 > 0.404$), or that the hypothesis was zero (H_0), indicating that there is no correlation between students' translation ability and reading comprehension or that the hypothesis was rejected. While an alternative hypothesis or work hypothesis explaining the relationship between students' translation ability and reading comprehension was accepted.

Research Discussion

The researcher discovered a link between students' translation ability and reading comprehension after conducting research. Because the coefficient between two variables was 0.754 as a result of data analysis, this value was classified as Sufficient correlation, and the number subject 24 on the r table was 0.404. This indicates a positive relationship between two variables (the students' translation ability and reading comprehension).

The calculated correlation value was 0.754, which was automatically considered to be a sufficient correlation. As a result, it has an impact on hypothesis testing that receives alternative hypotheses (H_1). This fact implies that students' activity and frequency in translating text from English into Indonesian contributes to their reading comprehension. This means that as students improve their translation skills, their reading comprehension improves as

well. This clearly indicates that the students' translation ability from Man 1 Baubau's class 11 IPA1 correlates positively with their reading comprehension. In contrast, when students perform poorly in text translation, they perform poorly in reading comprehension. As a result, there is a strong correlation between the students' translation ability and reading comprehension in Class 11 IPA 1 at MAN 1 Baubau with rate level 0.600 – 0.800

The reading comprehension score of Man 1 Baubau in the second grade is fairly good. Based on the findings, the calculation revealed that the mean score was 66,67. This means that the rate of comprehension of students was fairly high. Indicating that finding the main idea, providing detail, vocabulary, and specific information. In relation to previous research findings, the researcher discovered that reading comprehension was also the most important. According to Welberg (2003), reading comprehension was about understanding written text, recognizing the text, and remembering any information in the text. As it stands, if a student simply reads without comprehending the meaning and remembers the information, this means the student fail in reading comprehension

Students' translation abilities scored fairly well in the second grade of Man 1 Baubau. According to the findings, the calculated mean of the students' translation ability was 75,33. It means that the rate of translation ability was fairly good. There were indicators of translation ability. Accuracy and acceptability were the indicators. The accuracy of the translation was defined specifically by the correct transfer of the source language's message. Furthermore, the target language must be clearly understood. The text can be accurately translated if the meaning of the source language is accurately transferred. If the meaning of the source language is not accurately transferred, the text can be said to be less accurate. The sentences are included in acceptable translation if the translation feels natural; the technical terms used are commonly used and familiar to readers; and the phrase, clause, and

sentences used are in accordance with Indonesian language rules.

IV CONCLUSION

Based on the research findings and data analysis, this study concludes that there was a correlation between students' translation ability and reading comprehension from class 11 IPA 1 at Man 1 Baubau. The conclusion was reached using statistical analysis, which yielded a significance level of 0.754 and a r table of 0.404. Because the r_{xy} value is greater than the r table value ($0.754 > 0.404$) and the significance value is less than (0.5), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

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