THE CORRELATION BETWEEN TRANSLATION ACHIEVEMENT, READING COMPREHENSION ACHIEVEMENT, AND GRADE POINT AVERAGE AS A CONTROL VARIABLE OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF FKIP UNSRI

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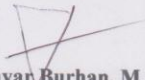FACULTY OF TEACHER TRAINING AND EDUCATION
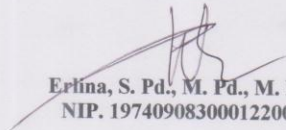
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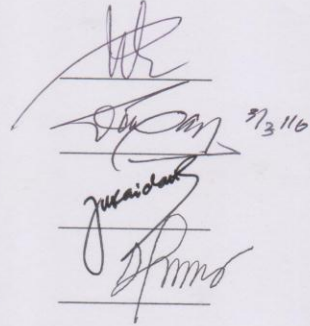
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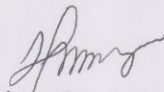
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This thesis is dedicated to:

➢ **My beloved parents (Bapak Alimuzar and Ibu Ramaini) whom I love the most in my life after Allah and Rasullullah.**

➢ **My beloved brothers (Rali Andrian, Rinovli Pransisco, and Ripaldo Alimrah). Thank you for being my day guards.**

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Motto:

My life is for worship to Allah SWT

DECLARATION

I, the undersigned,

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certify that the thesis entitled "**The Correlation between Translation Achievement, Reading Comprehension Achievement, and Grade Point Average as a Control Variable of the Sixth Semester Students of English Education Study Program of FKIP UNSRI**" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commenced by Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if it is found out plagiarism in this work.

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The undersigned,

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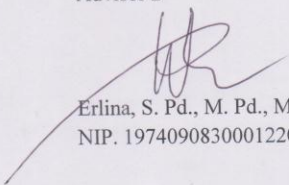
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CONTENTS

THE CORRELATION BETWEEN TRANSLATION ACHIEVEMENT, READING COMPREHENSION ACHIEVEMENT, AND GRADE POINT AVERAGE AS A CONTROL VARIABLE OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF FKIP UNSRI
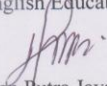
ABSTRACT

The objectives of this study were to find out: whether or not there was any significant correlation between (1) RCA and TA; whether or not there was any significant partial correlation between (2) $RCA_{(total)}$, $TA_{(total)}$, and $GPA_{(total)}$ as a control variable, (3) each of RCA aspects towards TA; (4) Whether or not there was any significant contribution of RCA and GPA towards TA; (5) Which aspect of RCA that gave the biggest contribution to TA. The study was a correlational study. The population of this study was the sixth semester students of English Education Study Program of FKIP UNSRI with the total number 67 students while there were students of Inderalaya campus which were taken as the sample with the total number 40 students. The sampling method used in this study was purposive sampling. To collect the data and to measure students' TA and RCA, the samples were given tests. The GPAs of the samples, a control variable, were documented by English Education Study Program of FKIP UNSRI. The data were analyzed using Pearson Product Moment correlation and regression (SPSS 21 for Windows). The result showed that TA was mostly obtained by the students in detail aspect of RCA which was classified as average category. From Pearson Product Moment Correlation Coefficient showed that among those three correlation variables, only detail aspect of RCA had significantly correlation towards TA. The r-obtained was higher than value of r-table $(0.373 > 0.308)$ and p value (0.018) was lower than 0.05. It means H_1 was accepted. Based on the regression analysis, it was found that the biggest contribution in this study was detail aspect (13.3%) of RCA towards TA. In addition, other aspects of RCA, such as inference (4.9%) and vocabulary (3.3%) aspects also gave contribution to TA.

Keywords: Correlation, TA, RCA, GPA.

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CHAPTER 1
INTRODUCTION

This chapter presents: (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

1.1   Background of the Study

Translation is a literary work through transferring in and out language. Nowadays, many literatures used are written in English. In line with this, Masduqi (2014) states that the academic fact is disadvantageous for the non-English students since a number of compulsory textbooks used are written in English. It means that non-English students should have an ability to translate in order to understand and avoid many misinterpretations in reading of English book references.

To see this context above, today the demand of English translators compared to translation machine, like *Google translator* and *www.sederet.com*, is more needed to translate any documents and English books written by many English experts. In line with that, Dash (2008, p. 27) states,

> Since a computer system fails in this mission, to identify related words as well as to decipher their meanings, we need extra linguistic knowledgebase and native language intuition to deal with the problem of meaning disambiguation of words within a piece of text.

In order to avoid meaning disambiguation of words, the high demand of translators or English students who can transfer the text meaning into the reader's language is needed to translate better in contextual meaning than translation machine.

In context of English Education Study Program of FKIP UNSRI, students who study translation require to deliver the message of different languages to the other languages. Macizo and Bajo (2009) illustrate that students of translation receive training in the cognitive processes involved in translation and interpretation in which proposes a pedagogical view of training translators by focusing on two main phases,

comprehension reading of the text and reformulation. In short, it is linear to the objective of studying translation for students in English Education Study Program of FKIP UNSRI are to help non-English students and to understand the original text into another text.

Since, English is not the students' first language; students tend to translate word by word. For example, the sentence in Bahasa "Jari saya terluka". When the students just translate the meaning from the receptor language without having competence in rendering the meaning, then the students will translate the sentence literally to be "My finger is wounded." However, the correct translation will be "I cut my finger." This translation error happens because they do word to word translation in which sometimes one word has more than two meanings and also they do not know these aspects such as cultural competence, idiom, sentence pattern, and experience in learning. The example is "I <u>can</u> speak English" and "I have a <u>can</u>". The contextual meaning of the word "can" in Indonesian language is "be able to" for the first sentence and it means "a decorative metal box with a cover" for the second sentence. It is also supported by Choliludin (2006, p. 2), The general problem in translating an English text is caused by the translator's minimum ability to memorize all meanings of English words in a target language, in this case, in Indonesian language. From those examples above, it can be concluded that the competence of translating meaning in a sentence requires the knowledge of analysis from the reading competence. Hence, by learning translation; students can use the diction correctly and accurately.

In learning translation, having good reading comprehension is indispensable. One of the researches entitled *What Every Novice Translator should know* conducted by Abdellah (2002) discusses that reading comprehension is one of the basic skills to be mastered by novice translator in order to translate well. A person should comprehend the content language of the text through reading and it is also one of the important steps in the process of translation. Macizo and Bajo (2009, p. 61) also state that comprehension in reading and comprehension during translation involve similar

demands and these comprehension processes do not overlap with production in the Targeted Language (TL). It implies that process in translation is intimately connected to reading comprehension aspects to transfer the text in targeted language.

As previously mentioned, reading is one of the important processes to translate source text to targeted text. As one of the basic subjects, reading refers to understand the ideas of written language in their mind. Ruddel (1993, p. 21) depicts that reading is the act of constructing meaning while interacting with the text. In other words, reading can be one of the ways to transfer the written meaning in the text to the reader's language.

Due to the importance of reading comprehension achievement in translation achievement, Indonesia has low ability in its National Language Reading Literacy. It is showed by Table 1 below.

Table 1

Four Assessments of Indonesian Reading Literacy

Assessment	Score	Mean'	Rank	Total Country
Human Development Index HDI (2014)	0.68	-	108th	187
Program for International Students Assessment PISA (2012)	396	496	57th	65
Progress in International Reading Literacy Study PIRLS (2011)	428	500	40th	43
English First English Proficiency Index EF EPI (2014)	52.74	69.30	28th	63

Source: IEA's Progress in International Reading Literacy Study-PIRLS 2011

Table 1 above shows that the students' reading achievements are very low. According to Human Development Index (HDI) Indonesian students' reading score was on the 108th out of 187th countries. Program for International Assessment (PISA) in 2009 showed that Indonesian students' score was below the OECD average which was on the 57th ranks out of 65 countries. In the next 3 years, the result is worse than

2009, the percentage of 15-years-old student performing at PISA reading literacy proficiency levels 5 and above and below level 2 of Indonesia in 2012 is in 64th out of 65th countries (see Appendix A). Furthermore, on the reading scale of Indonesian students' achievement is still low. The score of the students' ability to access and retrieve is 92 or 88th at among 180 countries. Progress in International Reading Literacy Study PIRLS (2011) was on the 40th out of 43 countries to have low rate of reading literacy. However, English First English Proficiency Index EF EPI (2014) also shows different result in which Indonesian students reading literacy was on 28th out of 63 countries. It can be concluded that from three results out of four surveys show that dominantly Indonesian students reading achievement is still low.

Therefore, students' reading achievement about the text of Indonesia needs significantly to be improved by finding many factors that can influence students' reading comprehension achievement about the text whether or not this result can directly correlate to the students' translation achievement. In this study, students' reading comprehension achievement refers to their result from students' translation achievement score after they take the translation test.

The writer did preliminary research to the sixth semester students of English Education Study Program of FKIP UNSRI. Many students stated that they did translation in reading a text because they did not know the meaning of many unfamiliar words in order to find the appropriate meaning. However, the students expressed that they were motivated to stop reading and looking up the words when the meanings of the words could not be obtained. In line with this, Djiwandono (2002) depicts that learning translation still has a benefit for the learner in so far as it helps them to overcome communication barriers and keep themselves engaged in learning process especially in reading. In other words, the student can understand completely the meaning on the content of the text through translation technique. It will be easier for them to construct meaning and transfer it into the targeted language.

Some previous studies reveal the finding on *the correlation between the mastery on English sentence patterns and the translation ability of the eleventh grade*

students of SMA Negeri 9 Palembang conducted by Pramesti (2009). Meirizki (2011) also supported on her research that there was a significant correlation between reading comprehension achievement and their performance in translating descriptive text of the eight grade students of SMP Negeri 1 Palembang. The result of the correlation coefficient was 0,620. It showed strong positive correlation and other related previous studies.

The writer also did a survey to the English Education students about the students' translation achievement, reading comprehension achievement, and their Grade Point Average (GPA). In context of the student of English Education Study Program, GPA can be the predictor to their language learning. Such as for translation and reading comprehension achievement as these both subjects are among the core subjects, which must be studied and mastered by the English Education students. According to Sukur (2005), one of the aspects that someone must take into account when translating is language proficiency. Language proficiency of English Education students can also be measured by students' academic achievement or GPA because these students study generally about linguistics and some other supporting subjects. By getting *cum laude* category, it can be assumed that the students have rich background knowledge such as reading and listening to the songs and news. In short, students' GPAs describe the result of their translation and reading comprehension achievements.

Consequently, based on the descriptions above, the writer is interested in finding out *"The Correlation between Translation Achievement, Reading Comprehension Achievement, and Grade Point Average as a Control Variable of the Sixth Semester Students of English Education Study Program of FKIP UNSRI"*.

1.2   The Problems of the Study

The problems of the study are formulated in the following questions:

1. What are the translation achievement, reading comprehension achievement, and grade point average as a control variable of the sixth semester students of English Education Study Program of FKIP UNSRI?

2. Is there any significant correlation between reading comprehension achievement and translation achievement of the sixth semester students of English Education Study Program of FKIP UNSRI?

3. Is there any significant partial correlation between reading comprehension achievement$_{(total)}$, translation achievement$_{(total)}$, and grade point average$_{(total)}$ as a control variable of the sixth semester students of English Education Study Program of FKIP UNSRI?

4. Is there any significant correlation between each of reading comprehension achievement aspects and grade point average as a control variable towards translation achievement of the sixth semester students of English Education Study Program of FKIP UNSRI?

5. Is there significant contribution of reading comprehension achievement and grade point average as a control variable towards translation achievement of the sixth semester students of English Education Study Program of FKIP UNSRI?

6. Which aspect of reading comprehension achievement that gives the highest contribution to translation achievement of the sixth semester students of English Education Study Program of FKIP UNSRI?

1.3   The Objectives of the Study

The aims of this study to find out:

1. The translation achievement, reading comprehension achievement, and grade point average as a control variable of the sixth semester students of English Education Study Program of FKIP UNSRI.

2. Whether or not there is a significant correlation between reading comprehension achievement and translation achievement of the sixth semester students of English Education Study Program of FKIP UNSRI.

3. Whether or not there is significant partial correlation between grade point average$_{(total)}$ as a control variable, reading comprehension achievement$_{(total)}$, and translation achievement$_{(total)}$ of the sixth semester students of English Education Study Program of FKIP UNSRI.

4. Whether or not there is significant correlation between each of reading comprehension achievement aspects and grade point average as a control variable towards translation achievement of the sixth semester students of English Education Study Program of FKIP UNSRI.

5. Whether or not there are significant contributions of reading comprehension achievement and grade point average as control variable towards translation achievement of the sixth semester students of English Education Study Program of FKIP UNSRI.

6. Which aspect of reading comprehension and grade point average that gives the highest contribution to translation achievement of the sixth semester students of English Education Study Program of FKIP UNSRI.

1.4   The Significance of the Study

It is expected that this study will give beneficial contributions for English education students and lecturers, especially those who teach translation in order to identify the students' ability and to find out the correlation among the translation achievement (TA), reading comprehension achievement (RCA), and Grade Point Average (GPA) as a control variable. It also can provide the implication to the teaching of reading and translation. Eventually, the writer hopes that she can improve her knowledge and skill in translating any reading texts, and also improve her English and give her some experiences in conducting an educational research.

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