CHAPTER I

INTRODUCTION

This chapter provides the background of study that describes why the writer

ahooses this study. This research included background study, problem of study the

objective of study, hypothesis, limitation, assumption of study, significance of

study, key terms and the last part is framework discussion.

A. Background of study

Person or people which who to understand a language, firstly they have to

understand the meaning of the word and sentence. Translating as activity learning

provide student to understand meaning of the other language. Student in English

faculty known as a person which is in progress to gain English knowledge better

in

every year. (Sayuki Michida;p.741) language is not only understood as

communication instrument, but also reflects the context in which it is used. In

translating student used their coginitive process to think about the text in L2.

Sayuki Michida (2011 ;p.741) stated Language leamers naturally translate

between Ll and and SL/FL constantly. Asking learners to translate in class

between

their SL/FL and Ll not only embraces this natural tendency but also promotes the

act of translating for learners to learn SL/FL. Sayuki Michida also mention

translating as process that use problem solving in cognitive process. The act of

translating, by its nature requires very careful attention to both form and meaning

in the source language in order to transfer the meaning into the other forms in

another language. When learners are translating, they can see what make sense and

what doesn't. when their comprehension or production in SL/FL don't make sense

to them. They can go into details of the language. Translation activities set up

leaming circumstances which generate cognitive processes (noticing, hypothesis

forming and testing and metatalk) which enable learners to acquire new and

consolidate existing knowledge (swain & lapkin; 1995).

Translating from L2 to Ll, leamers needs to take three steps, a) to

comprehend in L2, b) to search for the equivalent expressions in Ll, and c) then to

synthesize them to recapture the meaning of the original L2 text in Ll.

From Sayuki Michida we can conclude what the student translating have

connection in learning language. In translation the learners need to comprehend text

used, used their sense inL2, and analyse the text from L2 to Ll.

But why have to reading, the answer is based on book translation a must-

have guide, a plain language skill allows the translator to adapt the original

information in a way that respect the culture and educational level readers while

making sure the meaning of the translation stays true to the source document. Based

on above experience the writer thinks the importance of translation of language can

help to solve the problem in understanding language.

So, obviously that a translator must have translation skill that made him understand his translation without break or make an error in translation because if the translator wrong in translation will make readers of his book confuse because the essence of the translate is make translation from one language to another language with the correct meaning in both language. In fact some student, still have

difficulties in english that make writer courious with factor of transfer language from foreign language to mother language in cognitive area. Some students learned

English in 3 years or more and they have still had difficult in English. Based on writers observation on TOEFL score they did not gain even 450 points in first try and the worst is some of them only gain score below of 400 points. The students really have difficulty in transferring and understanding foreign language to first language even if they have leamed English in long time. So, they cannot understand

the English language in mother language and write it back. Those are the reason of

this research is needed, in order to know the correlation in translation and reading English text in form of test So, this is why the essence of this research between translation and reading is necessary but what the connection in reading comprehension in TOEFL, the writer thinks if the sample of test has the translation

skill in English then he will easy to answer the reading section in TOEFL.

B. Research Problem

Based on the background of study above, the problem in study is:
"is there any correlation between student translation score and reading
section score in TOEFL?"

C. Objective of the study

Based on the formulation of the problem above, the objectives of the study
is: to measure the correlation between translation score and reading section in
TOEFL.

D. Hypotheses of study

There are two hypotheses of study:

Ha : there is a significant correlation between student translation score and
reading comprehension section score in TOEFL

Ho : there is no a significant correlation between student translation score and
reading comprehension section score in TOEFL

E. Assumption

The writer assumed that the student reading section score in TOEFL
influenced by translation score.

F. Scope and Limitation

The significant correlation in translation score and reading section in score TOEFL the study belongs to correlation study; the writer choose TBI students of sixth semester of IAIN Palangka Raya.

G. Significance of study

This study have two significances. The first is theoretical and the second is practical significance.

1. Theoretically

This study intended to find out the correlation between student translation score and reading section score in TOEFL.

2. Practically

The result of study can give contribution to teacher, college and all readers as a first step to increasing student reading section score in TOEFL. The result will be used for the following:

a. To researcher: to understand the correlation between correlation and reading section in TOEFL

b. To student: to find out the deseription of what material should be master by student. What material should be more attention

c. To teacher: as a contribution on teaching TOEFL on student weak material and giving more attention on weak material.

d. To college: to increasing student competence and higher student score in TOEFL.

H. Definition of Key Terms

CORRELATION: Correlational research is one of the descriptive research designs used to measure the relationship between two or more continuous variables. The correlational is indicated by correlation coefficient represented with number from 0 to 1 showing degree of the relationship, and the direction of the correlation, indicated with C) showing negative correlation and (+; showing positive correlation. The correlation is also visually represented with scatter diagrams. Correlation does not show causation but prediction (201 1:1 I 1).

TRANSLATION: As Bassnett (1991:21) translation involves the transfer of meaning contained in one set of language signs into another set of language signs through competent use of dictionary and grammar, the process involves a whole set of extralinguistic criteria quoting from Ellen Pilon in introduction to translation study.

READING: Reading comprehension is one of TOEFL which examine texts. Which each text followed by 6 to 10 questions. Overall, this section include 50 question that have to be answered in 55 minutes. Besides, the texts didn't include graphics or picture which can be used to easier understanding. So, you have to concentrate to understanding the information which only given in texts (2012:162)

TOEFL: (Test Of English as a Foreign Language) is one of test models in English language to measure grade acquisition or proficiency of

people which didn't use language as their mother language (non-native

speaker).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about previous study, translation, correlation and TOEFL.

A. Related Studies

There are many studies on translation and connection with students ability in English acquisition. One of them is study translation and reading comprehensio conducted by Elsa Fadica R. and etc (2013) said there is a significant correlation between students' reading comprehension and their tanslation ability of the fourth year student in English department of UNP. It means that the high scores of students reading comprehension tend to be followed by the high scores of their translation ability. On the other hand, the low scores oftheir reading comprehension tend to be followed by the low scores of their translation ability (ournal of English teaching 2103,185). From the study we can said translation can determined student ability in comprehending the reading.

Another study shown another result entitle the correlation between the reading comprehension and the translation ability of the eleventh grade student of SMA I Bae Kudus in the academic year 201312014 by Resha Ristiyanti (2013) shown there is a significant correlation between reading comprehension and the translation ability of the eleventh grade students of SMA I Bae Kudus in academic year 2013/2014.

The other research conducted by Ratih Widiasari, Ujang Suparman and Sudirman (2015) with the title the correlation between student translation ability and reading comprehension in SMA 1 Muhammadiyah trimurjo found there is coefficient correlation student translating ability and reading comprehension 0.724 on significant 0.01. That can be conclude there is significant connection between student translation ability and reading comprehension. Based on all research that have been conducted above, the writer makes a new research to measure how the correlation between translation and reading section in TOEFL because the writer found on the TOEFL test score there are many of English student did not gain the required score for pass the TOEFL test even the worst is they are an English leamer that have been study English for more than 3.5 years. The other related research show connectivity of translation and student quality in determine their ability in language. Nataliya Belenkova and Victoria Davtyan (2016) with title correlation of translation and other language activities show result which language essence is implemented as product. Translation can develop their experience activity especially in language. They said translation as a language activrty should in teaching and training and can develop with another language activities skill and perfect if use reading and writing as then listening and speaking.

Ceren Isikli and ash O tarakcioglu (2017) with title investigating problems of English literature teaching to EFL high school students in Turkey with focus on language proficiency said unable to understand what they read because of language barriers, it is impossible for them to develop such literary skills as

appreciating aesthetic values of a literary text, meaningfirl interpreting literary texts, drawing moral values, understand complex metaphorical deviations etc.

Nematullah Shomoossi and Amin marzban (2010) said in their research the important implication of their research that the practice of language teaching in Iran and similar EFL contexts where a more careful selection of textbooks and channel of leaming are required that determine the essence of good choice in learning process to made a good product in English language written and oral.

Elene Croitoru (2007) in Negotiating the meaning of grammatical constructions with some English confusable state the analysis of the meaningful relations betweenthe constituents of grammatical constructionproves that it is very important to know the semantic relation between words in order to make the right word and the right grammatical construction match an adequate context.

Kamil Kurtul (2012) in an inquiry into connectives and their use in written discourse state the articulation easier for the listener/reader to comprehend the relation in the text better, from a text linguistic perspective has significant implications and result for language teaching. The first implication is that the learners tend to transfer structural properties of Ll into L2 regardless of their language background. The learners seems have enough database about truelacceptable sentences but are lacking in adequate database about unacceptable/false ones. Language use is the process in which this virtual system implemented. As language use takes place through texts procedure under certain conditions, it is a must for those who write books, design learning/teaching

materials, work as teachers and carry out research in language teaching to make use of textuality in every effort they put in.

Arif Saricoban (2011) in the influence of target culture on language learners state to suggest culture as message and language as medium that allow student to understand the situation of target language.

Erdinc Aslan (2016) in a study on the use of mobile dictionaries in vocabulary teaching giving essence that also use in translation that these kind material of mobile dictionaries plays important part in an effective and effrcient teaching acivity. Besides, audio visual contents make the learning environment more enjoyable, appealing and attractive.

Sinem Canim Alkan (2017) entitled position of tanslators as an agent in website localization: the case of Turkey state that the translators are not let to realize their potential in situations where there is the problem of information asymmetry. Translators could still be let to have access context trough task definitions (brief), style guides, parallel texts, other kinds of reference material and term lists.

Ismail Erton, Yasemin Tanbi (2016)entitled significance of linguistic in translation education at the university level state from the result once the student has clear objectives set in front of him, he is definitely more and more objective in judging the training and the trainer. Based on the finding, it can be said that the use of linguistics and discourse courses with particular formulations and aims towards advancing student skill level contribute to a better understanding and achievement of translation and interpreting courses.

Cue Thi Kim Pham Q0l7) in his research entitled reading comprehension and translation perfornance of English linguistics students of Hung VoungUniversity: A correlational study conclude after his research that readingcomprehension is closely related to the translation performance. Those who are better at English reading comprehension perform better translation.

In this research, the writer conducted the correlation between students' has translation and the reading section scores in TOEFL to measure the correlation of both. The explanation above of research that has conducted in r.rniversity and high school and that did not use TOEFL as one of the variable on the research as practical action of their ability in kanslation. In this research, the writer wants to take a level in TOEFL not as only reading comprehension as common but use as the test to measure the connection with real application.

B.   CORRELATION

Correlational research is one of the descriptive research designs used to measure the relationship between two or more continuous variables. The correlational is indicated by correlation coefficient represented with number from 0 to 1 showing degree of the relationship, and the direction of the correlation, indicatedwith (-) showing negative correlation and (+) showing positive correlation. The correlation is also visually represented with scatter diagrams. Correlation does not show causation but prediction. Correlational research designs are used to measure the relationship between two or more continuous variables, like students IQ scores and their academic achievement, student reading skill and their writing skill. Continuous variable (e.g intelligence, self-esteem, academic

achievement, language skills) are different from discrete variables (e.g. sex, parent's profession,ethnicity, religion). A continuous variable is one of that, theoretically at least can take any value between two points on a scale (cohen, L., Manion,L.1994:129) or can show levels of the haits of people involved in the research from the highest to the lowest. Discrete variables group of the people involved in the research distinctively, like a group of male student vs a group of female students, a group of students whose parents are school teachers vs a group of sfudent whose parents are non-school teachers(201 1:1 12).

When two sets of data are strongly linked together we say they have a high correlation is positive when the value increase together and the correlation is negative when one value increasing as the other decrease as shown by table below between negative value, positive value and no correlation value

SCATTER FLOT EXAMPLES
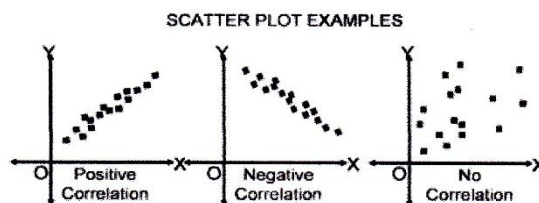
C. TRANSLATION

In this section, writer determined translating definition from few researchers. Translating by As Bassnett (1991:21) translation involves the transfer of meaning contained in one set of language signs into another set of language

signs through competent use of dictionary and grammar, the process involves a whole set of extra- linguistic criteria quoting from Ellen Pilon in introduction to translation study.

Another researcher said, according to Ross (2000) translation is sometimes reffered to as the fifth language skill alongside the other four basic skills listening, speaking, reading and writng: translation holds a special importance at an intemediate and advanced level: in the advanced of final stage of language teaching, The term "translation" is normally reserved for written renditions of written materials cited by Ratih Widiasari, Ujang Suparman and Sudirman in the correlation between students translation ability and reading comprehension(Ratih, 2013). Eugene A. Nida and Charles R. Taber, in their book the theory and practice of translation (1982) give definition of translation as Translating consists in reproducing in the receptor language the closest natural equivalent ofthe source language message, first in terms of meaning secondly in tenns of style.

Nida in his book taught that translation only focused on response of receiver (old style focus on text) translation can be categorize good if can be understand and feel the meaning. Meaning, style and tone of target language should not difference from source language. That is why Nida said the closest equivalent of the source language message, first in terms of meaning and the second in terms of style. But the equivalent should be natural. J.C. Catford defined translation as the replacement of textual material in one language (the source language/Sl) by equivalent textual material in another language.

Another theory said translation is a process of finding a TL equivalent for SL utterance (Pinhuck,1977:38). Newmark, l98l;7 said that translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.

l. Model in translation

   a.   Operational model

   Dr. Ronald H. Bathgate give seven steps in translation in his book titles a survey of translation theory. There are: 1) Tuning, 2) Analysing, 3) Understanding, 4) terminology, 5) re-structing, 6) checking, 7) discussing. Model of Bathgate named as operational model because Bathgate purpose to reconcile in his model because every model have purpose to give one steps of translation.

   b.   Hermeunik model

   Hermeunik model used in tuning step in Bathgate theory. Hermeunik is theory or translation knowledge in symbol. Based on Hermeunik model message from the source language that are going to translate or explain to target language must have four steps: believe that message important to deliver, understanding, preserving,

   and adjusting. Hermeunik model purpose claim the message of text is important to translate which make to fulI attention and will translate to language as originally as source language.

   c.   Situational model

Situation very important to understanding meaning. The importance of situation in translation mention by Catford. Catford defined SL and TL texts or items are translation equivalents when they areinterchangeable in a given situation. There are many motive which as background in different situation:

1. A person only want to show something, nothing more

2. Want to illustrate something

3. Giving deep meaning for readers

4. To giving expression about something

5. Want to influence to motivate reader to something

6. To organize how to solve something for control it

7. To gain something or for some pu{pose

8. Given expression about something that make someone did need to do something about it

d.   Stalistik model

Stalistik model can be comprehend as choice of style to gain more appropriate meaning with the source language to target larguage. That did given full attention about shape on tle text but more focused on meaning of content.

e.   Word by word model

In analysis stage there are three models: word by word, syntaxes and transformational. Translation word by word said by Larson and Smalley can be said in other word with name g/ossing or interlinear

translation In word by word you need to find equivalent word to another word. For Bathgate the translation word by word is ttre first step in testing for translation if the product is good in meaning and situation then it can be done. Word by word model have very important part in translating process. At least, acknowledge a good translator must sense every meaning of a word. That every good translator must to find very correctly word.

f. Syntaxes model

A child can have said in a word, in example my school are not far from the house- a perfect word. But didn't describes which is subject of sentences and which the predicate of sentences. You can say the sentences directly without reflect the connection from each word to another word. But, facing the complex and long sentences you have to reconsidering relation between each word. If not you will have obstacle or the product didn't good. Don't have to a complex sentence, even a long phrase can be difficult can be instantly translate without reflection of the parts.

g. Transformational model.

It often the scholars given text from the short to the long sentences. Sentences in source language sometimes can be long sentences, because western language in example English is synthetic language. In facing that fact, transformational model taken chance. Complex sentences in source language can made in pieces and become kernel

sentences. Every singular sentence only has one subject, one predicate and one object (if necessary).

h. Interlingua model

Interlingua model required another language from source language and target language to support a meaning/sense which caught by translator. Maybe in translate language you didn't found the correct word for the target language then you take word from another language to express the meaning.

i. Semantic model

We aware that language is symbolic system to communicate in the world. A word represents symbolic in people mind and object or events or process in outside. If describe home not more than place for a family stay. Then it enough to express the word.

j. Theory-information model

Bathgate said the theory of information originally have connection in telecommunication and develop by Weaver and Shannon. in information theory it has found the important and necessary of redundancy (more information). It mean, the message can acknowledge clearly and covered by stylish language. The minimum information may be did not enough; therefore there is the necessary for more information.

k. Nomenclature model

Process to collect the word to build sentence in translation you need to find correct word especially in specific science. In example, phycology or physics. You have to use the term in that science. If you did not find technically word in source language you can translate the term in literally. If you find the term technically you can find the same expression in dictionary. If you did not find the terms technically you can ask the experts. If the terms isn't exist or not standardize you can form the terms. Of course, terms are in semantic aspect. Smoothness in trade information need consistency in terms and consistency in meaning. Different terms for one meaning and terms for different meaning will not help the smoothness in trade information.

l. Modulation model

Modulation model as one of phase in reconstructing, Bathgate, Nida and Larson and Smalley said the importance phase knowledge and terms to minimize mistake in meaning and connotation and maximize same reaction. Modulation model made because importance to said something with different way and different language. Culture and language have connection in each other. About the same situation that made some idioms like rain like cat and dog.

m. Generative model

Different pattern in English language with Indonesian language. Generative model determine that translation process included many decision, which one decision will influence another decision.

l. lntegral model

lntegral model arises when need about strategy in translation to guarantee consistent and aesthetic in reconstructing phase. Integral model need when use to translate poem or poetry. The translator need to know the kind, genre, rhythm, and else.

o. Normative model and tlree step-translation

Normative model and tlree step-translation suggested to check product of translation, the appropriate in linguistic and fact. Three step-translation by H.G. De Maar. First; check the translation are have express the meaning then another type of translation created didn't have correct in word if the meaning has supported that will enough. Then, the supported translation will be check are having express the situation and tune has good. If not, give efforts to line the situation even if the meaning little bit outline.

p. Interactive model

Interactive model suggests to always consult with the experts. Bathgate said a translator must to modest. S/ant to measure level of translation and always happy with other helps. Modest need to avoid self-isolation and raise aware and tend to corporate with other. Given chance of take and give.

Based on the theories aboveo it can be described that to translate the text there are fifth factors how to translate:

1) The text

Read over the passage two or three times to get a clear grasp of the general meaning of the whole and of the relations of the parts. The process of translation involves three stages; (a) reading and understanding the passage; (b) absorbing its entire content and making it our own; (c) expressing it in our own idiom with the least possible change in meaning or tone.

2) The sentence

Remember that the smallest units of the expression is the sentence, not the word. A single word does not by itself convey a meaning; it expresses an idea not a thought. Just as we have to combine ideas into thought in order to think, so the word are combined into sentences to express our thought. A word derives its significance only from the context in which it is used; it has no fixed meaning of its own. Even a sentence partly derives its full meaning from its neighbouring sentences, for the various parts of a continuous prose passage influence each other.

3) The letter

Be faithful to the original and give the truth, the whole truth and nothing but the truth. No important idea must appeax in translation,

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unless it appears in the original. No significant detail of the original must be omitted from the translation.

4) The spirit

Consider carefully in what spirit or mood the original is wriuen. If its style is familiar, be familiar in your translation; if elevated, give to your translation an elevated tone.

5) The Indonesian

A translator should not read like a translation. The Indonesian rendering should not remind one of the English original, but should read exactly as if it had come straight from the student's mind. It should read like a piece of original composition. The translation must express the whole meaning of the original, but it must do this without sacrificing its claim to be good, idiomatic Indonesian (in book translation skill from book H.G. De Maar, English passage for translatiorq volume II,p. 179)

From theory of the translation model above describe by Kadaruddin in his book translation skill the writer thinks there are different ways used in translation. Translation can be using as instrument for language test because in past people while communicate with the foreign person they are using the foreign language to make a letter, send a mail, or another purpose. Then to make a good translator of foreign language many countries made a test to distinguish if someone qualified in their language. For examples TOEFL for English, JLPT

for Japanese language, "/es lremampuan Bahasa for Indonesian language." There is a connectionbetween blanguage and translation test as model to determine the level of language from a person. But how to make a test of translation to use as instrument of test, then thewriter chooses the farahzad's rubric for ftanslation. Farahzad (1992) said his rubric can be used to maintain that five main features are to be checked in scoring for each unit of translation:

1. Accuracy: the translation should convey the information in the source text (ST) precisely, i.e. should be close to the ST norms.
2. Appropriateness: the sentence should sound fluent and native, and should be correct in terms of structure.
3. Naturalness: whether the error has an impact on the natural delivery of the meaning in naturalness
4. Cohesion: the sentence should punctuation, sentencing and paragraphing
5. Style of discourse/choice of words: it can refer to the language habits of an individual or a group, the effectiveness of a mode of expression, or a set of distinctive linguistic features characteristic of an author, a genre, a period and so on. (2009:12)

A rubric based on the text as the unit of translation (farahzad,1992)

Items	Score
Accuracy	20 percent

Appropriateness	20 percent
Naturalness	20 percent
Cohesion	20 percent
Style of discourse/choice of word	20 percent

D.   READING COMPREHENSION IN TOEFL

Many experts have differently definition about reading. According to Grellet (1985:3) reading is assigning meaning and extracting information from written texts. Another theory about definition of reading came from G. Woolley reading comprehension is the process of making meaning from text. The goal, therefore to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Then we can describe reading is to gain the information or specific information ofthe text. Anothertheory

said the reading as a constant process of guessing, and what one brings to the text is often more important that what one finds in it. This is why, from the beginning the student should be taught to use what they know to understand elements, whether

these are ideas or simple words (1985:7).

Then why people or student read a text, there are two main reason for reading: the first is reading for pleasure and the second is reading for information (in order to find out something or in order to do something with information you get (1985:4). People often to used technique to gain information from text. The first,

they clarifu the organization of the passage, they clarift the into the function of the

passage, the general organization, the rhetoric organization, the cohesive devices, the intrasentential relation (e.g. derivation, morphology, hyponymy) and the second

is clarify the content of passage it can be plain fact (direct inference), implied fact (inference), deducated meaning (supposition) and the last is evaluation.

The student as main element of leaming process should be known what influences their diffrculties reading process and the difficulties in reading. G. woolley said in his theory that student to gain information is often to develop mental

models, or presentation of meaning of the text ideas during the process. There are two classes of mental models: a text based model, which is a mental representation

of the prepositions of the text and a situational model consisting of what the text is perceived to be about (kintsch 1998; van dijk and kintsch 1983)

Then, what is mental modelling. Mental modelling is said by G. Woolley while reading, skills readers normally develop a text-based model, which is a mental representation of the actual text discourse. The text-based model incorporates propositions extracted from the reading of successive sentences that are sometimes supplemented by inferences that are necessary to make the text more

coherent. At a local level, comprehension of written text involves the processing of

the symbolic representations of parts of word, phrases and sentences. At the same

time, at a more global level, a reader must link ideas across sentences and form a mental model that incorporates complex themes and story plots.

In contrast, situation models include elaborative inferences that integrate prior knowledge with text-based information. Unlike the text- based model, situation models do not normally retain the verbatim text information but support a

more flexible knowledge structure that can enable the integration of both visual and

verbal representation (201 1:16).

It can be concluded from the theory above there are models of situational of

reading can made collaboration with verbal and visual contact. Thus, the main difference between text-based and the situation model is assumed to be one of inference making, the text-based model is inferentially light while the situational model is inferentially dense.

In building coherent mental representations readers must also process meaning at literal, inferential, and problem-solving levels of thinking. It can be concluded from above there are connection with thinking process. As comprehension involves the interaction of a wide ftmge of cognitive skills and processes there are many occasions where difficulties arise that may lead to comprehension failure. The experts said less skilled readers are considered to have more difficulties integrating read text information. Furthermore, due to the fact the

less skilled readers may have more difficulty considering the writers interpretations

and forming appropriate inferences from unfamiliar events or relationship. cognitive theory, with its strong focus on the connection between language and thinking, places importance on the reader's ability to make appropriate choice between contextual cues and the ability to decode and comprehend read text (Linnenbrink and Pintrich 2003; paris and Winograd 1990; Schunk 2004 in book of

G. woolley 20ll:17).

Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety ofreader-related, text-related and situational factors (De Corte et al. 2001). Meaning is formed in the reader's head, that is, a person's prior knowledge affects the kinds of meaning constructed from the text information

(Fukkink and De Glopper 1998; Lipson 1983). The other theory said the reader's comprehension of the text is considered to be linked to the reader's ability to construct hypothesis, rules, schemas, and mental models (Vipond 1980). In reading

a text the readers need to attention in time and place where the conversation or text

taken place. It helps reader to gain more information and knowledge. The experts said understanding the time order sequences in a text passage facilitates the reader's

ability to logically organise and comprehend the text (Ashton-Warner 1963; Morrow 1985; Trabasso and Sperry 1985).

In comprehension, there are may be multiplicity of factors that contribute to

reading difficulties for many students with special needs and underlying causes of their reading problems may largely unknown (Lewis and Doorlag 1999). It has been

found that the prevalence of children with reading difficulties is often linked with the economic and social circumstances of the home. For example, many children identified as having reading difficulties experience significant language and cultural

differences between home and school (Elkins 2002). The finding is supported by studies conducted in mid- 1970s where the variables, such as social class, educational background of the parents, family income and the number of the books

in the home were consistently related to school reading achievement (Romeo 2002).

The claim is that respect for education, community standards and the value placed on education also influenced whether or not students have mastered basic literacy skills (Samuels 1978).

Researcher's has conducted research to find out why students poor at comprehension. They have established that children's early attainment of decoding

skill is a reliable predicator of later reading achievement (Juel 1998; Pressley 1998;

Chapman and Tunmer 2003). It has been well established that skilled reading comprehension requires the reader to be able to process the written symbol of text at an appropriate level. This is reinforced by the fact that poor decoders, both in and

out of school read considerably less than average readers (Beck and Juel 1992). However, reading and the comprehension of text is a complex interactive process, and there is more to reading and comprehension than just decoding or word calling

(De Corte et aI. 2001; McNaughton et al. 2004; Rivalland 2000).

The reading comprehension can be divided into two variables task variable and text variable. The first is task variable, Cambourne (2002) said maintain that when the children are provided with a rich social literacy environment with a wide range variety of genres and text-based interactions with others, effective literacy learning could be enhanced. In a social leaming model, meaningful dialogical interaction between the child and other are more likely to facilitate the children's understanding of the vocabulary, the content and the structural features of the text. The second is text variables. The text variable concluded by the experts as how to being able to quickly identifr individual words within a sentence facilitates text processing along with an understanding syntax and semantic aspects of texts (Bishop 1997; Kintsch 1982)

The last is what purpose ofreading. Freebody and Luke's (1990) has

divided

readers purpose into four types of readers. The first is code breaker which is to

seek

and to crack the code of semiotic systems within the text, picture, film, etc... the

second meaning makers that extent to which the reader can bring to and apply

their

meaningfirl experiences to engage with the text. The third is text user which is the

types of literacy practices are determined by the purposes of the user. And the

fourth

and also focus of this research is text analyst which is readers make informed

decisions concerning the value that they will place on the text and the authority

that

they will afford it.

The last, G. Woolley (2011) said in his conclusion of reading

comprehension is a very complex cognitive activity. Comprehenders axe not view

as merely passive recipients of information but as active constructors of meaning.

Skilled comprehenders use a wide repertoire of language skills to gain meaning

from text by constructing a text-based model while at the same time they draw

upon

and use their own background knowledge to construct a situation model of the

understandings related to the text passage. To be effective, readers need to be

actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making process.

Based on the explanation above, the writer then used Reading comprehension in TOEFL sections as instrument of this research. Reading comprehension is one of TOEFL which examine texts. Which each text followed by 6 to 10 questions. Overall, this section included 50 questions that have to be answered in 55 minutes. Besides, the texts did not include graphics or picture which

can be used to easier understanding.

Reading section in TOEFL used as instrument because the reading is had a correlation as explained above and the other reason is because TOEFL used as test in many countries with different purpose such as scholarship, career, business and many more.

E.   TOEFL

TOEFL (Test Of English as a Foreign Language) is one of test models in English language to measure grade acquisition or proficiency of people which didn't use language as their mother language (non-native speaker). Commonly TOEFL used as one of pre-requirement to study in other country, especially nation which used English language as their prologue language. TOEFL usually also used as requirement to continue study degree in S2 and S3. Even in latest, university student in Sl degree in every famous university used as obligation to gain specific score of TOEFL as one of requirement graduate. Therefore, now

TOEFL started used in work as one recruitment mechanism or grade promotion position.

1. Kinds of TOEFL and score

TOEFL consist of two kinds, is Computer-based Testing and Paper-based Testing. Computer-based testing is TOEFL examination used computer. Scoring scale of this model is about 40-300. And second models, paper-based, is TOEFL examination used paper as examination material. Scoring value of this model approximately between 217-677.

Both of kind is the most and common used. Therefore, to all discussion in this book we made limitation in scoring system used paper-based model. Limitation of TOEFL score need to every university and institution different each other. Scholarship to other country for 32 grade, in example need score of TOEFL between 450-550, and for 53 grade need above 550.

2. Test model

TOEFL consisted of four sections' there are listening comprehension, structure and written expression, reading comprehension and test of English written that will be examined but writer only focused on reading comprehension. Reading comprehension section is intended to measure comprehend knowledge of test participant according to written texts in English language. Generally, the test participant expected to answer questions about meaning, idea, specific information and specific

vocabulary included in reading materials that tested Irham Ali S, (20l2:21).

CHAPTER III

RESEARCH METHOD

In this chapter, the writer discussed about research method which consisted

of research type, research design, population and sample, data collection, research

instrument try out, research instrument reliability, research instrument validity and

data analysis.

A. Research type

The writer conducted the quantitative to measure the correlation of two

variable using correlational statistic (Borg, W.R., Gatl M.D. 1989:573). the two

variables (translation and TOEFL) measured using statistical analysis between each

score to answer the question or test predetermined hypothesis.

B. Research design

This study is non-experimental design because these variables already

occur in the group or population, are not controlled by the experimenter (2011:ll2).

Correlational research design is similar to casual comparative (ex-post facto)

research design in that both investigate relationship between different variables.

But

they are different in that casual comparative research may show that a relationship

between two variables exist while correlational research shows the degree of the

relationship. Another difference is in examining the levels of the variables. White

correlational research makes use of all the levels of variables measured (from the

lowest levels to the highest levels), casual comparative research makes use only

certrain levels of variables measured (high level group only or low-level group

only).

The writer conducted test to gain the strength of variables.

C.   Variable of the study

there are two free variables (independent Xl and Yl) in this study they are

as follow:

l. Independent variable Xl is the TOEFL reading section scores

2. Dependent variable Y1 is the translation scores

D.   Population and sample

1.   Population

Population is the larger group to which a writer wishes to generalize, it

includes all members of a defined class of people, events, or objects Donald Ary

(2010:647). Population of this research is the sixth semester students of IAIN

Palangka Raya. The population of this study is 54 students of sixth semester in

IAIN Palangka Raya.

2. Sample

Sample is the process of selecting a portion of the population to represent the entire population is known as sample.[1] Sample of this research is the sixth semester in English departement of IAIN Palangka Raya. The writer used cluster sample. Cluster sample as grades or levels sample mean the writer take one class of student in sixth semester as sample in this research. The writer used class A as research sample. Cluster sample by Arikunto defined as strategy to get a sample from a grades or levels. With sample result in one grades or levels, subject is homogen because have same knowledge in each other the subject will have same chance to choose as sample (Arikunto, 2006:134). subjects are already homogen because they have learned English in same time when entering the institute and translation is an optional course in syllabus.

Table 1.1 number of sample.

No.	Student	Respondent class A
1	Male	8
2	Female	20
3	Total	28

The data were gained from English study program administration.

E. Research Instrument

According to Sugiyono valid instrument is a tool that can use to measure

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[1] Ibid, p.148

data. Instrument in social science some of have a standard butthere are many which

not have a standard instrument so, the writer has to make own his instrument and

test the validity and reliability in research (2013:349). In this research, the writer

used a test method as the instrument. Basically, there are two instruments, that is

test and non-test. Test instrument is to measure the leaming achievement

(2013:349). To get the empirical data of the students' mastery in translation and

reading comprehension on TOEFL, the writer administered two kinds of tests,

namely translation test and reading comprehension on TOEFL test.

In this research the writer used multiple choice test. Multiple choice (MC)

items are widely used in classroom tests in colleges and universities and they

often account for a substantial portion of a student's course grade (Mavis, Cole &

Hope,2001; Mc Dougall, 1997). A typical MC items consists of a question.

Referred to as the stem and, and a set of two or more options that consist of

possible answers to the question, the student's task is to select the one provides the

best answer to the question posed. The best answer is referred to as the keyed

option and the remaining option are called distractors. For instructors, a distinct

advantage of using MC items in classroom tests is that grading tends to be quick

and easy, especially when students indicate their answer on an optically scanned

MC response sheet, such as the widely used scantron form.

Ease of grading can make MC testing particularly appealing to instructors

who teach courses with large enrolments. Another important advantage is that a

well- constructed MC test can yield test scores at least as reliable as those produced by a constructed-response test, while also allowing for broader coverage of the topics covered in a course (Bacon,2003).

Golavar states the testees do not produce the translation, but recognize the answer, farahzad (1992) argues that these kinds of translation tests limit the examines performance creativity and it is not useful for the student to conclude that none of these questions adequate. Then she suggests two kinds of translation test: limited response items and controlled free response item test. Limited-response items test is an integrated test which examines several components such as comprehension of the source text, accuracy in terms of content, appropriateness of grammatical forms, choice of words and etc. she believes that the limited-response items tests prevents translation innovation in translators. She also states "that there are no doubt about appropriateness of selected items in multiple choice multiple-choice translation test, but the exact problem with translation knowledge of examines can be determined through this test at once.

It is clear that thoughtfully written MC items can serve to assess higher-level cognitive processes, although creating such items does require more skill than writing memory-based items (Buckles & Siegfried,2006; Palmer & Devitt. 2007). Downing (2003) points out that blinding guessing is quite uncommon on well-written classroom tests and informed guessing, which is based on a critical consideration of the question and available options, provides a valid measure of student achievement.

Both of test is in written form. In translation the research uses multiple choice. The reason using multiple choice as test because the text will show the student error and mistake in translating the text. The multiple choice was consisted of one topic from English language to translate in Indonesia language. The translation test consisted of 20 questions. The students given 30 minutes to answer the translation test. For the reading comprehension on TOEFL, the test follow reading comprehension in TOEFL as same as TOEFL test in 60 minutes by 50 questions.

1. **Research instrument try out**

The quality of the data, whether it is good or bad, is based on the instrument

to collect the data. The instrument used was adapted from Kadaruddin books entitled translation skill (2015:229) A good instrument must fulfil two important qualifications. Those are valid and reliable. So, before the test is used as an instrument to collect the data, it was be try out first to the students in other classes. Students were given 60 minutes in doing the test. The writer gave test which from in multiple choice where consisted of 20 questions of translation test and for TOEFL which consisted of 50 questions in double choice of try out to class B students that consists 28 students. From the first test is try out test gain to gain student appropriate test then after calculate the score of try out the writer use once again test to see the correct test and from the second test the writer found appropriate test to use as test instrument.

2.   Research Instrument reliability

a.   Content *reliability*

Reliability is necessary of any good test: for it to be valid at all, a test must reliable as measuring instrument. It is used to prove that the instrument approximately believed to be used as the tool for collecting data because it is regarded as well. The reliable instrument will give reliable data. To know the reliability of the instrument test, the writer was use formula as follows:

$$r11 = \frac{k}{k-1}\left[1 - \frac{M(k-M)}{kS^2}\right]$$

Where :

r11   = reliability of instrument

k   = the number of items

M   = the mean score for all the testers

S   = the standard deviation of the test score

The steps in determining the reliability of the test are :

a)   Making tabulating of the tester's score

b)   Measuring the mean of the testers scores with the formula:

$$M = \frac{\Sigma X}{N} \, X \, 100$$

c)   Calculating the instrument reliability using KR-21

d)   The last decision is comparing the value r_{11} and T_{table}

e)   To know the level of reliability from instrument, the value was interpreted based on the qualification of reliability as follows:

$r_{11} > T_{table} = $ **Reliable**

$r_{11} < T_{table} = $ **Not reliable**

Table 3.1

Table criteria reliability

Reliability	interpretation
0.800 - 1000	Very high reliability
0.600 – 0.799	High reliability
0.400 – 0.599	Fair reliability
0.200 – 0.399	Poor reliability
0.000 – 0.199	Very poor reliability

The measurement of the instrument try out reliability is known and the whole numbers of test item are reliable and can be used as the instrument of study.

3.   **Research instrument validity**

a. Content Validity

Validity is a standard or criterion that shows whether the instrument is valid or not. A test is valid to the extent that it measured what it claims to measure (2013:348). The writer also measured item validity to calculate the validity of instrument of each item the writer used the product-moment formula (2013-356) :

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where:

r   = Coefficient of correlation between x and y variable or validity of each item

N   = The number of student/subject participating in the test

Σx = The sum of score in each item

Σx^2 = The sum of the square score in each item

Σy = The sum total score from each student

Σy^2 = The sum of the square score in each student

Σxy = The sum of multiple of score from each student

with the total score in each item to know the level of validity of instrument, the value was interpreted based on the qualification of validity as follows:

$t_{xy} >$ **t-table = valid**

$t_{xy} <$ **t-table = not valid**

Table 3.2

Table criteria of validity analysis

Interval	Criteria

$0.80 < r_{xy} \leq 1.00$	Good
$0.60 < r_{xy} \leq 0.80$	Moderate
$0.40 < r_{xy} \leq 0.60$	Low
$0.20 < r_{xy} \leq 0.40$	Low and less
$0.00 < r_{xy} \leq 0.20$	Neglible
$r_{xy} \leq 0.00$	invalid

4. Difficulty Level

a. Index Difficulty

The index difficulty of an item simple show how easy or difficult the particular item proved test. To know the level of difficult test, the writer was use formula follows:

$$\mathbf{FV} = \frac{R}{N}$$

Where :

F. V   = The index of difficulties

R   = The number of correct answer

N   = The total of the sudents

F. V   0.00-0.30 = difficult

0.30-0.70 = fair

0.70-1.00 = easy

F. Data Collection Procedure

Procedure of collection data is very crucial in a research. It consists of many ways or steps to get data needed.

l. Preparation

a. The writer chose the place of the study.

b. The writer asked permission to carry out this study.

c. The writer created the research instrument.

d. The writer conducted the instruments try out in the class that has been determined.

e. The writer analysed the result of the research instrument try out examine the validity, reliability, and index difficulty of the instrument.

2. Implementation

a. The writer gave the students two kinds of tests, translation test and TOEFL reading comprehension test.

b. The writer asked the student to answer the tests. The time is 60 minutes.

c. The writer checked the student answer and gave the score.

d. The writer analysed the data.

G. Linear Regression

One of the condition before analyze the data using product moment correlation is both variable has linear association (2011:157). To describe linear association between quantitative variables, a statistical procedure called regression often used to construct a model. regression is used to

assess the contribution of one or more "explanation" variable to one response variable. It also can be used to predict the value of one variable based on value the value of others. Where there is only one independent variable and when the correlation can be expressed as a straight line, the procedure is called simple linear regression.

Exploring linear data used to understand the data. For some relation there is clearly an independent, or operating, variable and dependent, or response, variable-for example, time and distance. The choice when fitting lines does not always depend on the physical relation between the operating and response variable.[2] Any straight line in two-dimensional space can be represented by this equation (ika. 2015:41)

$$\hat{Y} = a + bX$$

Where:

$\hat{Y}$ = the variable on the vertical axis

x   = the variable on the horizontal axis

a   = the y- value where the line crosses vertical axis (often called the intercept),

b : the amount of change in y corresponding to a one- unit increase in

r (often called the slope)

where Y is the variable on the vertical axis, X is the variable on the horizontal axis, a is the y value where the line crosses vertical axis (often called intercept) and b is the amount of change in y corresponding to a

[2] www. Illumination.ntcm.org/lessondetail.aspx?id=l298

one-unit increase in X (often called slope). The coefficient a and b can be calculated by the following formula:

$$a = \frac{(\sum Y)(\sum x^2) - (\sum X)(\sum XY)}{n \sum x^2 - (\sum X^2)}$$

$$b = \frac{N \sum XY - (\sum X)(\sum Y)}{N \sum x^2 - (\sum x^2)}$$

H. Data Analysis procedures

To analyse the data of research, the writer has some steps. They are:

1. Collecting the data

In the first step, the writer collected the data about translation and reading comprehension on TOEFL. So, the writer gave the text to the object ofstudy.

2. Identifying the data

In this step, the writer checked the correct and incorrect of test.

3. Classifying the data

The writer made classifying of the data. There are two kinds of data; in translation and reading comprehension on TOEFL.

4. Analysing the data

To analyse the data, the writer used formula as below:

a. Calculated the student's score

The writer calculated the student's score by using formula:

$$S = n / N \times 100$$

Where:

S   = the score

n   = the number of correct answer

N   = the number of question

b. Find out the correlation coefficient

To find out the correlation of the translation and reading comprehension on TOEFL the writer use the formula of pearson product moment (PPM) as below:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where:

N   = The number of sample

ΣXY   = amount of multiplication result between X and Y score

ΣX   = amount of all X score

ΣY   = amount of all Y score. (2003:94)

Make interpretation

To know how the correlation of the variables is, the value of r_{xy} is consulted with interpretation correlation below follows:

Table 3.3

Table Interpretation Orientation

The amount of "r" product moment	Interpretation
00.0-0.20	There is correlation between variable X and X, yet it is very low so that it is regarded there is no correlation.
4.20-0.44	There is low correlation between variable X and Y
0.40-0.70	There is average/moderately correlatioa between variable X and Y.
0.70-0.90	There is high / strong correlation between variable X and Y.
0.90-1.00	There is very high i strong correlation between X and Y.

After the writer found the index number corelation $r_{observed}$, the writer make interpretation by consultation with "$r_{table.}$", in the first step, the writer found degree of freedom. Degree of freedom (df) is the number of observation free to very around a constant parameter. Each inferential statistic has a defined procedure for calculating its degree of freedom, which are used to determine the appropriate critical values in statistical table for determining the probabilities of observed statistic (2010:640).

Then, to know how the correlation of the variable. The writer used formula

$t_{observed}$ formula which shown below:

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

which :

r : number of person correlation

n: total of students

next, the writer checked the table of product moment index that created by pearson to find degree offreedom significance level. It is used to decide which one hypothesis is accepted, and which one is refused. If "r" observe value is higher than "r" product moment index, Ha is accepted. Meanwhile, if the "r" observe is lower than "r" product moment index, Ho is accepted.

To know the contribution variable X and Y, the writer used the following formula:

$$KP = r^2 \times 100\%$$

Where:

KP   = determinant coefficient score

r   = correlation coefficient score

5. **Evaluating**

the writer evaluated the result of study. It discusses about the factors that influence the result of study and relation of theory and the result. The writer found the evidence that corroborate or disagree.

CHAPTER IV

RESULT OF STUDY

In this chapter the writer explains about the student's translation score, reading section score on TOEFL score, linear regression and the correlation student's translation skill and reading section score on TOEFL student's in Palangka Raya and the discussion.

A. Analysis of student's translation score

1. The student's translation scores

After the writer give the student translation test, the writer collect the score to gain student score on translation. The following table shows about the translation score.

Table 4.1

The student's translation scores

No	Name	Scores	
		X	X^2
1	S1	30	900
2	S2	45	2025
3	S3	60	3600
4	S4	40	1600
5	S5	25	625
6	S6	35	1225
7	S7	85	7225

8	S8	40	1600
9	S9	40	1600
10	S10	80	6400
11	S11	60	3600
12	S12	50	2500
13	S13	85	7225
14	S14	55	3025
15	S15	70	4900
16	S16	75	5625
17	S17	80	6400
18	S18	55	3025
19	S19	95	9025
20	S20	45	2025
21	S21	35	1225
22	S22	30	900
23	S23	90	8100
24	S24	80	6400
25	S25	35	1225
26	S26	30	900
27	S27	55	3025
28	S28	40	1600
TOTAL		1545	97525

Based on the calculation of variable X was found $\sum x = 1545$ and $\sum x^2 = 97525$. Based on data above, it is known that the highest score was 95 and the lowest was 25. The classification of the student's score can be seen on the table below:

Table 4.2

Distribution of the student's translation scores

No.	Category	Frequency
1	Score 80 - 100	7
2	Score 60 – 79	4
3	Score 40 – 59	10
4	Score 20 – 39	7
TOTAL		2

Based on the data above, can be seen that there were various scores. Based on the calculation there were seven students got score 80 – 100. Four students got score 60 – 79. Ten students got score 40 -59 and seven students got score 20 – 49.

After scoring process, it made several groups of the data in some level based on predicate of the score then made percentage by using the formula:

$$S = \frac{n}{N} \; x \; 100$$

Where:

S = the score

n = the number of correct score

N = the number of students

So, the calculation of the level score especially for level score 80 – 100 (ir was known that N = 28 and n = 7 as follow:

$$S = \frac{n}{N} \; x \; 100$$

$$S = \frac{7}{28} \; x \; 100$$

S = 25 %

The result of the score frequency students translation as follow :

Table 4.3

Distribution frequency and percentation score of students' translation test

No	Mark Value	Predicate	Letter value	F	P(%)
1	81 – 100	Excellent	A	7	25 %
2	61 – 80	Good	B	4	14.28 %
3	41 – 60	Fair	C	10	35.72 %
4	21 – 40	Poor	D	7	25 %

Based on data above, it can be explain that there were 25% student acquired score 80 – 100. 14.28 % student acquired 60 – 79. 35.72 % students acquired 40 – 59 and 25 % acquired 20 – 39.below is following chart about frequency students translation scores.

Figure 4.1

The frequency translation test scores.
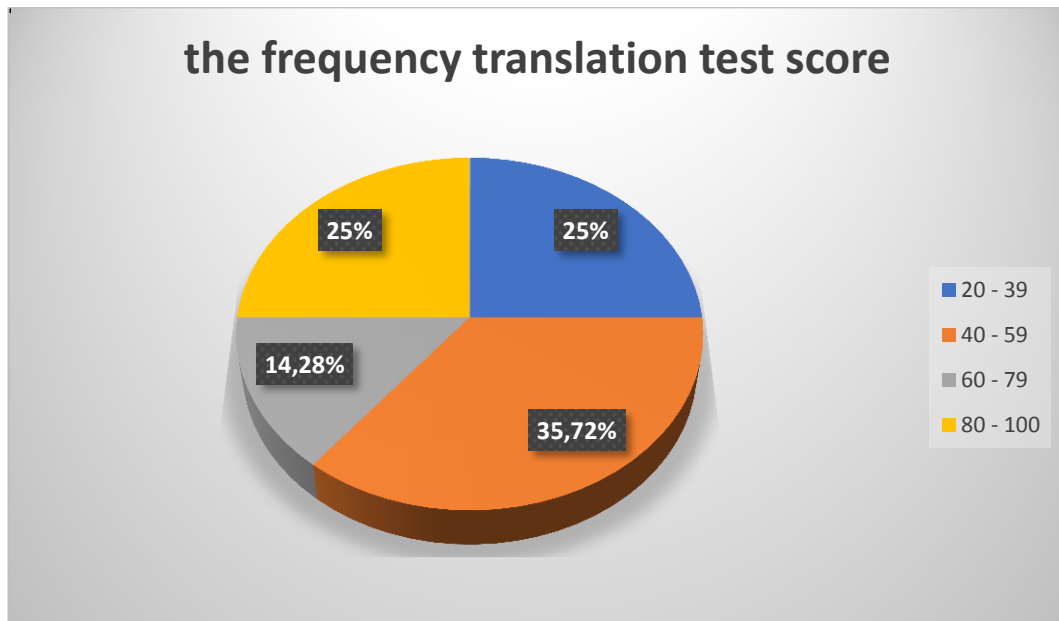
Based on the calculation of translation test score was known that there seven students got excellent criteria, four student got good criteria, ten student got fair criteria and seven student got poor criteria.

2. **The average of student translation scores**

    To find out the average of student translation score, the writer used formula:

    $M = \frac{\sum X}{N}$

    Where :

    M = Mean

    X = the sum of the scores

    N = Number of students

It is known that :

M = Mean

$\sum X = 1545$

N = 28

So, it can be counted as follow :

$$M = \frac{\sum X}{N}$$

$$= \frac{1545}{28}$$

As the calculation above, the average score of students in translation is 55.17. Based on calculation scale, it can determined the average of students translation was in fair criteria (41 – 60).

B. **Analysis of the student's reading section on TOEFL test scores.**

1. **The student reading section on TOEFL scores.**

    After the writer give the student reading section on TOEFL test, the writer collect the score to gain student score on reading section on TOEFL. The following table shows about the reading section on TOEFL scores.

Table 4.4

The student reading section on TOEFL scores

No.	Name	Scores	
		Y	Y^2

1	A1	22	484
2	A2	26	676
3	A3	20	400
4	A4	28	784
5	A5	48	2304
6	A6	28	784
7	A7	38	1444
8	A8	20	400
9	A9	38	1444
10	A10	34	1156
11	A11	26	676
12	A12	46	2116
13	A13	72	5184
14	A14	40	1600
15	A15	80	6400
16	A16	74	5476
17	A17	52	2704
18	A18	30	900
19	A19	36	1296
20	A20	22	484
21	A21	48	2304
22	A22	74	5476

23	A23	30	900
24	A24	34	1156
25	A25	44	1936
26	A26	34	1156
27	A27	38	1444
28	A28	28	784
Total		1110	51868

Based on the calculation of the variable Y was found $\sum Y = 1110$ and $\sum Y^2 = 51868$. Based on the data above. It is known that the higher score was 80 and the lower was 20. The classification of the students' scores can be seen on the table below :

Table 4.5

Distribution of students reading section on TOEFL scores

No	Category	Frequency
1	Score 61 – 80	4
2	Score 41 – 60	5
3	Score 21 – 40	17
4	Score 0 – 20	2

based on the data above, can be seen that there were variation scores. Based on the calculation there were four students got score 61 – 80. Five students

got score 41 – 60. Seventeen students got score 21 – 40. Two students got score 0 – 20.

After scoring process, it made several groups of the data in some level based on predicate of score then made percentage by using the formula:

$$S = \frac{n}{N} \; x \; 100$$

So, the calculation of level score specially for level 81 – 100 (it was known that N = 28 and n = 4) as follow :

$$S = \frac{n}{N} \; x \; 100$$

$$S = \frac{4}{28} \; x \; 100$$

$$S = 14.28 \, \%$$

The result of the score frequency students reading section score on TOEFL test as follow :

Table 4.6

Distribution frequency and percentation scores of students reading section on TOEFL test

No	Mark value	Predicate	Letter value	F	P(%)
1	61 – 80	**Good**	B	**4**	14.28
2	41 – 60	**Fair**	C	**5**	17.28
3	21 – 40	**Poor**	D	**17**	60.71
4	0 – 20	**Bad**	E	**2**	7.14
		Total		**23**	**100%**

Based on data above it can be explained that there were 14.28 % students acquired scores 61 – 80. 17.85% students acquired scores 41 – 60. 60.71 % students acquired scores 21 – 40 and 7.14 % acquired 0 – 20. The following chart about the frequency student reading section on TOEFL scores.

Figure 4.2
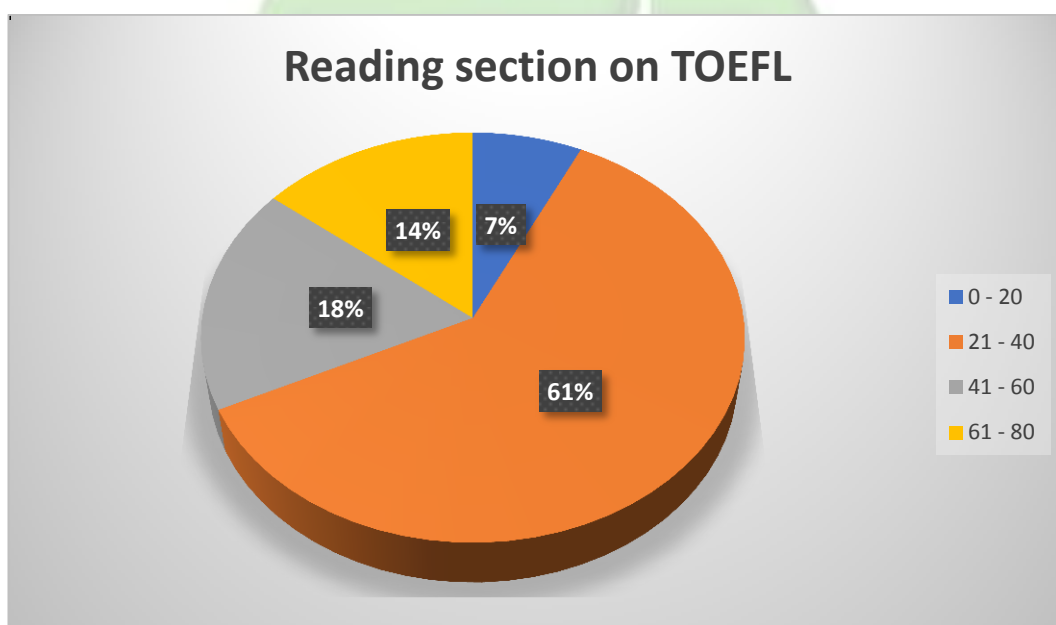
Based on the calculation of reading section score on TOEFL was known that there four students got score in good criteria, five students score in fair criteria, seventeen students in poor criteria and two students in bad criteria.

2. **The average of students reading section on TOEFL test scores.**

To find the average of the students reading section on TOEFL score, writer used the formula:

$$M = \frac{\sum X}{N}$$

Where :

M = Mean

X = the sum of the score

N = Number of the students

It is known that :

M = Mean

$\sum X = 1110$

N = 28

So, it can be counted as follow:

$$M = \frac{\sum X}{N}$$

$$= \frac{1110}{28}$$

As the calculation above, the average scores of students in reading section in TOEFL scores was 39.65. Based on evaluation scale used it can determined that students average of reading section on TOEFL was in poor criteria (21 – 40)

C. Linear Regression

To describe the linear association between quantitative variables, a statistical procedure called regression often used to construct a model. the following is the data translation score and reading section on TOEFL score in present study.

Table 4.7

Translation and reading section on TOEFL test scores

No	Student name	X	X²	Y	Y²	XY
1	S1	30	900	22	484	660
2	S2	45	2025	26	676	1170
3	S3	60	3600	20	400	1200
4	S4	40	1600	28	784	1120
5	S5	25	625	48	2304	1200
6	S6	35	1225	28	784	980
7	S7	85	7225	38	1444	3230
8	S8	40	1600	20	400	800
9	S9	40	1600	38	1444	1520
10	S10	80	6400	34	1156	2720
11	S11	60	3600	26	676	1560
12	S12	50	2500	46	2116	2300
13	S13	85	7225	72	5184	6120
14	S14	55	3025	40	1600	2200
15	S15	70	4900	80	6400	5600
16	S16	75	5625	747	5476	5550
17	S17	80	6400	52	2704	4160
18	S18	55	3025	30	900	1650
19	S19	95	9025	36	1296	3420
20	S20	45	2025	22	484	990
21	S21	35	1225	48	2304	1680
22	S22	30	900	74	5476	2220
23	S23	90	8100	30	9000	2700
24	S24	80	6400	34	1156	2720
25	S25	35	1225	44	1936	1540
26	S26	30	900	34	1156	1020
27	S27	55	3025	38	1444	2090
28	S28	40	1600	28	784	1120
	TOTAL	1545	97525	1110	51868	63240

The fine linear regression from data above, the writer used the following formula:

$$\hat{Y} = a + bX$$

The following is calculation process to find linear regression from the data in table above:

First, calculating *a* and *b* as follow:

$$A = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$

$$= \frac{(1110)(97525) - (1545)(63240)}{28 \; X \; 97525 - (1545)^2}$$

$$= \frac{(108252750) - (97705800)}{2730700 - 2387025}$$

$$= \frac{10546950}{343670}$$

a   **= 30.688732087**

$$b \quad = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$

$$= \frac{(28 \; X \; 63240) - (1545)(1110)}{28 \; X \; 97525 - (1545)^2}$$

$$= \frac{1770720 - 1714950}{2730700 - 2387025}$$

$$= \frac{55770}{343675}$$

B   **= 0.1622754055**

From the calculation of linier, the sample name S1 has score X = 30 and Y = 22. So, the calculation as follow:

$\hat{Y}$ = a + bX

30   = 30.688732087 + 0.1622754055 X

0.1622754055 X   = 30 − 30.688732087

X $= \frac{0.688732087}{0.1622754055}$

                = **-4.244217322**

$\hat{Y}$ = a + bX

                = 30.688732087 + (0.1622754055 X 22)

                = 30.688732087 + 3.570058921

= 34.25879101

The following table showed the linier of x (translation) and y (reading section on TOEFL).

Table 4.8

The result of linear test

No	Students name	X	Y
1	S1	-4,24422	34,25879
2	S2	88,19123	34,90789
3	S3	180,6267	33,93424
4	S4	57,37942	35,23244
5	S5	-35,056	38,47795
6	S6	26,5676	35,23244
7	S7	334,6858	36,8552
8	S8	57,37942	33,93424
9	S9	57,37942	36,8552
10	S10	303,8739	36,2061
11	S11	180,6267	34,90789
12	S12	119,003	38,1534
13	S13	334,6858	42,37256
14	S14	149,8149	37,17975
15	S15	242,2503	43,67076
16	S16	273,0621	151,9085
17	S17	303,8739	39,12705
18	S18	149,8149	35,55699
19	S19	396,3094	36,53065
20	S20	88,19123	34,25879
21	S21	26,5676	38,47795
22	S22	-4,24422	42,69711
23	S23	365,4976	35,55699
24	S24	303,8739	36,2061
25	S25	26,5676	37,82885
26	S26	-4,24422	36,2061
27	S27	149,8149	36,8552
28	S28	57,37942	35,23244
	TOTAL	4225.628	1039.41

The following is scatterplot about linear data test in present study:

Figure 4.3

The linear of translation and reading section on TOEFL

Normal Q-Q Plot of translation

Normal Q-Q Plot of reading
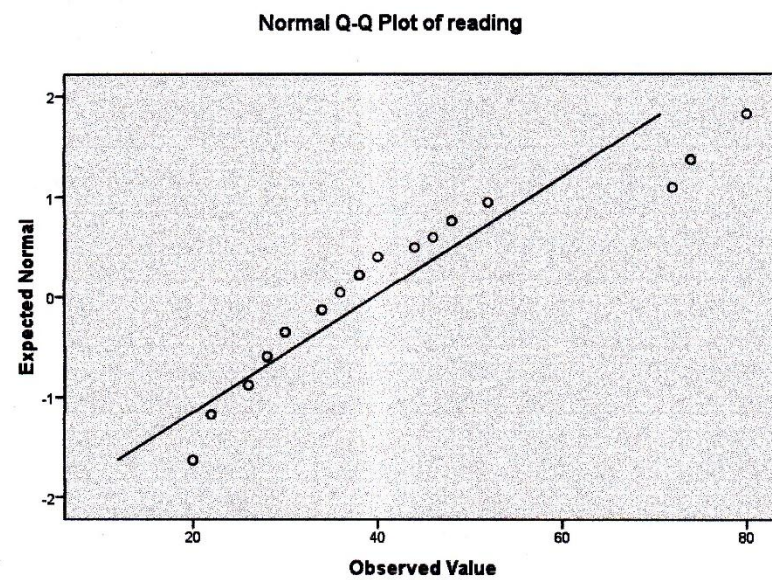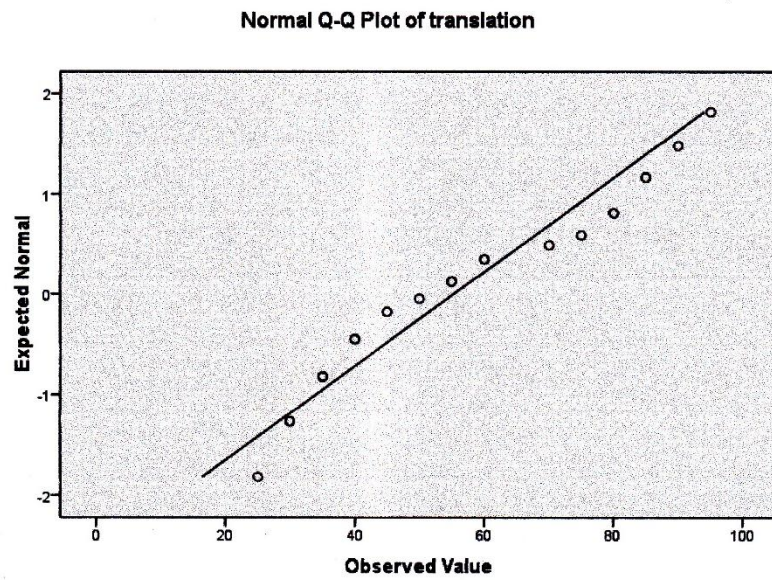
Based on the curve above, it has positive correlation that shown by the dots make curved straight up and close in each other in distance. It means the data in the present study has positive linier association between variable X (translation) and Y (reading section on TOEFL).

D. The correlation between student translation and reading section on TOEFL

To find the correlation between student translation and reading section on TOEFL, the writer used the product moment formula as follow:

$$\mathbf{r}_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

From table 4.7 we has calculation of the variable X and Y that we know :

N $= 28$

ΣX $= 1545$

ΣY $= 1110$

ΣX^2 $= 97525$

ΣY^2 $= 51868$

ΣXY $= 63240$

Next, the writer calculate the index of calculation by using product moment formula as follow:

$$\mathbf{r}_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$= \frac{28 \, X \, 63240 - (1545)(1110)}{\sqrt{[28 \, X \, 97525 - (1545)^2][28 \, X \, 51868 - (1110)^2]}}$$

$$= \frac{1770720 - 1714950}{\sqrt{[2730700 - 2387025][1452304 - 1232100]}}$$

$$= \frac{55770}{\sqrt{343675 \: X \: 220204}}$$

$$= \frac{55770}{\sqrt{75678609700}}$$

$$= \frac{55770}{275097.4549}$$

$$= 0.202728157$$

$$= 0.203$$

The calculation above has shown index correlation of variable X and Y was 0.202728157 (0.203). It is mean translation has association with reading section on TOEFL. The following t_{table} is a result of product moment correlation based in SPSS 16,

Table 4.9

**The correlation Index based on SPSS 16**

Correlations		translation	reading
Translation	Pearson Correlation	1	.203
	Sig. (2-tailed)		.301
	N	28	28
Reading section on TOEFL	Pearson Correlation	.203	1
	Sig. (2-tailed)	.301	
	N	28	28

From the table above, can be see that the index of product moment correlation was 0.203 for 0.01 significant level. There is no different with manual calculation.

The result of the calculation that was counted by product moment above showed that index of correlation was 0.203. Based on the interpretation by suharsimi books, if the value r_{xy} is $0.20 - 0.40$. So, between variable X and variable Y there was low correlation. Based on the calculation there the following graph informed about combination of translation and reading section on TOEFL.

Figure 4.4

The combination of translation and reading section on TOEFL
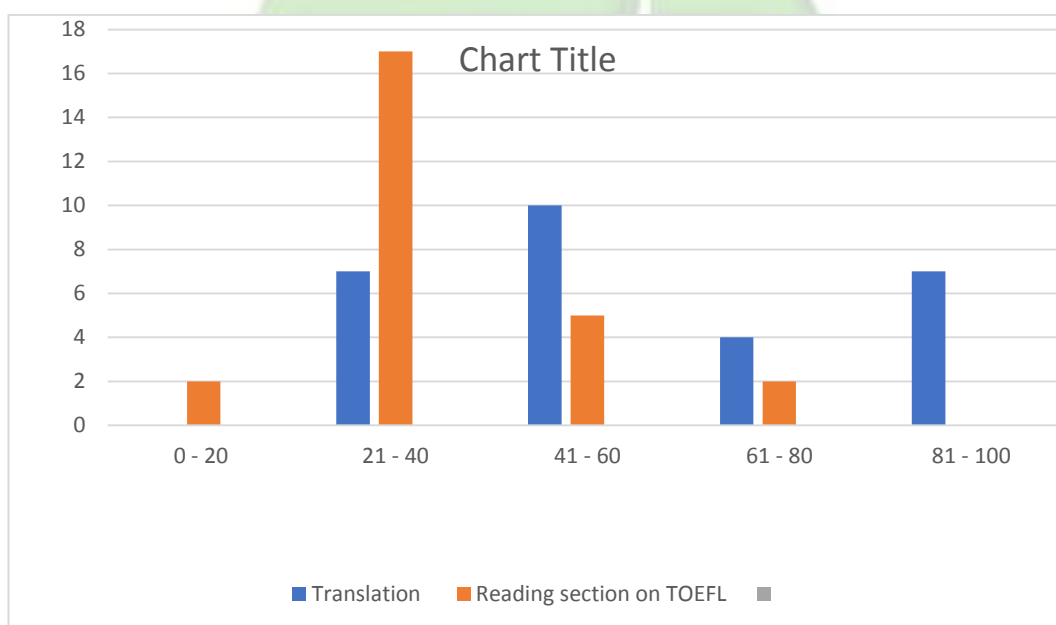
The graph above showed the score of translation and reading section on TOEFL in five categories. Category 5 show the amount of students who get score 81 - 100. category 4 show the amount of students who get score 61 - 80. category3 show the amount of students who get score 4l - 60. category 2 show the amount of students who get score 21 - 40 and category 1 show the amount of students who get score 0 -20. From the graph above, can be seen the changing of frequency.

The decreasing of translation score followed by decreasing reading section on TOEFL score.

To know contribution of the variable X and Y, the writer used the formula as follow:

KP = **r² X 100%**

$$= (0.203)^2 \text{ X } 100\%$$

$$= 0.041209 \text{ X } 100\%$$

$$= 4.1209$$

$$= 4.121$$

It means that the translation gave distribution to the student reading section on TOEFL was 4. 121%

The reject and accept hypothesis, the writer calculated $t_{observed}$ as follow:

$$T_{observed} \quad = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.203\sqrt{28-2}}{\sqrt{1-0.203^2}}$$

$$= \frac{0.203\sqrt{26}}{\sqrt{1-0.041209}}$$

$$= \frac{0.203.5.0990195135}{\sqrt{0.958791}}$$

$$= \frac{1.0351009612}{0.9791787375}$$

$$= 1.0571113541$$

$$= 1.0572$$

The criteria of the test: $t_{observed} \geq t_{table}$, it means ha is received and there is significant correlation. If $t_{observed} \leq t_{table}$, It means ha is rejected and there is no significant correlation between variables. Based on calculation above $t_{observed} = 1.0572$. Then, look t_{table} used the formula nr -2, N =28. So, df =N -2 = 28 − 2 = 26 and t_{table}=0.388 at significance level 5% and 0.4906 at significance level l% in other word 0.388 < 1.0572> 0.4906. It is mean $t_{value} \geq t_{table}$, as the result, Ha (there is significant correlation between translation skill and reading section score on TOEFL) was accepted and Ho (there is no significant correlation between translation skill and reading section score on TOEFL) was rejected. In this case, students translation skill influenced the students reading section score on TOEFL. The increasing of translation skill will be following by increasing reading section score on TOEFL.

E. Discussion

The correlation coefficient between translation skill and reading section on TOEFL, with index correlation $r_{xy} = 0.203$. Which based on interpretation in Arikunto's book, if the value r_{xy} 0.20 - 0.40 there is low correlation. From the scatter, the data is positive correlation that shown by the dots make curved straight up and close in each other in distance. It means the data in the present study has positive linear association between variable X (translation) and variable Y (reading section on TOEFL).

Based on data analysis, translation skill gave contribution to reading comprehension and it is in lined with Cue Thi Kim in chapter II page I l, he mentions that reading comprehension is closely related to the translation

performance. Those who are better at English reading comprehension perform better translation. The result of product moment correlation has shown that the value $t_{observed}$ was higher than t_{table} at 5% and l% significant levels (0.388 <1.0572>0.4906. It means the null hypothesis was rejected and the alternative hypothesis was accepted.

Next, the dots in scatterplot of variable X and Y did form a line that close in each others. It illustrated that there was low connection between variables. That make conclusion, the alternative hypothesis was accepted and null hypothesis is rejected.

Eventhough the result of calculation contribution of translation skill toward reading section on TOEFL showed low and average score, were the contribution of translation skill toward reading section on TOEFL is 4.121%. It still indicates that the translation gave contribution to reading section on TOEFL.

CHAPTER V
CLOSURE

In this chapter the writer discussed about conclusion of the study and suggestion in order to the future research to become better in research.

A. Conclusion

Based on the result of analysis and hypothesis test in chapter IV, it can be calculated as low correlation between translation and reading section on TOEFL. The coefficient correlation between translation and reading section on TOEFL is 0.203. Based on calculation fiom $t_{orserved}$ is higher than t_{table} at significance 5% and 1% (0.388<1.0572>0.4906). Its means the null hypothesis was rejected and the altemative hypothesis was accepted.

Based on interpretation in Arikunto book's if the value r_{xy} is 0.20 - 0.40. So, between variable X and Y there was low correlation. It means, the hanslation give correlation toward reading section.

B. Suggestion

In line with the conclusion, the writer would like to give suggestion that hopefully would be great to use for the student, teacher and the researcher.

1. For Student

For students should improve their translation and reading ability especially in TOEFL, not only to gain score for maximum GPA but also for TOEFL score. In TOEFL reading section score the writer found many different score in each other but most of the answer did not match the required for pass the TOEFL

exams. They should find and use strategy for translation and more to master the English.

2. For Teacher

For teacher, it is suggested to give more practical exercise to give students in order to face real TOEFL exams in future. It can train mental and strengthen their preparation.

3. For next Researcher

For next researcher, in this research there are weakness as they only pass the basic translation course and in this research the writer used instrument test Indonesian- English to translated. For next researcher In the future, the researchers hope there are research conducted instrument test English - Indonesian and after all translation course has been passed.

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