



The Influence of Students' Level Ability of Reading Comprehension on The Students Translation Ability

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ABSTRACT

ARTICLE INFO

Received

16 Desember 2021

Accepted

30 Juni 2022

Published

30 Juni 2022

Reading and translation are the most important skills that students should learn and develop. This study focused on the influence of reading comprehension ability on translation ability, and we classify reading based on score into three categories they are low, moderate, and high. The number of participations participants were 105 students. There were two tests, the first test was for reading and the second was for translation. The data analysis used the statistical formula of SPSS; the data tests were normality and homogeneity tests. Hypothesis testing in this study was carried out using a one-way analysis of variance (One Way ANOVA). The finding of this study was there was a significant effect on reading level into translation. This showed that the P-value was smaller than 0.05, which was $0.001 < 0.05$. Therefore, it could be concluded that H_0 was rejected, meaning that there was a significant difference between the students' reading level into translation ability. The findings indicated a correlation between students' Reading Comprehension scores and their Translation Abilities and that low and moderate reading scores also influence low and moderate translation scores.

Keywords: Reading comprehension, translation, ANOVA

How to cite

Faridah, F. dan Anam, S. (2022). The Influence of Students' Level Ability of Reading Comprehension on The Students' Translation Ability. *Jurnal PTK dan Pendidikan*, 8 (1). 46-56
DOI: 10.18592/ptk.v8i1.5767

Journal Home Page

<https://jurnal.uin-antasari.ac.id/index.php/ptkpend/index>

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Introduction

Listening, speaking, reading, and writing are some of the abilities that should be learned and developed. They are fundamental language abilities, especially for teaching English as a foreign language in schools, courses, or other formal or informal educational settings. However, among those skills, reading is considered as the most important foreign language skill and reading is an active skill. Reading comprehension is the ability to understand what you are reading. Understanding a printed word entails getting as much information as possible from it as quickly as feasible (Meng, 2009). Reading requires understanding or comprehending the means of printed matters (Elleman & Oslund, 2019). We get new ideas, collect necessary knowledge, seek support for our opinions, and widen our interests via reading (Çelik & Özcan, 2013). We can also get the message that the writer had expressed. Reading comprehension is a component of the reading subject that is highlighted in content reading comprehension (Nasri & Biria, 2016). In other words, reading comprehension is the act of mentally absorbing the information of a text (Macizo & Bajo, 2006). Recognizing and comprehending core concepts and relevant details are part of comprehension (Namaziandost et al., 2019).

Vocabulary knowledge, activating prior information, pre-reading previewing and forecasting, previewing and predicting text, mental imagery, self-questioning, summarizing, and semantic mapping are some of the reading comprehension tactics (Bouchart, 2005). Understanding what you have read entails more than just identifying and comprehending words; genuine

comprehension entails making sense of what you have read and linking the text's concepts to what you already know (Mikulecky & Jeffries, 2007). Rather than retaining bits and pieces, the instructor shifts children from memorizing facts to meaningful reading activities and begins the process of integrating reading activities (Dong & Lin, 2013).

For millions of people today, the ability to understand English is needed, able to communicate, and also able to read various types of English texts (Vilceanu, 2013). The ability to read is very important for today's millennial society, many various texts are written in English ranging from newspapers, magazines, pamphlets, holiday brochures, academic books, advertisements, and others. The students, who do not have the ability to connect every word, sentence, or page, students cannot make a comprehensive understanding of the words they read (Saddleback Educational Publishing, 2002). This is the reason reading comprehension is very important for the readers to be able to understand what the text tells about. However, translation is another ability that cannot be overlooked while teaching and studying English as a foreign language (Weissbort & Ástráður Eysteinnsson, 2006).

Translation is another ability that is important to be learned and developed by the students (Venuti, 2004). The translation is a form of communication in which the goal is to pass on the original knowledge to a foreign reader. The translation is a form of intellectual activity since translators have the capacity to comprehend and modify the language (Robinson & Kenny, 2012). The role and importance of translation need to be reassessed in foreign language

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classes (Popescu, 2013). The skill of translation is really important for people because ultimately a human activity that enables human beings to exchange ideas and thoughts regardless of the different languages used (Pham, 2017). To be able to translate well, a person should be mastered both the language and fully understand and be familiar with the subject matter that will be translated (Hashemifardnia et al., 2018). Reading strategies will affect the reader's understanding and how they will translate the text (Sutopo & Said, 2020). The problem that appears between reading comprehension and translating that often happens can be seen in the process of teaching and learning (Dolean et al., 2019). there are many problems that students face during translating the text. When the students do not read the text better, they will get difficulties translating (Lesmana, 19).

The importance of understanding the text in translation has been examined further and has sparked debate in the profession. However, certain research has been undertaken that supports the association between reading comprehension and translation. The first study conducted by Sriwantaneeyakul (2018) that analyzed the pragmatic, syntactic, and semantic components of Thai EFL students' critical reading abilities and translation competence. The study's findings revealed a substantial difference in students' capacity to translate material between those with strong and low critical reading abilities, as well as a positive association between critical reading and translation skills ability. Students with a high level of CR ability also do better in translation. Because the students have to understand about text's literal meaning and also the students understand outside the lines of

the text and are consequently better at translation.

The second study conducted by Pham (2017) that analyzed the links between reading comprehension and translation performance among Hung Vuong University English Linguistics students. The ability to detect the substance and primary concepts of the text, identify the terminology, deduce inferred meanings, and recognize the writer's style and attitudes all influenced translation performance. The findings were examined, as well as the implications for training reading comprehension to improve translation ability. And the next study conducted by (Siyari, 2014) that analyzed the impact of teaching reading comprehension skills on EFL translation quality, and the results were different from the two of other studies before. The first finding of this study was that there is no link between teaching reading comprehension abilities and the quality of Iranian EFL translation. The second was no skill appears to have a statistically significant influence on the translation quality of Iranian EFLs, as evidenced by the statistics.

Based on the findings of the studies above, the researcher hopes to demonstrate that students' reading comprehension skill has a favorable impact on their translation ability. The difference between this study and the others is that the researcher divided the results of reading scores into three categories: low, medium, and high, and then looked for the students' reading levels to impact their translation scores. And the researcher formulated the research question: Is there any influence of students' grade level of reading comprehension ability (low, moderate, and high) on the students' translation ability of EFL learners of at Universitas Islam Lamongan?

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Research Method

This study was an ex-post-facto study. Ex-post facto is a study in which the study relates to variables that have occurred and they do not need to give treatment to the variables that have been studied (Creswell, 2012). The hypothesis offers two variables; X variable and Y variable. X variable is the reading comprehension and the Y variable is the students' translation ability.

Ha: There is an influence of students' level of reading comprehension ability (low, moderate, and high) on the students' translation ability of EFL learners of at Universitas Islam Lamongan.

Ho: There is not influence of students' level of reading comprehension ability (low, moderate, and high) on the students' translation ability of EFL learners of at Universitas Islam Lamongan.

The participants of this study were the third and fifth semester students of the English Department of at Universitas Islam Lamongan, there were 105 students as the participants. The reason for selecting these participants was because they had been studying the reading comprehension skill subjects (Pre-

intermediate, Intermediate, and Advanced level) and as well as translation subjects such as Translation Theory and Translation Practice.

There were two tests in this study, the first was a test to know the English translation, and the second test was to know the reading comprehension ability. The students were given a multiple-choice reading comprehension test that comprised/consist of 10 texts and 50 questions and was adapted from the TOEFL paper test, the reading comprehension section (See Longman Preparation Course for TOEFL by Deborah Phillips, 2000, Diagnostic test). Next, they/the students were given a translation exam in which they had to translate a paragraph into Indonesian, which was also taken from the TOEFL reading comprehension test, and the test results were then utilized as data. The reading test result was classified into three grade levels using SPSS they are which were low, moderate, and high, and then we looked for the influence of reading grade level scores on students' translation ability. The classification of a student's grade-level reading scores is in the table below:

Tabel 1. The classification of student's grade-level reading score

| Score Interval | Category |
|----------------|----------|
| 81 - 100 | High |
| 65 - 80 | Moderate |
| 10 - 64 | Low |

Azwar, S. (2012).

To find out whether there was or no influence between students' reading comprehension and translation ability, the data analyzed used the statistical formula of SPSS. The data analysis technique is was a way to solve problems research and achieve the ultimate goal of research.

Here are were some data testing conducted by researchers, as follows:

1. Test the normality

A normality test was used to determine the distribution of the study was normal or not. This study used

the SPSS program with the Kolmogorov-Smirnov formula. If the calculation result was greater than the 5% error level ($p > 0.05$), then the data was normally distributed.

2. Test the homogeneity.

If the calculation result was greater than the 5% error level ($p > 0.05$), then the population is homogeneous.

3. Hypothesis testing

Hypothesis testing was carried out after fulfilling the requirements for normality and homogeneity tests. Hypothesis testing in this study was done using a one-way analysis of variance (One Way ANOVA) using SPSS 26.0 Version (McCormick, 2015). Decision-making in the one-

way ANOVA analysis was done by looking at the significance value. If the significance value is < 0.05 then there is a significant influence, otherwise, if the significance value is > 0.05 then there is no significant influence (Pallant, 2016).

Result And Discussion

Descriptive Statistics

The participant in reading were 105 students, and the result of the reading test was divided into three students' level. Based on the SPSS result there were three categories which were Low students', range score between 48-64 ($n = 28$, $\% = 26.7$), moderate range score 66-80 ($n = 41$, $\% = 39.0$), and high score between 82-94 ($n = 36$, $\% = 34.3$).

**Tabel 2 The result of the student's grade level
Reading_grade_level**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1.00 | 28 | 26.7 | 26.7 | 26.7 |
| | 2.00 | 41 | 39.0 | 39.0 | 65.7 |
| | 3.00 | 36 | 34.3 | 34.3 | 100.0 |
| | Total | 105 | 100.0 | 100.0 | |

Based on the frequency table the highest reading test value was 94.00 and the lowest was 48.00 with the participation mean score ($M = 74.93$, $SD = 11.08$, $Mdn = 78.0$, $MSE = 1.082$). and the participants of the translation test were 105 students, based on the SPSS the high value was 93.00 and the lowest value was 54.00 with the participation mean score ($M = 74.74$, $SD = 10.03$, $Mdn = 78.00$, $MSE = 0.98$).

Normality Test

In this study, the normality test was carried out using SPSS Version 26.0. with the Kolmogorov-Smirnov and Shapiro-Wilk tests. The decision-making provisions in this normality test were data that were normally distributed if the P-value > 0.05 . Here is was the result of the calculation with SPSS:

Tabel 3 Normality test result Kolmogorov-Smirnov and Shapiro-Wilk tests
Tests of Normality

| Reading_grade_level | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| 1 | .145 | 28 | .134 | .946 | 28 | .154 |
| 2 | .146 | 41 | .027 | .953 | 41 | .092 |
| 3 | .129 | 36 | .138 | .961 | 36 | .230 |

a. Lilliefors Significance Correction

Based on the results of the normality test of the variable data above, it showed that from the kolmogorov-Smirnov^a the result of the first grade sig = 0.134, df = 28, the second sig = 0.027, df = 41, and the third sig = 0,138, df = 36. And the Shapiro-Wilk data, the Normality result for the first grade sig = 0.154, df = 28, the 2nd grade sig= 0.092, df = 41 and the 3rd grade sig = 0.230, df = 36, and we have had concluded that the P-value > 0.05, so it can be said that the data in this study was normally distributed.

Homogeneity Test

A homogeneity test was used to determine whether the distribution of the data was homogeneous or not, by comparing the two variants. This test was usually performed as a prerequisite in ANOVA analysis. The decision-making provisions in this homogeneity test were that the two variants were the same or were homogeneous if the P-value > 0.05. The following is Here is the results of the homogeneity test calculation with the help of SPSS Version 20.0.

Table 4 The Result of the Homogeneity Test
Test of Homogeneity of Variances

| Translation test | Based on Mean | Levene | df1 | df2 | Sig. |
|------------------|--------------------------------------|-----------|-----|---------|------|
| | | Statistic | | | |
| | Based on Mean | 2.377 | 2 | 102 | .098 |
| | Based on Median | 2.060 | 2 | 102 | .133 |
| | Based on Median and with adjusted df | 2.060 | 2 | 100.763 | .133 |
| | Based on trimmed mean | 2.365 | 2 | 102 | .099 |

Based on the results of the homogeneity test, a significance value based on Mean Sig = 0.98, df1=2, df2 =102 and based on median sig = 0.133, df1 = 2 df2 = 102. Based on the homogeneity test above showed that the P-value was > 0.05, so the data can could be concluded that the two variants of the data were homogeny.

Hypothesis Testing

Hypothesis testing in this study used the one-way ANOVA method of analysis. The variables in this study were students' grade level of reading

comprehension ability and translation ability. The purpose of using the one-way ANOVA method was to see the contribution of the independent variable (students' level of reading) to the dependent variable (translation ability).

The hypothesis proposed in the one-way ANOVA test in this study were the hypothesis alternative (Ha) and the null hypothesis (Ho). The criteria for acceptance of the analysis hypothesis (Ha) and the null hypothesis (Ho) were:

- a. Ho is accepted if P-value > 0.05
- b. Ho is rejected if P-Value < 0.05

Table 5 The Result of the One-Way ANOVA Test
ANOVA

| Translation test | | | | | |
|------------------|----------------|-----|-------------|---------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 8667.033 | 2 | 4333.516 | 245.699 | .000 |
| Within Groups | 1799.024 | 102 | 17.637 | | |
| Total | 10466.057 | 104 | | | |

Based on the one-way ANOVA test results table above, there was a significant effect on reading grade level into translation, $F(2,102) = 245.7, p = 0.000$. This showed that the P-value was smaller than 0.05, which was $0.001 < 0.05$. Therefore, it could be concluded that H_0 was rejected, which means that there was a significant difference between the students' reading level into translation ability. After it was known

that there was a significant difference between students' levels of reading, the next stage would be a Post Hoc Test. This was done to see the difference in the influence of each level of reading (low, moderate, and high) on translational ability. The decision-making provisions in this Post Hoc Test were; H_0 was accepted if $P\text{-value} > 0.05$ or H_a was accepted if $P\text{-Value} < 0.05$. Here is a table of test results with Post Hoc:

Tabel 6 The result Post Hoc Test
Multiple Comparisons

Dependent Variable: Translation test
Tukey HSD

| (I) Reading_grade_l evel | (J) Reading_grade_lev el | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|--------------------------|--------------------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| 1 | 2 | -14.465* | 1.030 | .000 | -16.91 | -12.02 |
| | 3 | -23.401* | 1.058 | .000 | -25.92 | -20.88 |
| 2 | 1 | 14.465* | 1.030 | .000 | 12.02 | 16.91 |
| | 3 | -8.936* | .959 | .000 | -11.22 | -6.65 |
| 3 | 1 | 23.401* | 1.058 | .000 | 20.88 | 25.92 |
| | 2 | 8.936* | .959 | .000 | 6.65 | 11.22 |

*. The mean difference is significant at the 0.05 level.

Based on the table above, the result showed Post hoc comparisons using the Tukey HSD test indicated that the mean score for the low level ($M = 61.07, SD = 3.33$) was significantly different than the moderate level ($M = 75.54, SD = 4.52$), and the high level ($M = 84.47, SD = 4.417$) was significantly different from the low and moderate level, and there were the differences of each student's reading level significant influence translation ability. based on the

result above, H_0 was rejected and H_a was accepted ($p\text{-value} < 0.05, 0.000 < 0.05$). There was an influence of students' level of reading comprehension ability (low, moderate, and high) on the students' translation ability of EFL learners. This means that the level of students' reading ability will would influence the level of students' ability to translate.

According to the findings of the data analysis, there was a considerable association between students' Reading

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Comprehension and their Translation Skills. It indicates that strong results in reading comprehension are often followed by high scores in translation. On the other side, poor results in reading comprehension are often followed by low scores in translation competence. Translators should be mindful of the fact that misunderstanding a text substantially lowers the quality of the translation. It implies that text understanding is essential for producing a quality translation. Reading is a crucial activity for students to complete their English academic assignments. The reality, however, demonstrates that students face several difficulties while interpreting the material. By translating, students may fully comprehend the text's meaning. In this situation, the capacity to translate plays a crucial part in understanding English literature. On the

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other hand, reading English material may assist students to improve their capacity to translate.

Conclusion

The finding shows that the students' low, moderate, and high level of reading score give positive effect into translation score. it can be concluded that there is a significant relationship between reading comprehension and translation ability. Reading comprehension and translation cannot be separated, because both of them relate to each other. Reading comprehension is very important to translate. The results then reflect that there is a tendency that the higher students' Reading Comprehension score, the higher their Translation Ability and also the low and middle reading scores affect the low and middle translation scores as well.

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