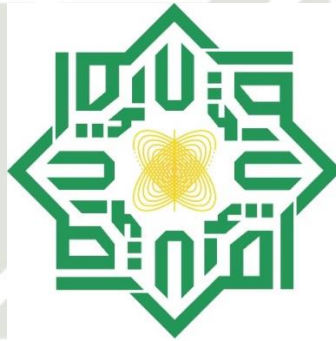


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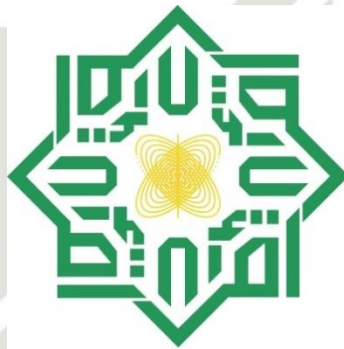
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**THE CORRELATION BETWEEN STUDENTS' READING
COMPREHENSION AND TRANSLATION ABILITY OF
THE FOURTH SEMESTER IN ENGLISH EDUCATION
DEPARTMENT AT UIN SULTAN SYARIF KASIM RIAU**



UIN SUSKA RIAU

BY

DAFFA ARAGA EFFAJRI PUTRA

SIN. 11910411239

Thesis

Submitted as partial fulfilment of the Requirements
For Bachelor's Degree of English Education
(S.Pd.)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Certify that this *skripsi* entitled **“THE CORRELATION BETWEEN STUDENT’S READING COMPREHENSION AND TRANSLATION ABILITY OF THE FOURTH SEMESTER IN ENGLISH EDUCATION DEPARTMENT AT UIN SULTAN SYARIF KASIM RIAU UNIVERSITY”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

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The thesis entitled “THE CORRELATION BETWEEN STUDENT’S READING COMPREHENSION AND TRANSLATION ABILITY OF THE FOURTH SEMESTER IN ENGLISH EDUCATION DEPARTMENT AT UIN SULTAN SYARIF KASIM RIAU UNIVERSITY” was written by Daffa Araga Hafjri Putra, SIN 11910411239. It has been accepted and approve to be examined in the meeting of final examination by the examination committee for the undergraduate degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau, to fulfill a requirement for the award of an undergraduate Degree (S.Pd) in Department of English Education.

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Pekanbaru, October 14th, 2023
The Researcher

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ABSTRACT

Daffa Araga Effajri Putra, (2023) : “The Correlation between student’s Reading Comprehension and Translation Ability of The Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU”

The purpose of this study was to find out the correlation between students’ reading comprehension and translation ability in the fourth semester of English Education Department in UIN SUSKA RIAU. The design of this research was correlation research. From 145 students’ of the population which consisted of 5 classes. The researcher took random sampling form all classes which amounted to thirty students as the sample by using random sampling. The instrument of this research were reading comprehension test and translation ability test. The reading comprehension test consisted 20 items. The test was about narrative text by using multiple-choice. The translation ability test consisted 9 items. The test was about translating the text to see the quality of students’ translate ability by using essay. Descriptive analysis was used to calculated the research where as Pearson Product Moment Correlation formula. Based on the result, it was found that the mean score of students’ reading comprehension was 74.67 while, the mean score of their translation ability was 76,9. Based on the research findings, it could be concluded that there is a sufficient correlation.

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ABSTRAK

Daffa Araga Effajri Putra, (2023) : “Hubungan antara Pemahaman Membaca dan Kemampuan Menerjemahkan Siswa di Semester Keempat Jurusan Pendidikan Bahasa Inggris di UIN SULTAN SYARIF KASIM RIAU”

Tujuan dari penelitian ini adalah untuk mengetahui korelasi antara pemahaman membaca dan kemampuan penerjemahan mahasiswa pada semester empat Program Studi Pendidikan Bahasa Inggris di UIN SUSKA RIAU. Desain penelitian ini adalah penelitian korelasi. Dari 145 mahasiswa yang merupakan populasi yang terdiri dari 5 kelas. Peneliti mengambil sampel acak dari semua kelas yang berjumlah tiga puluh mahasiswa dengan menggunakan metode random sampling. Instrumen penelitian ini adalah tes pemahaman membaca dan tes kemampuan penerjemahan. Tes pemahaman membaca terdiri dari 20 soal. Tes tersebut mengenai teks naratif dan menggunakan pilihan ganda. Tes kemampuan penerjemahan terdiri dari 9 soal. Tes tersebut mengharuskan mahasiswa menerjemahkan teks untuk menilai kualitas kemampuan menerjemah mahasiswa dengan menggunakan esai. Analisis deskriptif digunakan untuk menghitung hasil penelitian, sedangkan rumus korelasi Pearson Product Moment digunakan untuk menghitung korelasi. Berdasarkan hasil, ditemukan bahwa skor rata-rata pemahaman membaca mahasiswa adalah 74,67, sementara skor rata-rata kemampuan penerjemahan mereka adalah 76,9. Berdasarkan temuan penelitian, dapat disimpulkan bahwa terdapat korelasi yang cukup signifikan.

ملخص

دافا أراجا الفجري، (٢٠٢٣): ارتباط بين الفهم القرائي والقدرة على الترجمة لدى طلاب الفصل الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

المهدف من هذا البحث معرفة ارتباط بين الفهم القرائي والقدرة على الترجمة لدى طلاب الفصل الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. تصميم هذا البحث هو البحث الارتباطي. من بين 145 تلميذا يتكون عددهم من 5 صفوف، قد قام الباحث بأخذ عينات عشوائية من جميع الصفوف البالغ عددها ثلاثين تلميذا. وأدوات هذا البحث هي اختبار الفهم القرائي واختبار القدرة على الترجمة. يتكون اختبار الفهم القرائي من 20 سؤالاً. الاختبار يدور حول النص السردوي ويستخدم اختيارات متعددة. يتكون اختبار القدرة على الترجمة من 9 أسئلة. يتطلب هذا الاختبار من الطلاب ترجمة النصوص لتقييم جودة مهارات الترجمة لدى الطلاب باستخدام المقالات. يتم استخدام التحليل الوصفي لحساب نتائج البحث، ويتم استخدام صيغة ارتباط لحظة منتج بيرسون لحساب الارتباط. وبناء على النتائج، تبين أن متوسط درجات الطلاب في الفهم القرائي بلغ 74.67، في حين بلغ متوسط درجاتهم في القدرة على الترجمة 76.9. وبناء على نتائج البحث، يمكن استنتاج أن هناك ارتباط كبير.

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LIST OF CONTENTS

STATEMENT OF AUTHENTICITY i

SUPERVISOR APPROVAL ii

EXAMINER APPROVAL iii

ACKNOWLEDGEMENT iv

ABSTRACT vii

ABSTRAK viii

LIST OF CONTENTS x

LIST OF TABLE xii

A. Background of the Problem 1

B. Problem of the Research 5

 1. Identification of the Problem 5

 2. Limitation of the Problem 6

 3. Formulation of the Problem 6

C. Objective and Significance of Research 7

 1. Objective of the Research 7

 2. Significance of the Research 7

D. Definition of Term 8

 1. Reading Comprehension 8

 2. Translation Ability 8

CHAPTER II LITERATURE REVIEW 10

A. Theoretical Framework 10

 1. Reading Comprehension 10

 2. Translation Ability 20

B. Relevant Research 26

C. Operational Concept 30

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D. Assumptions and Hypotesis	31
1. Assumptions	31
2. Hypothesis	31
CHAPTER III RESEARCH METHODOLOGY	32
A. Research Design	32
B. Time and Location of the Research.....	33
C. Subject and Object of the Research	33
1. Subject	33
2. Object	33
D. Population and Sample.....	34
1. Population of the Research.....	34
2. Sample of Research	35
E. Technique of Data Collection.....	36
F. Validity and Reliability Research Instrument	37
G. Technique of Data Analysis.....	42
A. Finding	45
1. Students Reading Comprehension.....	45
2. Students Translation Ability.....	48
3. Students Reading Comprehension and Translation Ability	52
B. Discussion.....	56
A. Conclusion	60
B. Suggestion	60
REFERENCES	62



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LIST OF TABLE

Table III. 1 The Total Number of Population	34
Table III. 2 Total Number of Sample	35
Table III. 3 Blue print of Reading Comprehension Test	36
Table III. 4 Blue print of Translation Ability Test	37
Table III. 5 Validity of Reading Comprehension Test.....	39
Table III. 6 Validity of Translation Ability Test	40
Table III. 7 Level of Acceptable Reliability	41
Table III. 8 The Reliability of Reading Comprehension Test	41
Table III. 9 The Reliability of Translation Ability Test	41
Table III. 10 Classification score of translation skill	42
Table III. 11 Classification score of reading comprehension	43
Table IV. 1 Recapitulation of Students' Reading Comprehension Test	46
Table IV. 2 Frequency of Reading Comprehension Test	47
Table IV. 3 Descriptive Statistic of Reading Comprehension.....	48
Table IV. 4 Classification score of reading comprehension	48
Table IV. 5 The Recapitulation of Students' Translation Ability Test	49
Table IV. 6 Frequency of Students' Translation Ability Test	50
Table IV. 7 Descriptive Statistic	51
Table IV. 8 Classification score of Translation Ability	51
Table IV. 9 Reading Comprehension and Translation Ability	52
Table IV. 10 Normality Test.....	53
Table IV. 11 Correlation between students' reading comprehension and their translation ability	54
Table IV. 12 The Index of Correlation Coefficient	55

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is the interaction between readers about text. Reading is important for everyone to learn and master. The process of reading happens when the reader tries to communicate with the author through writing, he tries to understand the text well. Reading is a medium of language learning. This means that every aspect of learning to read is one of the biggest components, which is how reading dominates the learning process.

Reading comprehension is an important skill, which helps students acquire superior skills in obtaining information from various English language sources where reading is required. For students, English reading comprehension is one of the keys to achieving success in schools and colleges. According to Boyraz & Altinsoy (2017), Reading comprehension is assessed both verbally and in the writing form. It contains assessment exercises such as answering questions, filling in the missing words, acting out stories, group discussions, and peer assessments based on reading passages. In general, English have four skills such as listening, speaking, reading, and writing, but reading comprehension is the most important and helpful for English language learning.

To get the comprehension, the reader needs to understand vocabulary and see the relationship among the word concept, organize idea, recognize



the writer's purpose, make judgment and evaluating. According to Grabe (2009) explains that reading is a receptive skill where the reader is expected to decode the visual form of the text into comprehension messages in the brain.

It seems that the comprehension process happens in translation same as the comprehension process happens in reading. It is supported by Macizo and Bajo (2004), done two experiments in their study, they examined reading comprehension processes when professional translators were instructed to read for understanding or to read for translation. Their findings have put forth interesting results. In their research Macizo and Bajo (2004) have come to a result that reading and translation has the same comprehension process and have concluded that "Language comprehension includes a set of processes going from speech processing (segmentation and classification of the incoming input), lexical access (recognition of isolated words and access to information associated with them), and sentential processing (extraction and combination of syntactic information to obtain a sentence interpretation), to discourse processing (integration and interpretation of successive sentences to arrive at a global mental representation). All of these comprehension processes are involved during both normal reading and translation. Macizo and Bajo (2004) come to a result that "Differences between normal reading and reading for translation are particularly large in the critical area where larger working memory demands are imposed, the end of the relative clause. But, why do

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instructions to translate slow down on-line sentence processing compared to normal reading? What additional processes are taking place when reading for translation? We think that when reading for translation, participants engaged in code-switching processes” (p. 199).

Van Els et al. (cited in Mahmoud, 2006, p. 31) also state that when translating a text, students come into contact with all the main ideas and specific details of a reading passage. Translation necessitates the close reading of the entire passage, which provides valuable information for the instructor. Translation can improve comprehension since it encourages students to read a passage carefully and precisely at the word, sentence, and text levels.

However, translation is not an easy job that anyone can do without knowing the procedures or techniques of translation. Therefore when carrying out translating activities students are asked to understand in advance the text they are reading to easily implement the procedures or techniques in carrying out translating activities, Massoud (2010) argued that the requirement of a good translation is easy to understand, fluent, and smooth, and not changing the meaning, Basically according to Ross (2000) translation is sometimes referred to as the fifth language skill alongside the other four basic skills listening, speaking, reading and writing: translation holds a special importance at an intermediate and advanced level: in the advanced of final stage of language teaching, The

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term “translation” is normally reserved for written renditions of written materials.

In the B2 CEFR curriculum, students are asked to improve their abilities. In increasing ability, students are required to read a lot while students' reading interest is very low. If seen from the explanation above, it can be concluded that there is one factor in school that influences them to read a lot. Because the new curriculum requires them to be able to improve their quality

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

The writer presents some previous research that relates to this research, first previous was conducted by Fatemeh & Reza (2017) in their research

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about The Relationship between Iranian ESP Learners' Translation Ability and Resilience in Reading Comprehension. The finding of this research is there is a positive correlation between translation ability and reading comprehension.

Another research was done by Riesma, Urai Salam & Iwan Supardi (2016) with A Correlational Study of Reading Comprehension with Translation Ability. The writer concluded that there was a significant positive correlation between translation ability and reading comprehension. The similarities from two previous research with the research that writer did could be the basis for conducting this research.

Based on the reason, the writer assumes that there was a correlation between reading comprehension and translation ability and the writer would like to know about the correlation between students reading comprehension and their translation ability. the researcher find it important for the researcher to conduct a research under entitled “The Correlation between student’s Reading Comprehension and and Translation Ability of Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU”

B. Problem of the Research

1. Identification of the Problem

Based on the background of the problem, the researcher identified the problem as follows :

- a. Some of the students are not able to identify meaning of the text

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- b. Some of the students are not able to translate the reading text
- c. Some of the student have low vocabulary and translation method
- d. Some of students are not able to identify the generic structure of the text
- e. Some of the students are not able to identify the purpose of the text

2. Limitation of the Problem

The researcher limits The Correlation between students' Reading Comprehension and Translation Ability of Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU.

3. Formulation of the Problem

The problems of this research can be formulated in the following questions:

- a. What is average score students' reading comprehension of Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU
- b. What is average score students' translation ability of Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU
- c. Is there any significant correlation between students' reading comprehension and their translation ability of Fourth Semester



in English Education Department at UIN SULTAN SYARIF KASIM RIAU?

C. Objective and Significance of Research

1. Objective of the Research

- a. To examine the information about students reading comprehension of Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU.
- b. To examine the information about students' translation ability of Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU.
- c. To know if there is a significant correlation between reading comprehension and translation ability of Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU.

2. Significance of the Research

Related to the objectives of the research above, the significance of the research as follows :

- a. The researcher expects that the study will be benefit for students in reading comprehension.
- b. The result of this study are expects to increase students translation ability in english text.
- c. The researcher also hope this study can give suggestion for teacher in teaching english and improve their students' translation ability.

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D. Definition of Term

1. Reading Comprehension

According to Snow (2002, p.11) define “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. In this case, reading comprehension consists of three elements: the reader, the text, and the activity the purpose of reading.

2. Translation Ability

According to Ross (2000) translation is sometimes referred to as the fifth language skill alongside the other four basic skills listening, speaking, reading and writing: translation holds a special importance at an intermediate and advanced level: in the advanced of final stage of language teaching, The term “translation” is normally reserved for written renditions of written materials.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading Comprehension

According to Nunan (1991) Reading is the process to get, to understand, to catch the content of the reading. This means that reading is the process of effectively obtaining information from understanding written texts. Based on Ahmadi and Pourhossein (2012) reading comprehension is defined to get the correct message from a text/written language.

Based on Moore (2014) reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. According to Berry (2005) there are three different level of comprehension : literal level, interpretive level, and applied level. According to Gusyanti (2015) reading comprehension is define as the ability to understand information on the text and interpret it appropriately.

Reading comprehension is defined as obtaining correct information from text/written language. Reading comprehension is

a mental process of interaction between a reader's linguistic knowledge, world knowledge, and subject-specific knowledge. Reading comprehension is an interactive process in which readers interact with texts while activating their previous experiences. Furthermore, readers construct meaning from the text by drawing on past experience to parallel, contrast, or confirm what the author proposes in the text. Reading comprehension is defined as the level of comprehension of text/messages. This understanding stems from the interactions between written words and how they trigger knowledge beyond the text/message.

Reading comprehension is an important skill that students should master along with the other three skills. Reading provides students with information from printed materials or spreadsheets. This information helps students understand other readings and serves as reference and background knowledge. Then, through reading, students can add vocabulary to find the meaning of words, making it easy for students to understand written or spoken. Second, reading can enrich their experience and knowledge and improve their critical thinking. Also, reading can increase their concentration and concentration. You can train your brain to focus more on reading and focus on the learning process. There are many factors that affect the reading process, such as reading interest,

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reading strategies, reading habits, reading motivation and so on.

This study only focuses on reading motivation.

Reading comprehension is very important to have, because comprehension is the process of reader to understand the written language. Based on David Nunan (2003, p.68) There are some functions of comprehension such as:

- 1) to understand the text easier,
- 2) to image what the information in content,
- 3) to follow the construct of a passage,
- 4) to recognize a researcher purpose, attitude, tone and mood.

This means that comprehension cannot be separated from the reading process, because you have to understand the text to get the information. Therefore, reading comprehension is the ability to understand what a reader is reading, where words have context and texts have meaning.

b. Reading Text

1) Spoof Text

Spoof is a text which purpose is to tell an event with a humorous twist (Sudarwati & Grace, 2006) since its purpose is to amuse with a humorous twist, definitely it must make the reader laugh. It can be a real life experience or it can be an imaginative.



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2) Descriptive Text

According Kane (2000) state that, descriptive is about sensory experience – how somethings looks, sound, tastes. Mostly it is about visual experience, but description also deals with other kinds perception.

3) Narrative Text

Narrative text is one kind of the English texts that is taught in the second grade students of state senior high school, and it is the most difficult text for the students to comprehend. Because reading is not only read, but also they should try to comprehend it, so it is not an easy thing for students to comprehend the English text in narrative.

a) Purpose of Narrative Text

The purpose of narrative text is to entertain the reader with a story that deals with complication of problematical events which lead to a crisis and in turn finds a resolution (Sudarwati & Grace, 2006).

b) Generic Structure of Narrative Text

There are three generic structures of narrative text according to Sudarwati & Grace (2006):

1) Orientation

In orientation, it tells about who were involved in the story and also when and where the story happened.



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2) Complication

In complication, its problems begins followed by others problem.

3) Resolution

In resolution, it usually provides students about the solution of that problem.

c. Models of Reading Comprehension

Reading is a cognitive process that consists of a reader, a text, and the interaction between the reader and the text. There are three models of reading process: the bottom-up model, the top-down model, and the interactive model

1) Bottom-up Model

Bottom-up models first decode the smallest phonetic units, especially phonemes, graphemes, and words, and finally build meaning from smallest to largest units This bottom-up method is also called data-driven and text-based reading (Carrell, 1989). This reading model focuses on smaller units of text, such as letters, words, phrases, and sentences. The disadvantage of this model is that readers can only read successfully if they accurately decode language units and identify relationships between words. It is impossible for the reader to remember the meaning of every word in the paragraph. It is also difficult to associate one word with other

words. From this it follows that there are some arguments against the bottom-up model. According to Ahmadi and Pourhossein (2012), In the reading process, the readers understand that what they have read is the result of their own constructions, not the result of the transmission of graphic symbols to their understanding, and that without their background knowledge, they cannot comprehend the texts.

2) Top-down Model

According to Ahmadi and Pourhossein (2012) Top-down and bottom-up are both strategies of information processing and knowledge ordering, used in a variety of fields including software, humanistic and scientific theories, and management and organization. In practice, they can be seen as a style of thinking and teaching. This model is defined as reading comprehension as a psycholinguistic guessing game in which the reader connects with the text using his/her background knowledge or text schemas and associates it with new or unexpected information in the text in order to understand it. Top-down models focus on language guessing rather than graphical textual information. In a top-down approach, an overview of the system is developed, specifying but not specifying the first-level subsystems. Each subsystem is then refined in more detail, sometimes at the level of many

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additional subsystems, until the entire specification is reduced to basic elements.

3) Interactive Model

The interactive model is based on the interactive between bottom-up and top-down models. Interactive modeling is a process based on information from multiple sources, such as spelling, vocabulary, syntax, semantic knowledge, and schemas. The model is based on the interaction of bottom-up and top-down models. Nunan (1990) argued that efficient and effective reading requires both top-down and bottom-up decoding. Interactive models, a combination of bottom-up and top-down processes, work best with text.

d. Kinds of Reading

There are numerous kinds of reading activity, but based on the purposes of reading, Nuttall classified the kinds of reading only into two types; the first is intensive reading and the second is extensive reading (Murcia, 2001, p. 187). They are described as follows:

1) Intensive Reading

Intensive reading is kind of reading which the purpose is to grasp a comprehension of the whole passage. Based on Nuttall (1982, p. 23) point of view intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The goal is to

understand not only the meaning of the text, but also how the meaning comes about. In other words, intensive reading helps to gain a deep understanding of the text that is important to the reader.

In order to achieve comprehension in reading, it is necessary to pay attention to the accuracy of reading when reading the text. Intensive reading focuses on understanding certain reading materials. Students must fully understand the author's message as it requires deep understanding.

2) Extensive Reading

The second type of reading is extensive reading. It is kind of reading that lead reader to read the text with pleasure. This assumption also supported by Harmer (2001, p. 96) “extensive reading enabled readers to enjoy what they read. If the readers enjoy what they read, they will read more, and if they read more, they will know better and used to read fast”. It is supposed that the best way to do the extensive reading is trying to enjoy reading itself.

Furthermore, Nuttal (1982, p. 27) stated extensive reading is assumed that in order to understand the whole (e.g. book), we must first understand the parts (sentences, paragraphs chapters) of which it is made up. However we can in fact often understand a text adequately without grasping every part of it:

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Students have to be encouraged to develop this facility. It means, in extensive reading reader does not need to know every single word to grasp the entire meaning of the text.

Extensive reading helps readers understand text without having to read entire chapters and all parts of the book. It may be more likely to emphasize accuracy activities, which involve reading details. Extensive reading helps to understand the text in depth by finding the specific information written in the text.

In conclusion, both intensive and extensive reading are used for different reading purposes. Intensive reading is used to learn more about the meaning of a text for specific purposes such as business and science. The purpose is to find the details of the reading passage

e. Indicators of Reading Comprehension

Reading comprehension is a complex process that need better concentration, skill, and comprehend. Harmer (2001) stated there are some reading skills which are affected by purposes in reading, they are as follows :

- 1) Identifying the topic: good readers are able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being talked about. This ability allows the readers to process the text more effectively as it progress.



- 2) Predicting and guessing: readers sometimes guess in order to try and understand what is being written about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometimes they make assumption or guess the content from their initial glance or half-reading.
- 3) Reading for general understanding: it means, not stopping for every word, not analyzing everything that the writer includes in the text. A term commonly used in discussion about reading is skimming (which means running the eyes over a text to get a quick idea of the gist of a text). In gist reading, the reader has made a choice not to attend to every detail, but to use the processing powers to get more of a top-down view of what is going on. Gist reading is also known as skimming.
- 4) Reading for specific information: in discussion about reading this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want specific details. In this case, we almost ignore all the other information until we come to the specific information until we come to the specific item we are looking for.
- 5) Reading for detailed information: sometimes, we read in order to understand everything we are reading in detail. We read in concentrated way to everything that is written.

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6) Interpreting text: readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writers implying or suggesting. Readers gets more from reading text than the words alone suggest because, as active participants, readers use their schemata together with their knowledge of the world expand the pictures that have been given

2. Translation Ability**a. Definition of Translation**

According to Catford (1965) translation is the replacement of textual material in one language (Source Language/ SL) by equivalent textual material in another language (Target Language/ TL). In addition, Nida & Taber (1982) propose that translating consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. From both definitions, it can be concluded that translation is not only changing the language of a particular message or text to another language but also finding the closest equivalent of meaning and style on the target language.

According to Ghazala (1995) translation is generally used to refer to all the process and methods used to convey the meaning of the source language in to the target language. When translating,



understanding the meaning of source text is vital to have the appropriate equivalent in the target text thus, it is meaning that is translated in relation to grammar, style and sounds.

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. The English language draws a terminological distinction (which does not exist in every language) between translating (a written text) and interpreting (oral or signed communication between users of different languages); under this distinction, translation can begin only after the appearance of writing within a language community. According to Newmark (1988) translation is defined as an attempt to replace a written message and/or statement in one language by the same message and/or statement in another.

Based on all of the definitions, it can be concluded that translation is replacing from source language (SL) to target language (TL) with equivalent meaning (semantic structure) which proper, appropriate and it is acceptable in target language based on closely equivalent involve meaning and style. The result of translation is difficult to receive 100 percent of Target Reader, because there are different meaning and style in both language concept, therefore the main point of translation is find the closely equivalent and style of language itself.

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b. Type of Translation

This variety means there are many different types of translation, each with its own unique processes and requirements. Despite these differences, they all fulfil the same purpose of facilitating communication across language barriers. Translators typically specialise in one type of translation, allowing them to offer clients the expertise they need for the best results. The type of content they handle ranges from legal documents and commercial contracts to movies, art and poetry. Each specialism has its own jargon and specific processes to follow, with the four most common types of translation being:

1) Literacy Translation

As the name Literary translation may suggest, this type is all about translating literary works like stories, poems, plays, etc. This type of translation is often considered the hardest or most comprehensive, as the translator not only needs to get the meaning of the words right, but also the context, sound, and feeling behind the words. By this, we're also talking about knowing the culture of both languages well enough to translate any humor, emotions, and any types of similar elements of a piece of work.

As you can imagine, this requires extensive knowledge and experience. Plus, it can still be hard even then, as in some

cases, there are no suitable translations. For example, in poetry, when the rhyming of words or puns is used for additional wordplay, it often does not work in the target language.

2) Professional Translation

The next type of translation is professional translation. Any type of translations that are used for professional purposes, we would usually fit into this category, some common examples would be a medical translation or a legal translation, the main goal is usually to get all the information translated as accurately as possible. Unlike with a literary translation, documents won't have any wordplay such as puns or rhymes, making it a little easier for the translator.

However, accuracy is crucial for any type of professional translation, especially for industries where the consequences of inaccuracies could be huge, such as medical or law with medical translation and legal translation. Like the ones named above, more complex industries will often also require a specialist to ensure accuracy. Of course, this does depend on the subject matter, but the more complex the source language, the more educated the translator must be, this is especially the case if there is a lot of business jargon used or a certified translation required.

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3) Technical Translation

Technical translations are also technical, as the name suggests. Here, we're usually talking about translating technical content for businesses such as engineering documents, instruction manual, user guides, technical training. These types of documents will usually need technical translation services because the translator has to understand the topic well to ensure that they can tell the user what they should do accurately. Not only this, but they also have to understand the formatting requirements, and sometimes the images have to be changed so that they can be understood in the target language. If you require a technical translation, it's also crucial that you choose a company or transcriptionist who is comfortable and is experienced with your particular industry, the content of a technical translation is usually quite complicated, so if your business ever needs some documents like the ones mentioned above translated, this is the translation type you'll be looking for.

4) Administrative Translation

The administrative translation is a translation type used for the documents and management texts of organizations like corporate or regional businesses. Administrative translations

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can be considered a sub translation type of professional translations. However, not all professional translations are administrative, so it doesn't quite work.

c. Translation Quality

The best translation is the best one which a) uses the normal language forms of the receptor language, b) communicates as much as possible, to the receptor language speakers the same meaning that was understood by the speakers of the source language, and c) maintains the dynamics of the original source language text. Maintaining the “dynamics” of the original source text means that the translation is presented in such a way that it will, hopefully, evoke the same response as the source text attempted to evoke. This statement shows that Larson (1984) proposes three criteria: accuracy, naturalness, and clearness. Other experts call it as accuracy, acceptability, and readability.

1) Accuracy

According to Shuttleworth and Cowie (1997, p. 3) accuracy is “a term used in translation evaluation to refer to the extent to which a translation matches its original. Meanwhile, Larson (1998:531) states that a translation may be accurate in that the translator understands correctly the source text and is attempting to communicate that information, and it may even be understandable. From the explanation, it can be concluded



that the translation is considered to be accurate if it conveys the meaning and message of the source language to the target language correctly.

2) Acceptability

Acceptability is the important role in analyzing translation. A good translation should be accepted in target language. It is related to the naturalness. According to Shuttleworth and Cowie (1997, p. 2-3) translations which lean towards acceptability can thus be thought of as fulfilling the requirement of reading as an original, written in target language rather than that reading as the original.

3) Readability

Readability is also important in the translation quality. According to Larson (1984:531), readability is “urgently important since a translation may be accurate but still not communicate to the people who are use to it. The forms of the language which are used should be those which make the message of the source text as easy to understand as the source text itself was to understand”. Readability can be determined by many factors. Some of them are diction of native and foreign words, ambiguity, and complexity of sentence.

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B. Relevant Research

There are some relevant research that have discussion about the correlation between students translation skill and their reading comprehension, there are ;

Firstly, related similar by Fatemeh & Reza (2017) in their research about The Relationship between Iranian ESP Learners' Translation Ability and Resilience in Reading Comprehension, the study was an attempt to investigate the relationship between Iranian ESP Learners' translation ability and resilience in reading comprehension. More specifically, the study aimed to study the resilience cognitive and metacognitive effect on raising L2 reading comprehension through translation. The results of data analyses firstly revealed that there was a statistically significant relationship between Iranian ESP learners' translation ability and their resilience in reading comprehension. Secondly, it was revealed that there was a significant positive relationship between Iranian ESP learners' translation ability and their reading comprehension. The findings of the present study could have implications for EFL teachers and learners in the Iranian context.

Secondly, Widiyari, Suparman, Sudirman (2015) with The Correlation between Students Translation skill and Reading Comprehension. The purpose of this study is to find out whether there is significant correlation between students translation ability and reading comprehension. This was quantitative research applied *ex post facto*

designs. The population of this study was the first grade students of SMA Muhammadiyah 1 Trimurjo. The researcher used sample that consist of 30 students. The instruments of this research were translation and reading comprehension test. The data collected were analyzed by using Pearson Product Moment Correlation in SPSS 16.0. The test result showed that coefficient correlation of students translation and their reading comprehension is 0.724 at the significant level of 0.01. It can be concluded that there is significant correlation between students translation ability and their reading comprehension.

Thirdly, Mudiartha, Salam, Supardi (2016) with A Correlational Study of Reading Comprehension with Translation Ability. The purpose of this research was to find out the correlation between reading comprehension and translation ability. The population of this research was the fifth semester students of English Education Study Program at FKIP Tanjungpura University Pontianak. The data were derived from reading comprehension test and translation test. The result showed that the students' reading comprehension has positive correlation with their translation ability since the r-calculation (0.897) is higher than r-table (0.462). The interpretation of correlation could be categorized high to very high. The hypothesis was tested by using t-test formula and found that t-observed was 10.61, it is higher than t-table 2.46 with $df = n - 2$ (28) in level of significance 0.01. In short, the research hypothesis which stated that

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there was a significant correlation between students' reading comprehension with their translation ability was accepted.

Fourthly, Kim Pham (2017) with Reading Comprehension and Translation Performance of English Linguistics Students of Hung Vuong University: A Correlational Study. The study aimed to correlate the reading comprehension and translation performance of English linguistic students, then inform some pedagogical implications for the teaching of reading comprehension in translation classes in order to enhance the translation quality performed by the students. To this end, 45 junior students of English linguistics specialization of Hung Vuong University, including 5 males and 40 females, aged from 20 to 22, were subject to a TOEFL reading comprehension test and a translation performance test (ATA guidelines, 2011). Data were analyzed using the Pearson Correlation, SPSS version 20.0. The coefficient correlation of students' reading comprehension and their translation performance was noted 0.721 at the significant level of 0.01. It was found that the Reading comprehension was closely related to translation performance. Along the reading comprehension question types, translation performance was affected by the ability to determine gist and main ideas of the text, identify the vocabulary, infer the implied meanings and identify the writer's style and attitudes. The results were discussed, and implications for teaching reading comprehension to enhance translation performance were presented.

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The research findings on reading and translation ability above showed that have close relation. Based on the research findings above as well, the writer concluded that in learning English, reading comprehension and translation ability are very important. The students' translation ability may develop when the students have the reading comprehension. On the other hand, the reading comprehension may increase when the students can translate the text well. Likewise, reading ability is also correlated with vocabulary achievement based on the research finding above. While other research is found that no significance and negative correlation of students' writing skill and translation ability.

C. Operational Concept

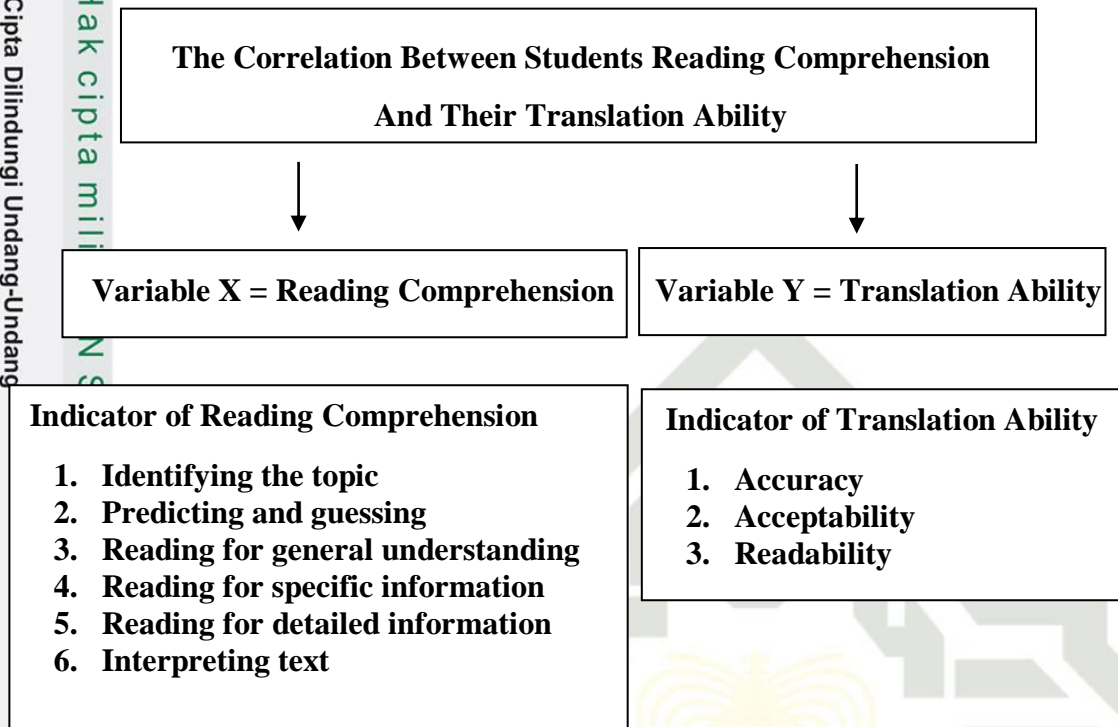
The researchers would like to explain the theories used in the research about variables this research. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to reading comprehension and variable Y refers to translation ability. According to Larson (1984) the translation ability consists of several factors that can be inferred as indicators to measure students' translation ability.

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D. Assumptions and Hypotesis

1. Assumptions

The researcher would like to offer assumption that studies between reading comprehension and translation ability could be significant. Because it is then reasonable to hypothesize that reading comprehension could interfere with translation and decrease the translation rate since the translation amount, proficiency and rate appear to be crucially interrelated.



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2. Hypothesis

Based on the assumption above the writer formulates two hypothesis as follow;

- a. H_0 : there is no significant correlation between reading comprehension students and translation ability in third grade year of fourth semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU.
- b. H_a : there is significant correlation between students reading comprehension and translation ability of fourth semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to what the researcher has described on the research significances, the type of this research used a quantitative approach with correlation method. According to Cohen (1980) in Sukamulson (2007 p. 3) quantitative research is defined as social research that employs empirical methods and empirical statements. Moreover, Creswell (1994) in Sukamulson (2007 p.3) has given define of quantitative research as a type of research method that is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics). Aliaga, and Gunderson (2002) in Apuke (2017 p. 41) describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analysing with the aid of mathematical methods; in particular statistics and get objectivity and accuracy, therefore there are far fewer variables involved with quantitative research. The data you're collecting is often 'close-ended', which means people are choosing clear-cut multiple choice answers.

Based on definitions above, it can be stated that correlational design is one which have two or more quantitative variables from the same group of subjects and which shows the relationship between the two variable. In this study, the independent variable or the variable that explained and

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affected another variable was “students reading comprehension” or usually known as X variable. For the dependent variable or the variable that being affected by the independent one was “translation skill” or usually known as Y variable.

B. Time and Location of the Research

The study conducted from April 2023 to June 2023. The researcher conducted the research at UIN SULTAN SYARIF KASIM RIAU. The address of the university is at HR. Soebrantas Street, Number Km 15, Kec. Tambang, Pekanbaru, Riau.

C. Subject and Object of the Research**1. Subject**

The subject of was research of fourth semester students in English Education Department at UIN SULTAN SYARIF KASIM RIAU.

2. Object

The object of was research is students reading comprehension and students translation ability.

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D. Population and Sample**1. Population of the Research**

According to Creswell (2012, p. 625) a population is a group of individuals who comprise the same characteristics. For example, all teacher would make up the population of teacher, and all high school administrators in a school district would make up the population of administrators. The population of this research is the fourth semester student in English Education Department AT UIN SULTAN SYARIF KASIM RIAU. The total of the population can be seen on the table bellow :

Table III. 1**The Total Number of Population**

No	Class	Population
1	4A	24
2	4B	30
3	4C	29
4	4D	31
5	4E	31
Total		145

2. Sample of Research

According to Creswell (2012) sample is the sub group of the target population that researchers plan to study for generalizing about the target of the population. The sample of this study was taken by Simple random sampling is a statistical method in which everyone in a

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population has an equal chance of being selected into a sample. The sample represents a smaller and more manageable portion of the people that can be studied and analyzed. This technique was taken because of The use of simple random sampling removes all hints of bias or at least it should. Because individuals who make up the subset of the larger group are chosen at random, each individual in the large population set has the same probability of being selected, especially in reading the text and lack of translation skills and researcher take 20% of total population

Table III. 2**Total Number of Sample**

No	Class	Population
1	4A	6
2	4B	6
3	4C	6
4	4D	6
5	4E	6
Total		30

E. Technique of Data Collection

The kind of techniques used for collecting the data is:

1. Multiple Choices Test

In this research, the researcher uses test to find out the information about students reading comprehension. Arikunto (2010 p. 193) test is the number of questions or exercises or other tool to measure one's skills, intelligence, ability or talent. It means that test is one of the ways to collecting data which is conducted by questions to measure

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something. The test of reading comprehension is an objective test in the form of multiple-choices test which consisted of twenty questions. There are four options (A, B, C, D, E) in each item. The writer gives five points for the question which is answered correctly, and zero point for the question which is answered incorrectly.

Table III. 3

Blue print of Reading Comprehension Test

No.	Aspects	Items	Total
1	Identifying the topic	2, 17, 19	3 items
2	Predicting and guessing	6, 11, 18	3 items
3	Reading for general understanding	1, 7, 12	3 items
4	Reading for specific information	5, 9, 15, 20	4 items
5	Reading for detailed information	3, 8, 13	3 items
6	Interpreting text	4, 10, 14, 16	4 items
Total			20 items

(Adapted from Jeremy Harmer, 2001)

2. Essay Test

In this research, the researcher uses test to find out the information about students translation ability. Arikunto (2010 p. 193) test is the number of questions or exercises or other tool to measure one's skills, intelligence, ability or talent. It means that test is one of the ways to collecting data which is conducted by questions to measure something. The test of translation ability is essay test which consisted of nine questions.

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Table III. 4**Blue print of Translation Ability Test**

No	Indicator	Number
1	Accuracy	1-9
2	Acceptability	1-9
3	Readability	1-9
Total		9

F. Validity and Reliability Research Instrument

1. Validity of Instrument

According to Creswell (2012, p159) state that, Validity is the development of sound evidence to demonstrate that the test interpretation. validity of questionnaire validity is the extent to which one can generalize ones finding from the subject and situations to other subject situation (Nunan, 1992).

The validity test were collected through reading comprehension and translation test. First, the students were given reading comprehension test in the form of multiple choices (a, b, c, and d) that consisted of 20 questions. Then, they were given translation ability test where they have to translate the texts that consisted 15 questions. The text for this test was taken from the first text in the reading comprehension test that has been conducted before. After the students finished doing the test, the paper was collected and analyzed to get the score of each test. Then, the scores were used as data.

To analyze the validity of the instrument, the researcher conducted a try out by handling 30 students who was not included in the research

sample. The researcher used SPSS 23 Program to analyze the data. The researcher compared R observed to R table at significant level of 5% is 0.374 ($df = N - 2 = 26$). The R observed of each item should be higher than the R table to be considered as a valid question. If the observed of r on the analysis of less than R table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Table III. 5
Validity of Reading Comprehension Test

Item	R Observe	R table	Status
1	0,51	0,37	Valid
2	0,48	0,37	Valid
3	0,63	0,37	Valid
4	0,67	0,37	Valid
5	0,47	0,37	Valid
6	0,51	0,37	Valid
7	0,39	0,37	Valid
8	0,38	0,37	Valid
9	0,55	0,37	Valid
10	0,41	0,37	Valid
11	0,39	0,37	Valid
12	0,37	0,37	Valid
13	0,38	0,37	Valid
14	0,44	0,37	Valid
15	0,79	0,37	Valid
16	0,72	0,37	Valid
17	0,57	0,37	Valid
18	0,41	0,37	Valid
19	0,53	0,37	Valid
20	0,54	0,37	Valid

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Table III. 6**Validity of Translation Ability Test**

Item	R Observe	R table	Status
1	0,31	0,37	Invalid
2	0,79	0,37	Valid
3	0,71	0,37	Valid
4	0,82	0,37	Valid
5	0,66	0,37	Valid
6	0,44	0,37	Valid
7	0,65	0,37	Valid
8	0,25	0,37	Invalid
9	0,33	0,37	Invalid
10	0,66	0,37	Valid
11	0,34	0,37	Invalid
12	0,37	0,37	Valid
13	0,38	0,37	Invalid
14	0,44	0,37	Valid
15	0,33	0,37	Invalid

The table previously page showed that there are 6 invalid items. Therefore, the researcher erased those 6 items from the items.

2. Reliability of Instrument

Reliability has to do with accuracy of measurement. The kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. A goal of good research is to have measures or observations that are reliable. According to Creswell (2012) internal consistency reliability is the instrument administered once, using one version of the instrument. Reliability is important part to know the test is good or not in using the test to measure students translation skill and reading comprehension of this research. Reliability is essentially an umbrella term for

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dependability, consistency and replicability over time, over instruments and over groups of respondents.

Table III. 7**Level of Acceptable Reliability**

No	Reliable	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion&Marison, 2007)

The researcher also used the SPSS 23.0 program to find out whether the Instrument was reliable or not

Table III. 8**The Reliability of Reading Comprehension Test**

Cronbach's Alpha	N of Items
0,846	20

From the table above, it can be seen the value of Cronbach's Alpha is 0.846. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded that the test is reliable, and the level of reliability is high

Table III. 9**The Reliability of Translation Ability Test**

Cronbach's Alpha	N of Items
0,828	9

From the table above, it can be seen the value of Cronbach's Alpha is 0.828. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it

can be concluded that the test is reliable, and the level of reliability is minimally.

G. Technique of Data Analysis

The purpose of this research is to measure the correlation between students reading comprehension and translation skill of fourth semester student in English Education Department AT UIN SULTAN SYARIF KASIM RIAU UNIVERSITY. To analyse the data, the researcher used below :

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of percentage

F = Frequency

N = Number of Sample

Riduwan (2010) indicated the scale to classify the gained percentage of questionnaire as follows:

Table III. 10
Classification score of translation skill

No	Score	Categories
1	81% - 100%	Very high level
2	61% - 80%	High level
3	41% - 60%	High enough level
4	21% - 40%	Low level
5	0% - 20%	Very low level

(Eka Mardiana, 2017)

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To analyze the data of the students' reading comprehension as follows:

$$M : \frac{ts}{N}$$

Where:

M = Mean

TS = Total Score

N = Number of sample

Table III. 11

Classification score of reading comprehension

No	Score	Categories
1	80 – 100	Very good
2	66 – 79	Good
3	56 – 65	Enough
4	40 – 55	Less
5	30 – 39	Fail

(Eka Mardiana,2017)

To know if there is a correlation between students' motivation in reading and reading comprehension, the researcher mentions the pattern of Pearson correlation coefficients, follow:

$$r_{xy} = \frac{(n \sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2)\} - (\sum x^2)(n \sum y^2) - (\sum y^2)}}$$

r_{xy} = Coefficient correlation Pearson-product moment

$\sum X$ = The value for the X variable

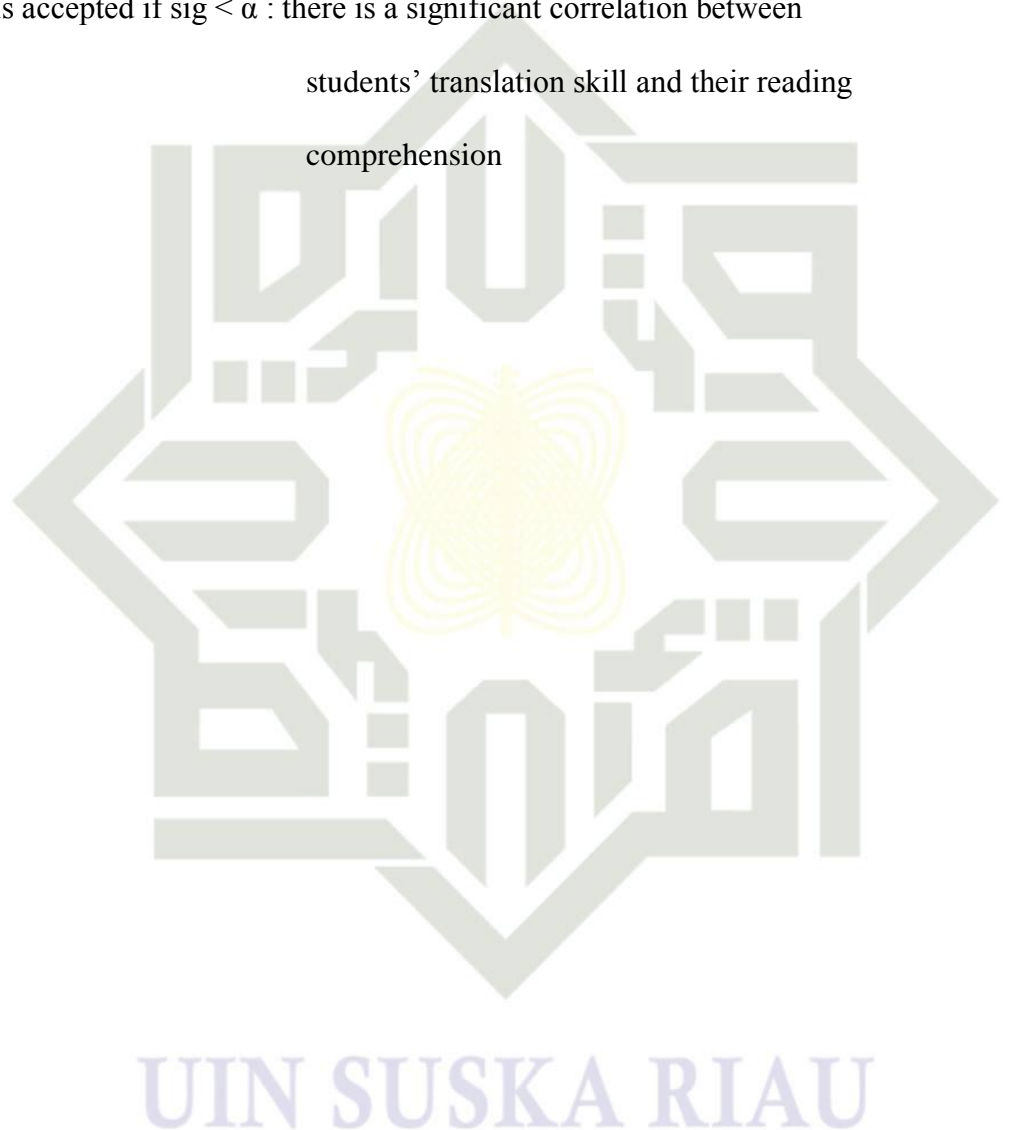
$\sum Y$ = The value for the Y variable

$\sum XY$ = The value for the XY variable

the hypotheses are (Siregar,2013, p.350):

H₀ is accepted if $\text{sig} \geq \alpha$: there is no significant correlation between students' translation skill and their reading comprehension.

H_a is accepted if $\text{sig} < \alpha$: there is a significant correlation between students' translation skill and their reading comprehension



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher conducted the research and data analysis for the data obtained in the framework of the discussion of the thesis entitled “The Correlation between student’s Reading Comprehension and Translation Ability of Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU UNIVERSITY” it could be broadly concluded that :

1. The results of student’s reading comprehension in the fourth semester of English Education Department in UIN SUSKA RIAU is categorized as good level.
2. The results of student’s translation ability in the fourth semester of English Education Department in UIN SUSKA RIAU is categorized as good level.
3. Based on explanation above, There was a significance correlation between students’ reading comprehension and translation ability in the fourth semester of English Education Department in UIN SUSKA RIAU which is categorized as sufficient correlation

B. Suggestion

After the discussion of the theme of this thesis, the researcher hoped that thoughts in this thesis could be beneficial to



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all parties. Therefore, the researcher conveyed some suggestions as follows :

1. For the Lecturer

In order to increase students' reading comprehension, teacher should apply not only reading intensive in the classroom, but also reading extensive which takes place outside of classroom. the teacher should motivate the students more about the importance of translation to contribute their role as teacher for the students.

2. For the Student

Students who want to get good quality in translation should motivate themselves to read and understanding texts more, and make reading as a daily habit. The more they get better in translating the text, The more students read and the more they get deeper understanding about the content, structure, and how a text is built.

3. For the Researcher

For further research, this research can be a stepping stone that other researcher wants to conduct a study related to students' reading comprehension and their translation ability. Also, if the same research is going to be conducted, additional instruments of data collection technique.


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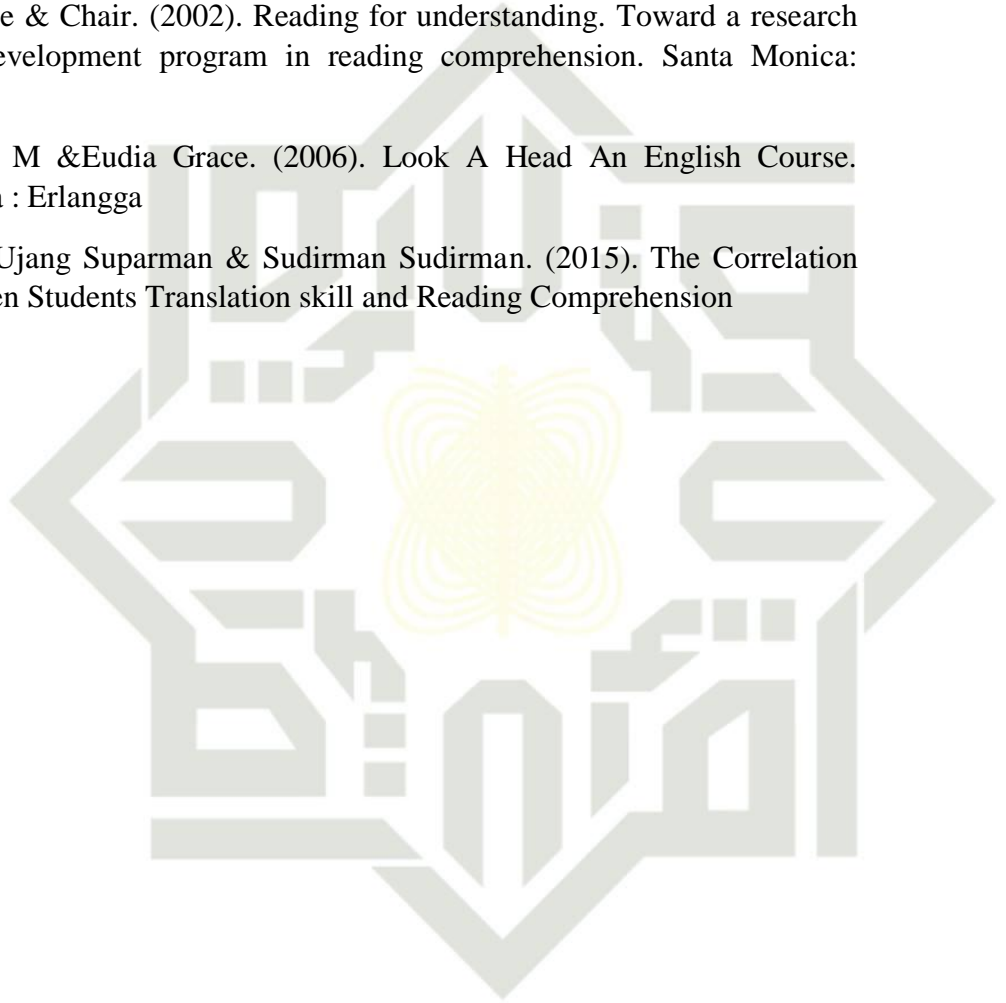
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APPENDIX 1

Instrument of Research

UIN SUSKA RIAU

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TEST

Name :

Class :

Major :

Information about test:

1. This reading comprehension test is made to complete a research, as one of the requirements for S1 of English Language Education.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.
3. The answers and your identities are classified in the best possible way.

Filling test instruction:

1. Have prayer before you start the test!
2. This test consists of passages and questions, read each of them carefully!
3. Choose the correct answer of each question by providing cross sign (x)!



Questions 1-10

Dilarang Cipta Dilindungi Undang-Undang

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The word Islam comes from the Arabic word that means “surrender.” Therefore, the religion Islam means “submission to Allah”. The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur’an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for “the (only) God”. Muslims read a holy book called the Qur’an. Muslims also look at the Sunnah and Hadith as important guides to understand. Muhammad was the last messenger of God who spread Islam in ancient Arabia in the 7th century. Like two other religions

Today, Judaism and Christianity Islam is thought to be an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God’s earliest messengers. Islam is now the second largest religion in the world with about one and a half billion followers.

1. The word Islam which means “surrender” derives from.....

- A. Sanskrit word
- B. Persian word
- C. French word
- D. Greek word
- E. Arabic word

2. What is the author’s main point in the first paragraph?

- A. The meaning of Holy Qur’an
- B. The meaning of Islam
- C. The religion abrahamic by Arabians.
- D. The Arabic Word
- E. Prophet Muhammad

Which of the following is NOT mentioned as the way to submit to Allah?

- A. Following the life of the prophet Muhammad.

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- B. By obeying Him
 - C. By worshipping Him
 - D. By following the rules in the Qur'an
 - E. By doing harm to others.
4. The word "rules" in line 3 is closest in meaning to
- A. Commands
 - B. Confessions
 - C. Revelations
 - D. Understandings
 - E. Memories
5. The phrase "this religion" in line 4 refers to.....
- A. Holy Qur'an
 - B. Islam
 - C. Allah SWT The only God.
 - D. All are wrong
 - E. Submission to Allah SWT.
6. What can be inferred about Allah SWT described in the second paragraph?
- A. He is the Most Compassionate and the Most Merciful
 - B. He is All-Seeing and All-Hearing
 - C. There is no God but Allah SWT.
 - D. Allah S WT is the Creator of universe.
 - E. All sent Muhammad to all humankind.
- According to the passage, besides Holy Qur'an sent by Allah to Prophet Muhammad, Sunnah and Hadith are
- A. The guides for the Ancient Arabians
 - B. The sources of Islam
 - C. The heritage of Prophet Muhammad
 - D. The sayings of earliest apostles



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E. The miracles from prophet Muhammad

8. Where in the passage does the author mention the faith of Muslims?

- A. Lines 1-2
- B. Lines 4 -5
- C. Lines 5-6
- D. Lines 9-10
- E. Line 3

9. According to the passage, the followers of Islam now are.....

- A. less than I billion people
- B. one billion people
- C. more than one billion people
- D. a half billion people
- E. small numbers of people

10. Which of the following would be most probably discussed in the following passage?

- A. The followers of Islam
- B. The Abrahamic Religion
- C. The Sunnah and Hadits
- D. The ancient Arabia
- E. The recognized religions

Question 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine," said Ali. "Yes, it is," said Nasruddin Hoja. "While your pot was staying with me, it had a baby."

Sometime later Nasruddin Hoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. "I am sorry," said Nasruddin Hoja. "I can't give you back your pot, since it has died." "Died!" screamed Ali, "how can a pot die?"



“Well,” said Nasruddin Hoja, “you believed me when I told you that your pot had had a baby.”

11. Who was the owner of the pot?

- A. Nasruddin Hoja
- B. no body owns it
- C. the baby
- D. Ali's neighbor
- E. Ali

12. How many times did Nasruddin Hoja borrow the pot?

- A. once
- B. four times
- C. three times
- D. never
- E. twice

13. How many pots did he give back the first time?

- A. none
- B. one
- C. two
- D. three
- E. four

14. Why was the neighbor happy to lend his pot a second time?

- A. He wanted to sell it.
- B. He was a good neighbor.
- C. He had lots of spare pots.
- D. He needed money
- E. He was greedy.

Hak Cipta Dilindungi Undang-Undang

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15. How many pots did Nasruddin Hoja return the second time?

- A. none
- B. three
- C. two
- D. four
- E. one

16. What probably happened to the pot?

- A. It died.
- B. The neighbor took it back.
- C. Nasruddin Hoja kept it.
- D. The neighbor broke it.
- E. Nasruddin sold it

Questions 17-20

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

17. Motivation is understood as

- A. an energy
- B. a goal
- C. a person's behavior
- D. a personal intention
- E. a desire to achieve a goal

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



18. The first paragraph discusses which of the following?

- A. The meaning of motivation
- B. The factors of motivation.
- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

19. The best title of the passage is.....

- A. Achieving a goal
- B. Motivation
- C. An impulse
- D. Intelligence
- E. The Desire

20. The word "it" (It does not mean you will complete the tasks) in line 8 refers to

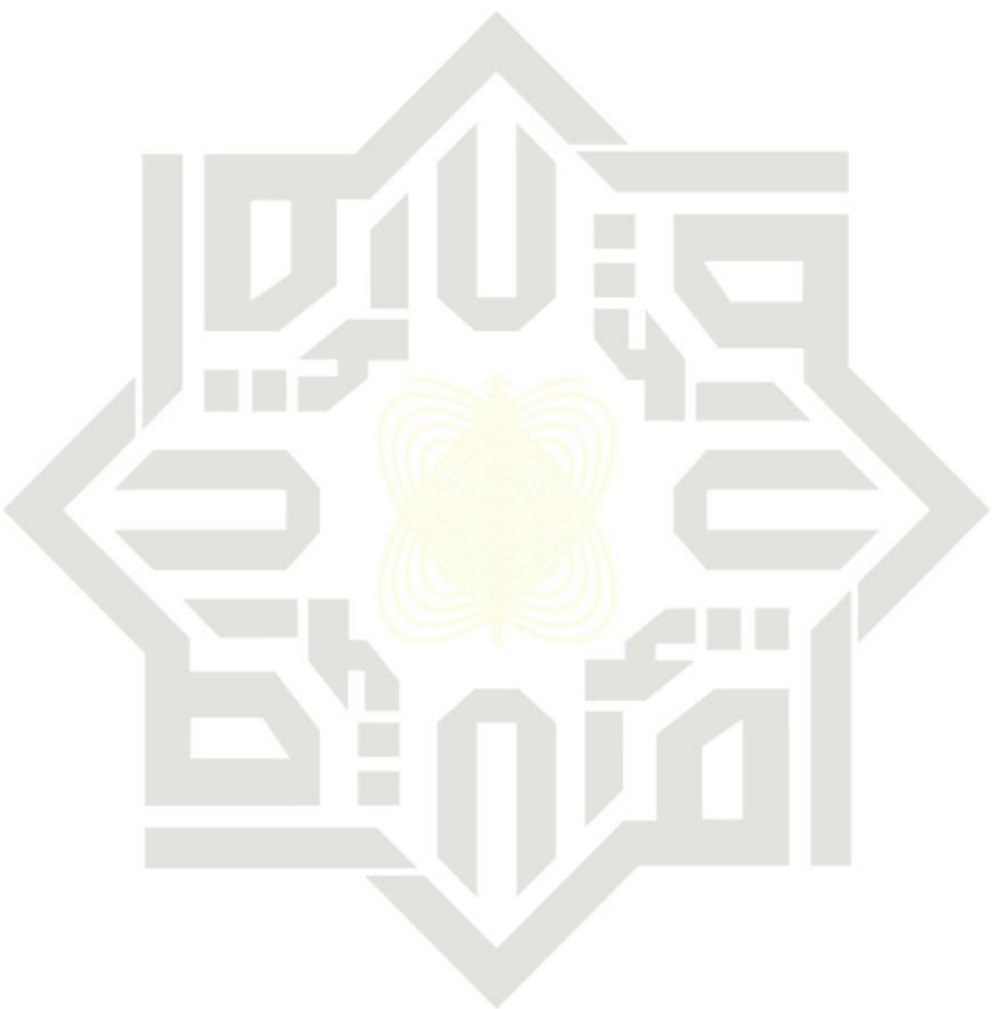
- A. the students
- B. the tasks
- C. difficult assignments
- D. uninteresting tasks
- E. Being a motivated student.

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

Answer Key

1. E
2. B
3. E
4. A
5. B
6. C
7. B
8. B
9. C
10. A
11. E
12. E
13. C
14. E
15. A
16. C
17. E
18. A
19. B
20. E

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TEST

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Name :

Class :

Major :

Information about test:

4. This translation ability test is made to complete a research, as one of the requirements for S1 of English Language Education.
5. The information that is obtained from this test is the basis to analyze how much students' translation ability
6. The answers and your identities are classified in the best possible way.

Filling test instruction:

4. Have prayer before you start the test!
5. This test consists of passages and questions, read each of them carefully!
6. Please fill and answer with translating the sentence!

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. The word Islam comes from the Arabic word that means “surrender.” Therefore, the religion Islam means “submission to Allah”. The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur’an, and trying to follow the life of the prophet

Muhammad

Translate this sentence with good accuracy!

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2. One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. “That’s not mine,” said Ali. “Yes, it is,” said Nasruddin Hoja. “While your pot was staying with me, it had a baby.”

Translate this sentence with good acceptability!

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3. A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can’t be directly observed. Instead, motivation can only be inferred by noting a person’s behavior.

Translate this sentence with good readability!

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Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

Translate this sentence with good accuracy!

5. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. "I am sorry," said Nasruddin Hoja. "I can't give you back your pot, since it has died." "Died!" screamed Ali, "how can a pot die?" "Well," said Nasruddin Hoja, "you believed me when I told you that your pot had had a baby."

Translate this sentence with good acceptability!



Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6. Today, Judaism and Christianity Islam is thought to be an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God’s earliest messengers.

Translate this sentence with good readability!

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7. For the first time in three decades, scientists are about to revisit one of North America’s most remarkable troves of ancient fossils: the bones of tens of thousands of animals piled at least 30 feet deep at the bottom of a sinkhole-type cave.

Translate this sentence with good accuracy!

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8. Natural Trap Cave in north-central Wyoming is 85 feet deep and almost impossible to see until you’re standing right next to it. Over tens of thousands of years, many, many animals. Including now-extinct mammoths, short-faced bears, American lions, and American cheetahs

Translate this sentence with good acceptability!

.....

.....

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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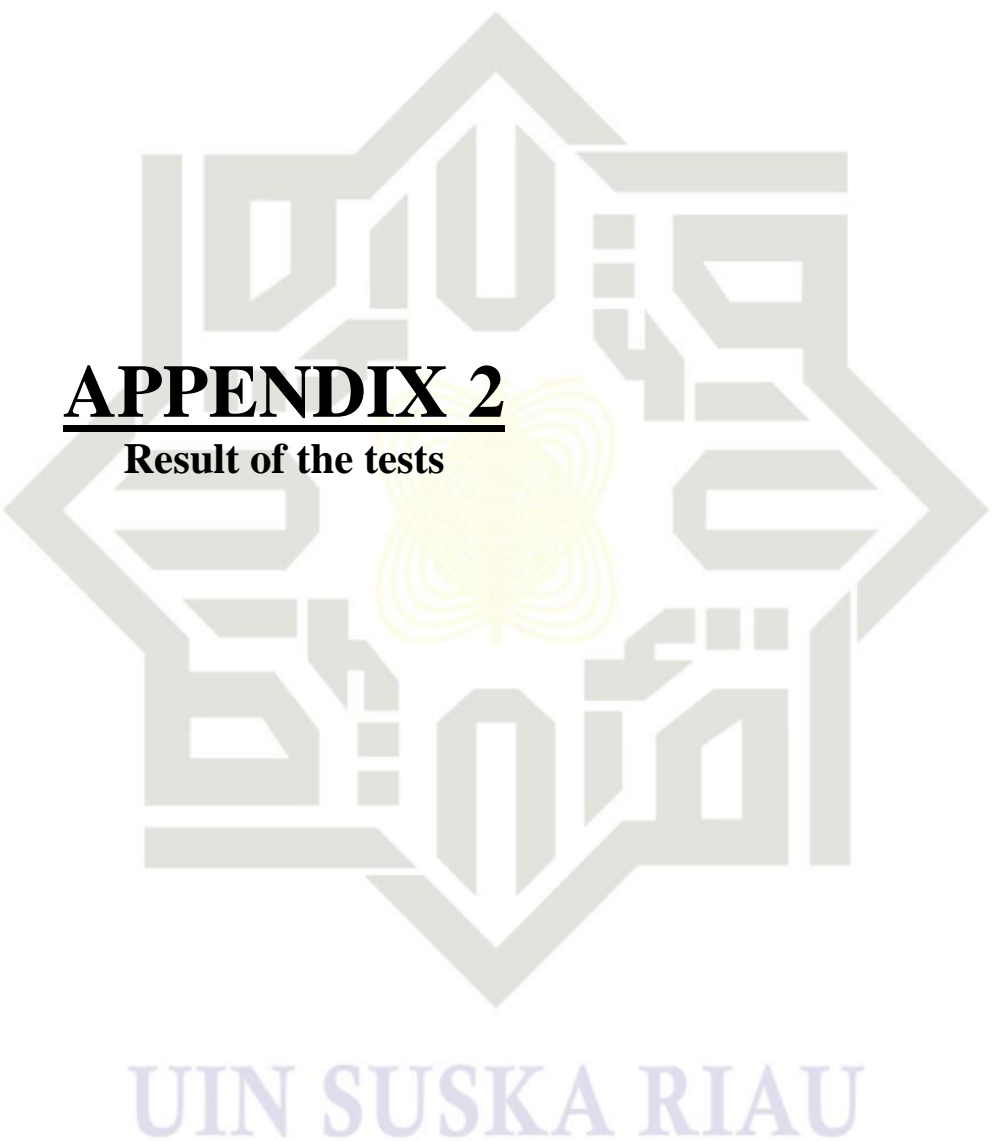
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Monday's decision by a federal judge in New York addressed claims that consumers nationwide overpaid for mislabeled cotton produced by an Indian textile company. Egyptian cotton often commands a premium price because of its prestige, and because its long fibers yield a softer and more durable fabric.

Translate this sentence with good readability!

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APPENDIX 2

Result of the tests

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Research Skripsi Daffa

Information about Reading Comprehension test:

1. This reading comprehension test is made to complete a research, as one of the requirements for S1 of English Language Education.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.
3. The answers and your identities are classified in the best possible way.

Filling test instruction:

1. Have prayer before you start the test!
2. This test consists of passages and questions, read each of them carefully!
3. Choose the correct answer of each question by providing cross sign (x)!

Name : *

Class :

Major :

RISMA JAYANTRI, 5B, ENGLISH EDUCATION DEPARTMENT

- a. Pengujiannya hanya untuk keperluan penulisan, penelaahan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengujiannya tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Questions 1-10

The word Islam comes from the Arabic word that means "surrender." Therefore, the religion Islam means "submission to Allah". The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur'an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for "the (only) God". Muslims read a holy book called the Qur'an. Muslims also look at the Sunnah and Hadith as important guides to understand. Muhammad was the last messenger of God who spread Islam in ancient Arabia in the 7th century. Like two other religions

Today, Judaism and Christianity Islam is thought to be an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God's earliest messengers. Islam is now the second largest religion in the world with about one and a half billion followers.

1. The word Islam which means "surrender" derives from.....

- Sanskrit word
- Persian word
- French word
- Greek word
- Arabic word

- a. Penguasaan riaya untuk keperluan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Penguasaan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. What is the author's main point in the first paragraph? *

- The meaning of Holy Qur'an
- The meaning of Islam
- The religion abrahamic by Arabians
- The Arabic Word
- Prophet Muhammad

3. Which of the following is NOT mentioned as the way to submit to Allah? *

- By following the life of the prophet Muhammad.
- By obeying Him
- By worshipping Him
- By following the rules in the Qur'an
- By doing harm to others.

4. The word "rules" in line 3 is closest in meaning to.. *

- Commands
- Confessions
- Revelations
- Understandings
- Memories

- a. Pengujiannya hanya untuk kepentingan pengujiannya, penilaiannya, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengujiannya tidak merugikan kepentingan yang wajar UIN Suska Riau.
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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- a. Pengujiannya hanya untuk keperluan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

5. The phrase "this religion" in line 4 refers to..... * *the faith of Muslim*

- Holy Qur'an
- Islam
- Allah SWT The only God.
- Submission to Allah SWT.
- All are wrong

6. What can be inferred about Allah SWT described in the second paragraph? *

- He is the Most Compassionate and the Most Merciful
- He is All-Seeing and All-Hearing
- There is no God but Allah SWT.
- Allah S WT is the Creator of universe.
- All sent Muhammad to all humankind.

7. According to the passage, besides Holy Qur'an sent by Allah to Prophet Muhammad, Sunnah and Hadith are ? *

- The guides for the Ancient Arabians
- The sources of Islam
- The heritage of Prophet Muhammad
- The sayings of earliest apostles
- The miracles from prophet Muhammad



8. Where in the passage does the author mention the faith of Muslims? *

- Lines 1-2
- Lines 4-5
- Lines 5-6
- Lines 9-10
- Line 3

9. According to the passage, the followers of Islam now are... *

- Less than 1 billion people
- One billion people
- More than one billion people
- Half billion people
- Small numbers of people

10. Which of the following would be most probably discussed in the following passage? *

- The followers of Islam
- The Abrahamic Religion
- The Sunnah and Hadits
- The ancient Arabia
- The recognized religions

- a. Pengujiannya hanya untuk keperluan penulisan, penelaahan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengujiannya tidak merugikan kepentingan yang wajar UIN Suska Riau.
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13. How many pots did he give back the first time? *

- None
- One
- Two
- Three
- Four

14. Why was the neighbor happy to lend his pot a second time? *

- He wanted to sell it.
- He was a good neighbor.
- He had lots of spare pots.
- He needed money
- He was greedy.

15. How many pots did Nasruddin Hoja return the second time? *

- None
- Three
- Two
- Four
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- He had lots of spare pots.
- He needed money
- He was greedy.

15. How many pots did Nasruddin Hoja return the second time? *

- None
- Three
- Two
- Four
- One



16. What probably happened to the pot? *

- It died
- The neighbor took it back.
- Nasruddin Hoja kept it.
- The neighbor broke it.
- Nasruddin sold it

Questions 17-20 *

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

17. Motivation is understood as ...

- An energy
- A goal
- A person's behavior
- Personal intention
- Desire to achieve a goal

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengujiannya untuk keperluan penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengujiannya tidak merugikan kepentingan yang wajar UIN Suska Riau.

18. The first paragraph discusses which of the following? *

- The meaning of motivation
- The factors of motivation.
- A person's behavior
- Students' motivation
- The requirements of the course.

19. The best title of the passage is... *

- Achieving a goal
- Motivation
- An impulse
- Intelligence
- The desire

20. The word "it" (It does not mean you will complete the tasks) in line 8 refers to ... *

- The students
- The tasks
- Difficult assignment
- Uninteresting tasks
- Being a motivated student

- a. Pengujiannya hanya untuk keperluan penulisan, penelaahan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Information about Translation Ability test:

1. This translation ability test is made to complete a research, as one of the requirements for S1 of English Language Education.
2. The information that is obtained from this test is the basis to analyze how much students' translation ability
3. The answers and your identities are classified in the best possible way.

Filling test instruction:

1. Have prayer before you start the test!
2. This test consists of passages and questions, read each of them carefully!
3. Please fill and answer with translating the sentence!

1. The word Islam comes from the Arabic word that means "surrender." Therefore, the religion Islam means "submission to Allah". The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur'an, and trying to follow the life of the prophet Muhammad *

Translate this sentence with good accuracy!

kata islam berasal dari bahasa arab yg brarti 'menyerah'. Oleh karena itu, Agama islam brarti 'tunduk kepada Allah'. Cara berserah diri kepada Allah adalah dengan beribadah kepadanya, menaatinya, mengikuti aturan-aturan dalam Al-Qur'an, dan berusaha mengikuti kehidupan nabi Muhammad SAW.

2. One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine," said Ali. "Yes, it is," said Nasruddin Hoja. "While your pot was staying with me, it had a baby." *

Translate this sentence with good acceptability!

Suatu hari Nasruddin Hoja meminjam periuk dari tetangganya Ali. Keesokan harinya ia mengembalikan dengan periuk kecil lain didalamnya. 'itu bukan milikku,' kata Ali. 'iyaa benar,' kata Nasruddin Hoja. "Saat periukmu bersamaku, didalamnya ada bayi."



9. Monday's decision by a federal judge in New York addressed claims that consumers nationwide overpaid for mislabeled cotton produced by an Indian textile company. Egyptian cotton often commands a premium price because of its prestige, and because its long fibers yield a softer and more durable fabric. *

Translate this sentence with good readability!

Keputusan hakim federal di New York pada hari Senin membahas klaim bahwa konsumen di seluruh Amerika Serikat membayar lebih mahal untuk kapas berlabel salah yang diproduksi oleh sebuah perusahaan tekstil India. Kapas Mesir sering kali memiliki harga premium karena prestisenya, dan karena serat-seratnya yang panjang menghasilkan kain yang lebih lembut dan tahan lama.

2

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APPENDIX 3

Thesis Guidance Activity

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web: www.fkk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/19638/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 16 Oktober 2023

Kepada
Yth. Kurnia Budiyantri, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : DAFFA' ARAGA EFFAJRI PUTRA
NIM : 11910411239
Jurusan : Pendidikan Bahasa Inggris
Judul : The Correlation between Students Reading Comprehension and their Translation Ability of Fourth Semester in English Education Department at UIN SULTAN SYARIF KASIM RIAU
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan

Wakil Dekan I



D. Larkasih, M.Ag.

No. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

APPENDIX 4 **Research Letter**

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State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU



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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

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Nomor : Un.04/F.II/PP.00.9/9046/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 06 Juni 2023 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Daffa' Araga Effajri Putra**
NIM : 11910411239
Semester/Tahun : VIII (Delapan)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Correlation between Students Reading Comprehension and their Translation Skill of Fourth Semester in English Education Department at UIN Sultan Syarif Kasim Riau University

Lokasi Penelitian : Jurusan Pendidikan Bahasa Inggris Universitas UIN Sultan Syarif Kasim
Waktu Penelitian : 3 Bulan (06 Juni 2023 s.d 06 September 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
NIP. 19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

a. Pengujiannya hanya untuk keperluan penulisan, penelaahan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tanggapan suatu masalah.
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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/57049
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/9046/2023 Tanggal 6 Juni 2023, dengan ini memberikan rekomendasi kepada:

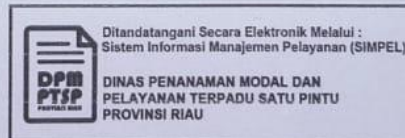
- | | | |
|----------------------|---|---|
| 1. Nama | : | DAFFA' ARAGA EFFAJRI PUTRA |
| 2. NIM / KTP | : | 119104112390 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION AND THEIR TRANSLATION SKILL OF FOURTH SEMESTER IN ENGLISH EDUCATION DEPARTMENT AT UIN SULTAN SYARIF KASIM RIAU UNIVERSITY |
| 7. Lokasi Penelitian | : | EDUCATION DEPARTMENT AT UIN SULTAN SYARIF KASIM RIAU UNIVERSITY |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 8 Juni 2023



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN SUSKA Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

a. Pengujiannya hanya untuk keperluan penulisan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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CURRICULUM VITAE

Daffa Araga Effajri Putra, was born on June 7th , 2001 in Muaro Bungo, Jambi. He is the first son of Mr. Fajar Putra and Mrs. Epinopita. He has brother and sister, their name is, Maisarah Effajri Putri, Dannu Effajri Putra, Shybilla Effajri Putri. He lives at Tuah Karya street, Pekanbaru,Riau.



The writer had finished her study at SDN 181 Pekanbaru, (2007-2013), then he continued his study in MTsS SUMATERA THAWALIB PARABEK Bukittinggi (2013-2016),and he continued at MA SUMATERA THAWALIB PARABEK Bukittinggi (2016-2019). Then in 2019, he was accepted as one of students in Department of English Education Department Faculty of Education and Teacher Training of in State Islamic University Sultan Syarif Kasim Riau. On June 2022 he was doing Kuliah Kerja Nyata (KKN) program in Siak. Then, he was doing Pre- Service Teacher Practice (PPL)program at MTS FADHILAH PEKANBARU on September 2022. Finally, he passed thesis examination for him undergraduate program entitled “The Correlation between student’s Reading Comprehension and and Translation Ability of Fourth Semester in English Education Department AT UIN SULTAN SYARIF KASIM RIAU UNIVERSITY”.

1. Ha
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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