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THE CORRELATION BETWEEN STUDENT'S TRANSLATION ABILITY AND READING COMPREHENSION

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Abstract

Reading is categorized as the receptive skills, which need to know the meaning to understand the discourse about. While reading in order to understand the meaning of what they are reading, students will be translating the English language as foreign language text to understand the text. In this instance, the ability to translate cannot be divorced from the ability to learn English, particularly the ability to read. Hence, the goal of this study is to find out how students' translation skills and reading comprehension skills relate to one another. Quantitative method is applied on this research to measure the data. It means that this quantitative research is the illustration of the fact by numerical or statistical analysis. Data was collected through test (reading comprehension and translation ability tests), and the data was analyzed using the SPSS program's Pearson correlation product moment. The findings indicate a strong relationship between students' translation skills and their reading comprehension. Students' average scores for reading comprehension and translation skills are 60.00 and 71.59, respectively. The two-tailed sig value is 0.009 less than 0.05. Thus, it can be inferred that pupils' reading comprehension and translation skills are positively correlated. In conclusion, students' reading comprehension skills and their capacity to translate news item text are significantly correlated.

Keywords: Reading Comprehension, English as Foreign Language (EFL), Translation Ability.

1. INTRODUCTION

Reading is the window to the knowledge and students as a learner requires a good skill of reading since reading is categorized as receptive skills, which need to know the meaning to understand the discourse about. According to Harmer (2007), reading helps students learn languages as long as they comprehend what they read; the more they read, the more they will understand because they will learn a lot. In other words, as the receptive skill, reading is a gate way to process of interpreting a message from any information such a

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book, newspaper, magazine and other sources. And also reading skill increase or help to get successful in the academic. While reading in order to understand the meaning of what they are reading, students will translate the English language as foreign language (L2) text to understand the text. In this instance, translation proficiency is inextricably linked to the competencies involved in acquiring the English language, particularly in reading capabilities.

Reading the source text to gain understanding is the first step in the translation process, which concludes with rewriting it in the target language (Newmark, 1988). Additionally, he clarifies that translation entails four steps: understanding the original source language's vocabulary, understanding the content of the source language message, reformulating the message in the target language, and assessing the destination language's sufficiency. In its most basic form, translation is the key to social communication and human comprehension of the world. Moreover, the process of transferring meaning from the source language, to the target language is called translation. Grabe (2008) asserted that reading is a receptive ability in which the reader must translate the text's visual shape into mental understanding messages. Students must be able to organise ideas, recognise the author's goal, evaluate and make judgements, comprehend language and the relationships between words, and comprehend what they read.

Several prior investigations have been conducted as empirical evidence for that theoretical framework. Studies conducted by (Rahemi et.al, 2013; Fatria, 2020; Hasdiyanti, 2018; Pham, 2017) shows that Translation performance and reading comprehension were strongly correlated. The capacity to ascertain the text's key ideas and essence, recognize language, deduce suggested meanings, and recognize the writer's style and attitudes all had an impact on translation performance along the reading comprehension question categories. Additionally, reading comprehension is crucial to learning English. Implications for teaching reading comprehension to improve translation performance were discussed in order to build language proficiency. Unfortunately, Indonesian students have trouble translating from English (the source language) to Indonesia (the target language), or the other way around, according to Theriana (2018). This is in line with the researcher that he found the majority of students find difficulties in translating English language as the L2 into their language at one of senior high school in Bondowoso. The teachers at Muhammadiyah senior high school Bondowoso stated that news item text was one of the materials that considered difficult by the students.

Based on the background of the research above, the researcher wanted to carry out an investigation entitled "The corelation between students' translation ability and reading comprehension" focusing on news item text. Since this topic and material were considered as the two basic skill for mastering English language in senior high school.

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2. LITERATURE REVIEW

Translation is one of the tools that needed by students to understand what they learned from the L2 subject. In a world with more than 7.000 languages spoken, translation has become a necessary tool for cross-cultural communication (Baharuddin, 2021). The use of translation ability is not only to understand by meaning what the speaker said but also to understand briefly the work of art, newspaper, advertisements, journals, etc. written in English, it requires a translation process to understand it's meaning into the target language.

Experts say there are different kinds of translation. Two categories of translation are distinguished by Larson (1984). One is meaning-based and form-based. Form-based translation adheres to the original language's structure. Put another way, literal translation is another name for form-based translation. Meaning-based translations, commonly referred to as idiomatic translations, are used to translate SL into TL in target language forms.

Nevertheless, a lot of research has been done on the connection between reading comprehension and translation skills. According to Pham (2017), the Interagency Language Roundtable (2011) lists three skills required for translation, and one of those skills is reading comprehension. ILR (2011) states that a deficiency in this skill will affect translation performance and negatively affect the product's usefulness. According to a 2013 study by Rahemi et al., students' reading comprehension skills have a significant influence on their translation abilities.

According to Snowball (2005), reading comprehension is a difficult process in which readers use their own talents to help them understand the material. Reading comprehension, according to Birsch (2011), is the ability to infer meaning from what is read. Reading comprehension calls for a range of reading skills, such as word recognition, fluency, lexical knowledge, and prior knowledge, in order for readers to quickly understand the content. Heilman et al. identify the reading comprehension skill level in Male (2019) in order to ascertain the reading comprehension level. One of the reading comprehension skills is inferential comprehension. At this level, inferential comprehension requires readers to go beyond the author's explicit facts. Eight different question kinds must be addressed, including inference, primary concept identification, event sequencing, comparison, cause and effect comprehension, character analysis, outcome prediction, and educated guessing. In order to assess students' reading comprehension skills on news item texts, where the choices are predicated on reading comprehension indicators, this study will concentrate on inferential comprehension.

Readers must draw logical conclusions or inferences from the material at hand using inferential thinking, which goes beyond explicit knowledge. An essential component is vocabulary knowledge, which includes knowing a large number of terms and their

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definitions, which aids in comprehension. Understanding the meaning of words, phrases, or sentences in light of their surrounding context is known as contextual understanding (Duke & Pearson, 2002).

Understanding the primary idea is a critical sign of reading comprehension, particularly when it comes to news item writing, claim Duke and Pearson (2002). The news article's core idea, which summarises the key points and intent of the text, is the main thought or message that is presented. By connecting the text's content to one's own experiences, past knowledge, or other texts, one can improve understanding (Duke & Pearson, 2002). Teachers and researchers can determine areas for growth and obtain important insight into a person's reading comprehension abilities by evaluating these signs.

Recent studies have focused on the relationship between reading comprehension and translation skills in the context of news item text. Numerous studies have been conducted on the subject and have offered insightful information about how students' translation skills affect their ability to understand news articles. Additionally, according to ILR (2011), a reading deficit will affect translation performance and negatively affect the product's usefulness.

Numerous academics and researchers have debated the question of the ability to translate and read an SL text with comprehension. According to Farahani, M. V., & Siyyari, M. (2015), a translator will be able to translate a text adequately if they are in a position where they can read and understand the original material.

3. METHOD

This study employed the quantitative technique, which is a type of research in which facts are illustrated by statistical or numerical analysis. The purpose of quantitative method in this study is to use the statistical approach of correlation analysis to measure the degree of connection between two variables (Cresswel, 2018). There are two factors presented on this research. First, the students' translation ability served as independent variable, and second, the students' reading comprehension served as dependent variable. Muhammadiyah Senior High School Bondowoso's twelve-grade pupils make up the research's population, which consists of 42 students in total. This study conducted at Muhammadiyah Senior High school Bondowoso, which is located at Bondowoso, Letjen Panjaitan street, Bondowoso district, Bondowoso regency, east java. And the observation was taken on 25 July 2024 and the research was conducted on 21 August 2024.

The researcher will use a multiple-choice exam to gauge students' reading comprehension skills in order to gather data for this study. In this current study used news item text, thus, the tasks differ in the contents (objects or referents) that learners need to understand when reading procedure texts (see table.1). In addition, to find out students'

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translation ability, the researcher will distribute test in the form of translation test (see table 2).

Figure 1. Reading Comprehension Test.

Research Variable	Indicators	Item Number	Scoring Item	Form Of Test
Independent variable (X) reading comprehension	- The capacity to recognize the primary concept - The capacity to arrange a passage into an ordinal sequence Ability to answer direct recall questions	1 - 10	10	Multiple choices

Figure 2. Translation Ability Test

Research variable	indicators	Item number	Scoring Item	Form of test
Dependent variable (Y) translation ability	- Accuracy - The vocabulary selection - Coherence, unity, and structure - Accuracy in punctuation's technical aspects	1	25	Essay

The students' score which the result from the test given will be divided into some scoring level using teachers' guideline that used in the class. The researcher can then proceed with classifying the pupils according to their reading comprehension and translation skills. The technique that will be used to analyze the data was correlation product moment as the formula from the statistical package for the social sciences (SPSS). Using the correlation product moment formula from the statistical program for the social sciences (SPSS), this method will be utilised to analyse the data. This method is employed because the researcher wants to gauge the relationship between students' translation skills and their understanding of literature.

4. RESULTS and DISCUSSION
a. Results

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Pearson correlation product moment was caried out with the aim of knowing the relationship between comprehension of texts and translation capabilities. The table.3 below displays the descriptive statistic's outcome.

Table 3. Descriptive statistics

Descriptive Statistics					
	N	Min Score	Max Score	Mean Score	Standard Deviation
Reading	22	30.00	80.00	60.0000	12.34427
Translation	22	30.00	100.00	71.5909	17.82096
Valid N (listwise)	22				

We may observe the outcome of two factors in the descriptive table above. The mean score for reading comprehension is 60.00, with a standard deviation of 12.34427. The lowest possible score is 30, and the highest possible score is 80. Additionally, the translating ability score ranges from 30 to 100, with a mean of 71.5909 and a standard deviation of 17.82096.

The correlation test's outcome is shown in table.4 below.

Table 4. Test of Correlation

Correlations			
		Reading Ability	Translation Ability
Reading	Correlation of Pearson	1	.541**
	Sig. (2-tailed)		.009
	N	42	42
Translation	Correlation of Pearson	.541**	1
	Sig. (2-tailed)	.009	
	N	42	42
**. The correlation is significant at the 2-tailed 0.01 level.			

With a Sig. (2-tailed) 0.009 < 0.05, the result of the correlation between reading comprehension and translation ability displays a Pearson correlation product moment or r-count 0.541 greater than r-table 0.404. The results of the data analysis indicate that there is a positive association between reading comprehension of news item text and translation competence. The coefficient correlation level is medium, with an r-count of 0.541. This finding indicates that reading comprehension and translation skills are connected, and that pupils who have strong translation skills will have better reading comprehension.

b.   Discussion

According to the results of the data analysis of the translation ability and the scoring criteria division carried out by the Muhammadiyah Senior High School Bondowoso teacher,

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16 students passed the test with good criteria, and 6 students received a score below the criteria. This indicates that most of the students at Muhammadiyah Senior High School Bondowoso meet the requirements for competent translation skills. Based on it, 18 students finished the test with an average score of 60 on reading comprehension scores using the teachers' grading criteria. Four pupils have scores that fall inside the parameters. According to the research, most pupils have high reading comprehension skills when it comes to the text of the news item about the day's events.

Reading proficiency is one of the three skills needed for translation, according to the Interagency Language Roundtable (2011) in Pham (2017). Additionally, according to ILR (2011), a deficiency in this skill will affect translation performance and negatively affect the product's usefulness. According to the results of this study's hypothesis testing, reading comprehension of news item texts and translation skills are significantly correlated. It is also comparable to the conclusion drawn by Rahemi et al. (2013) that students' translation skills are significantly impacted by their reading comprehension skills.

In addition to these results, the researcher discovered other results that are consistent with the findings of other researchers or scholars regarding the favourable correlation between reading comprehension and translation skills. According to Shreve (1985), the translator must first study the source text in order to understand the text they are translating. For two reasons, the translator reads the original before starting the translation. The findings of the research conducted by Mardhiati et al. (2016) suggest that there is a tendency for reading comprehension scores to increase in proportion to translation scores.

5.   CONCLUSION

The current study has explored the correlation between translation skills and reading comprehension, it shows that translation skill has a crucial role in reading comprehension. The results of this study show how crucial students' translation abilities are to the methods used in reading education. Additionally, teachers can support the growth of their students' English reading comprehension and advance their literacy skills, particularly in reading comprehension, by taking into account their translation abilities during the learning process. To improve our knowledge of English reading and its implications for instruction, more research is advised to examine additional variables and repeat the study in various contexts.

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