

**THE CORRELATION BETWEEN STUDENTS'  
INTEREST ON ONLINE READING ACTIVITY AND  
STUDENTS' TRANSLATION ABILITY OF ENGLISH  
LANGUAGE EDUCATION DEPARTMENT FOR  
SECOND SEMESTER STUDENTS AT UIN SUNAN  
AMPEL SURABAYA**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree  
of Sarjana Pendidikan (S.Pd) in Teaching English



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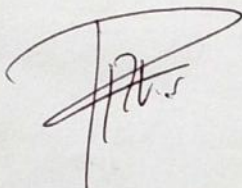


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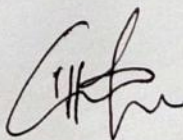
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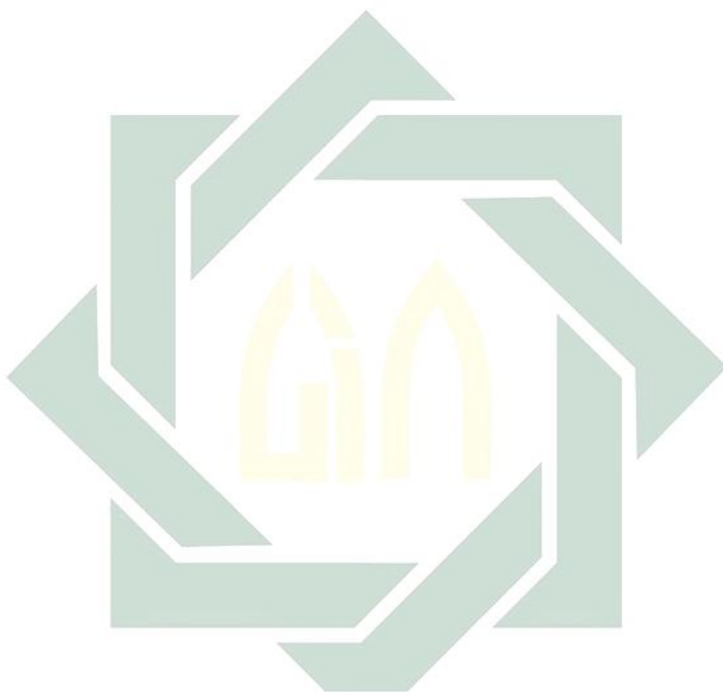
## ABSTRACT

Khasanah, Khozain (2019). *The correlation between Students' Interest on Online Reading Activity and Students' Translation Ability of English Teacher Education Departmen at UIN Sunan Ampel Surabaya*. A thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya.  
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Key Words: *interest, online reading, translation ability*

Interest is paying attention and enjoying an activity. The students do anything if they are interested and do not do anything if they are uninterested. Therefore, interest is an important aspect of motivation that influences attention, learning, thinking and performance of the students. Just like in reading, students prefer to do online reading because they can read wherever and whenever they want. However, when they read online information, they frequently jump around from source to source until become the new reading. The more they read online, the more likely they were to move quickly. In a situation, students who lacking vocabularies they got difficulties in understanding the content. However, the students do translation that involves the transfer of meaning contained in one set of language sign through component use of dictionary. This study focuses on knowing and finding the correlation between students' interest on online reading and students' translation ability. This study is quantitative research, especially a correlational study. In purpose to answer the research question the researcher collected the data using translation test to measure the skill, knowledge or ability and questionnaire to find numerical data of students' interest on online reading. The samples of this study are students' in the second semester of English Teacher Education Department at UIN Sunan Ampel Surabaya. The findings indicate that there is correlation between students' interest on online reading and students' translation ability. The total score from both variables is calculated with the Pearson Product Moment Correlation, using SPSS 16.0 for windows. The value of the Spearmans' is found = 0.033. It means that students' reading interest and translation ability very weak each other variable and degree of correlation is low. The result affirmed theory correlation Spearmans' that if significance correlation  $>0.05$  it has not correlation between two

variables. Moreover, the null hypothesis ( $H_0$ ) of this study which states that there is no correlation between students' reading interest on online reading and students' translation ability, is not accepted.



## ABSTRAK

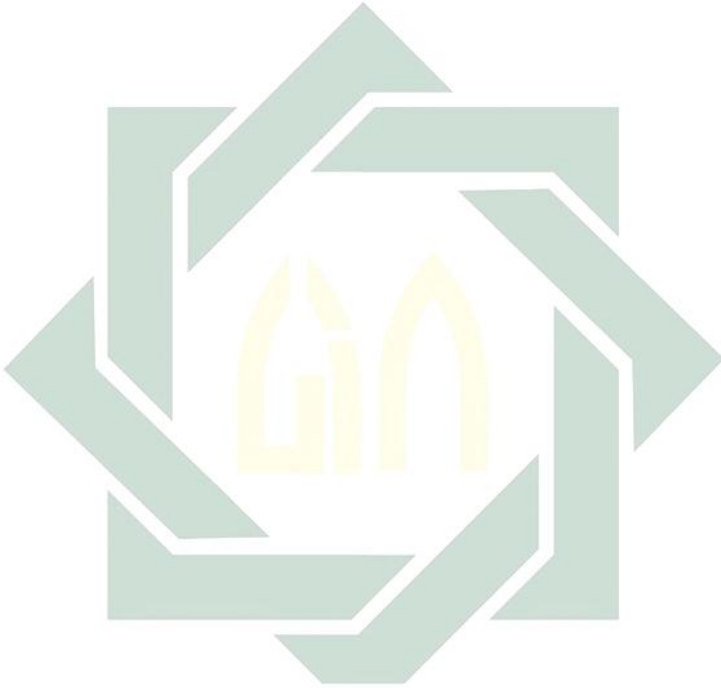
Khasanah, Khozain (2019). Korelasi antara Minat Siswa terhadap Kegiatan Membaca Online dan Kemampuan Menerjemah Mahasiswa Pendidikan Bahasa Inggris di UIN Sunan Ampel Surabaya. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Pelatihan Guru, UIN Sunan Ampel Surabaya. **Pembimbing: Rizka Safriyani, M.Pd., Fitriah, Ph. D**

Kata Kunci: ketertarikan, membaca online, kemampuan menerjemah

Ketertarikan adalah memberikan perhatian and menikmati sebuah aktivitas. Para siswa melakukan apa saja jika mereka tertarik dan tidak akan melakukan apa-apa jika mereka tidak tertarik. Oleh karena itu, minat merupakan aspek penting dari motivasi yang memengaruhi perhatian, pembelajaran, pemikiran, dan kinerja siswa. Sama seperti dalam membaca, siswa lebih suka membaca online karena mereka dapat membaca di mana saja dan kapan saja mereka mau. Namun, ketika mereka membaca informasi online, mereka sering melompat dari sumber ke sumber sampai menjadi pembacaan baru. Semakin banyak mereka membaca online, semakin besar kemungkinan mereka bergerak cepat. Dalam suatu situasi, siswa yang kekurangan kosa kata mereka mendapat kesulitan dalam memahami konten. Namun, para siswa melakukan terjemahan yang melibatkan pemindahan makna yang terkandung dalam satu set tanda bahasa melalui penggunaan komponen kamus. Studi ini berfokus pada mengetahui dan menemukan korelasi antara minat siswa pada membaca online dan kemampuan terjemahan siswa. Penelitian ini adalah penelitian kuantitatif, khususnya penelitian korelasional. Untuk menjawab pertanyaan penelitian, peneliti mengumpulkan data menggunakan tes terjemahan untuk mengukur keterampilan, pengetahuan atau kemampuan dan kuesioner untuk menemukan data numerik minat siswa pada membaca online. Sampel penelitian ini adalah mahasiswa pada semester dua Fakultas Pendidikan Bahasa Inggris di UIN Sunan Ampel Surabaya. Temuan menunjukkan bahwa ada korelasi antara minat siswa pada membaca online dan kemampuan menerjemah siswa. Skor total dari kedua variable dihitung dengan Spearmans', menggunakan SPSS 16.0 for windows. Nilai koefisien ditemukan = 0,033. Ini berarti minat baca dan kemampuan



terjemahan siswa sangat lemah satu sama lain dan tingkat korelasinya rendah. Hasilnya menegaskan teori korelasi Spearmans' bahwa jika korelasi signifikansi  $> 0,05$  itu tidak memiliki korelasi antara dua variabel. Selain itu, hipotesis nol ( $H_0$ ) dari penelitian ini yang menyatakan bahwa tidak ada korelasi antara minat baca siswa pada membaca online dan kemampuan terjemahan siswa, tidak diterima.



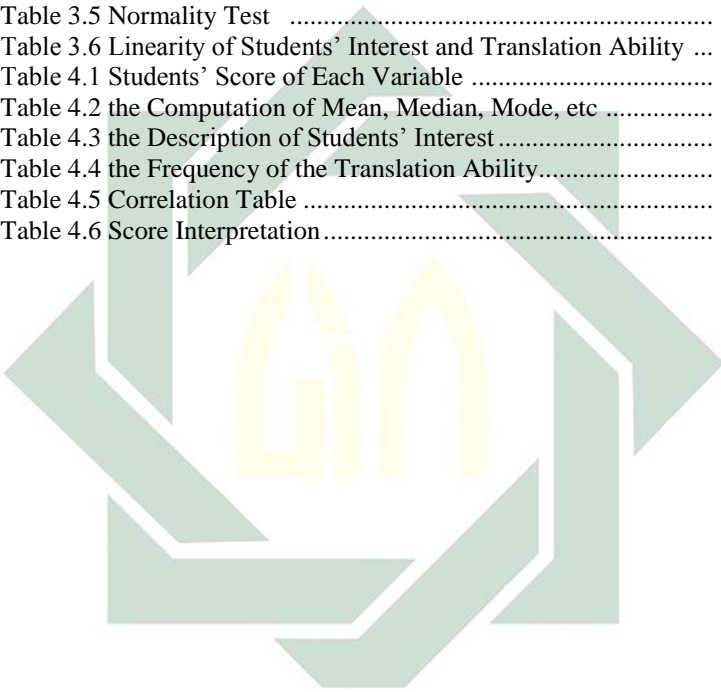
## TABLE OF CONTENTS

TITLE	
PERNYATAAN KEASLIAN TULISAN .....	ii
ADVISOR APPROVAL SHEET .....	iii
EXAMINER APPROVAL SHEET .....	iv
PUBLICATION LETTER.....	v
MOTTO.....	vi
DEDICATION SHEET .....	vii
ACKNOWLEDGEMENT.....	viii
ABSTRACT .....	ix
ABSTRAK .....	xi
TABLE OF CONTENTS .....	xiii
LIST OF TABLES .....	xv
LIST OF FIGURES.....	xvi
CHAPTER I .....	1
A. Research Background.....	1
B. Research Questions .....	5
C. Objective of the Research.....	5
D. Hypothesis .....	6
E. Significance of the Research .....	6
F. Scope and Limitation of the Study .....	7
G. Definition of Key terms.....	7

CHAPTER II.....	9
1. Reading.....	9
2. Online Reading.....	11
3. Interest.....	13
4. Translation Ability.....	17
CHAPTER III.....	21
A. Research Design.....	21
B. Population and Sample.....	21
C. Research Instrument.....	22
D. Data Collection Technique.....	23
E. Data Analysis Technique.....	30
CHAPTER IV.....	37
A. Research Findings.....	37
B. Discussion.....	44
CHAPTER V.....	49
A. Conclusion.....	49
B. Suggestion.....	50
REFERENCES.....	51

## LIST OF TABLES

Table 3.1 Category Score of Likert Scale .....	25
Table 3.2 Specification of Instrument .....	25
Table 3.3 the Scoring Rubric of Translation Ability .....	26
Table 3.4 Interpretation of Correlation .....	30
Table 3.5 Normality Test .....	33
Table 3.6 Linearity of Students' Interest and Translation Ability ...	35
Table 4.1 Students' Score of Each Variable .....	37
Table 4.2 the Computation of Mean, Median, Mode, etc .....	39
Table 4.3 the Description of Students' Interest .....	40
Table 4.4 the Frequency of the Translation Ability.....	42
Table 4.5 Correlation Table .....	44
Table 4.6 Score Interpretation .....	46

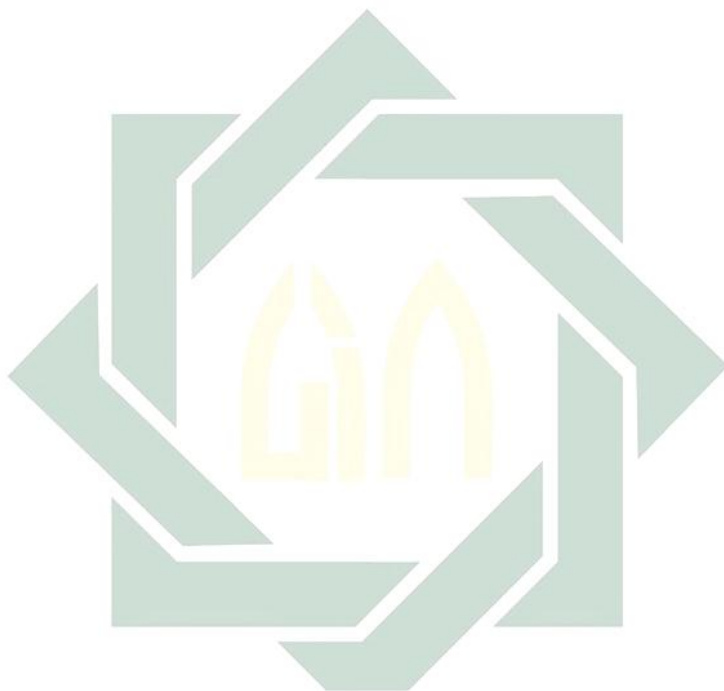




## LIST OF FIGURES

Figure 4.1 the Histogram of Students' Interest on Online Reading Score 41

Figure 4.2 the Histogram of Students' Translation Ability Score ... 43



# CHAPTER I

## INTRODUCTION

### A. Research Background

Nowadays, reading is considered the most important skill for language learners and the essential skill for success in all education contexts, remain of skill of paramount important as we create assessment of general language ability. According to Sharma and Singh reading is a basic tool of education and and of the most important skill in everyday life.<sup>1</sup> It provides that reading is the most essential skill for success in all education contexts, remain of skill of paramount important as we create assessment of general language activity.

In addition, Harry maddox state that reading is the most important skill in study.<sup>2</sup> Based on the explanation above reading is a tool and important skill to collect information which might be needed by them in their field. The result from their reading can be processed as a new knowledge and also used as a problem solver when they probably meet problems in the learning process. Being able to learn and understand in English is very important. By understanding English, students are able to communicate in English and also able to read many kinds of English texts. Students find many texts in English from book, brochures, pamphlets, newspaper, magazine, international books, reading online application. Etc. In this high technology era, we do not feel hard to read. We can read text everywhere if we want and interest to read. The researcher assumes that ability to read English text in any form will give a great deal of advantages in our life.

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<sup>1</sup>Sharma and Singh, "Reading Habits of Faculty Members in Natural Sciences: A case study of university of delhi", Vol. 52, No. 4 (2005), p.1.

<sup>2</sup>HarryMaddox, "Scientifically proven short cuts to better grades on high school and college: How to study", (Pan Books, 1963)

Reading interest is one of the key of someone to be successful in their pursuing knowledge. Interest is powerful factor for increasing reading ability, promoting the reading habit, and producing a generation book lovers. As we know that reading is the need of our life. However, the students' interest in reading is still neglected. They prefer chatting or moving. This bad situation is supported by the condition in the most university that students rarely visit the library to read. Also, there are rarely the book fair, rarely reading contest or books review especially in English books. Students' interest and excitement about what they are learning is one of the most important factors in education. In short, the higher interest will make the readers more creative about reading actively and thinking about what they have read.

The students can be affected in reading by their translation ability, when the students read in English they do not understand what they have read then they transfer into Indonesia. Translation is the process of changing statement that is written or spoken into another language.<sup>3</sup> Longman Dictionary of Contemporary English stated that translation is an act of translating or something that has been translated from one language to another.<sup>4</sup>As we know that translation has good position in teaching learning English as foreign language. Translation ability can improve comprehension, that translation can improve comprehension since it encourages the students to read the passage carefully and precisely at the word, sentence and text level. When a learner tries to read a reading passage in a foreign language, a lot of mental process takes place in their mind. Translation ability is used by students to understand the connection between source language into the target language. It is necessary and natural activity, because in many common places the English words are often met by the students and they need to be decoded to understand the information. Students who have limited vocabulary certainly will get difficulties in understanding the English Language. Now, many books, literature, applications are published in in English. So, the one way for the students understand what they have read is by translation ability.

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<sup>3</sup>Jennifer Bradbery, "*Oxford Advanced Learner's Dictionary*". 2005

<sup>4</sup>Della Summers, "*Longman Dictionary of Contemporary English*"

The previous study which has been read by researcher is about “The correlation between translation ability and reading habit toward writing ability” by Dony Prasetyo M.<sup>5</sup> This study is aimed to find out the correlation between (1) translation ability and writing ability; (2) reading habit and writing ability; (3) translation ability and reading habit toward writing ability. The sampling technique used is cluster random sampling. The researcher used test to obtain the data of students’ translation ability, then questionnaire to obtain the data of students’ reading habit level and test to obtain the data of students’ writing ability. The researcher used *Product Moment* formula to know the coefficient correlation and linear regression to find out the significance correlation between students’ translation ability, reading habit and their writing ability. The researcher concluded that there is significant positive correlation between translation ability and reading habit toward writing ability among the twelfth grade students of MAN 2 Surakarta in the academic year of 2015/2016. It means translation ability and reading habit is a good predictor for the students’ writing ability.

Second, a study by Ewo Priyo Susanto entitled “The correlation between students’ reading interest and students’ reading comprehension”.<sup>6</sup> This study is aimed the relationship between students’ reading interest and students’ reading comprehension. This research was a quantitative research. The sample of the research consisted of thirty students of second grade at SMAN 1 Punggur. The data collecting technique that used were questionnaire and reading test. The design of the research was ex post facto design. The result of this study showed that there was correlation between students’ reading interest and their reading comprehension. By having high reading interest, students were able to read better than those who have low interest.

Third, a study by Ratih Widiyarsari entitled “The correlation between students’ translation ability and reading comprehension”.<sup>7</sup> The aimed of this research is to find out whether there is significant

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<sup>5</sup>DoniPrasetyo M, “*The correlation between translation ability and reading habit toward writing ability*”, (Surakarta,2016)

<sup>6</sup>Ewo Priyo Susanto- Cucu Sutarsyah- Tuntun Sinaga, “*The correlation between students’ reading interest and students’ reading comprehension*”

<sup>7</sup>Ratih Widiyarsari, Ujang Suparman- Sudirman, “*The correlation between students’ translation ability and reading comprehension*”



correlation between students' translation ability and reading comprehension. This was quantitative research applied ex post facto designs. The population of this study was the first grade students of SMA Muhammadiyah 1 Trimurjo. The instruments of this research were and translation and reading comprehension test. The result of this study is there is significant correlation between students' translation ability and their reading comprehension.

Fourth, a study by Chandrawati Setyaning Budi about "A correlation study between the students' translation ability, reading habit and their reading comprehension of tenth grade students of SMA N 1 Kebak kramat in academic year 2007/2008".<sup>8</sup> The result of the research shows that, there is a significant correlation between students' translation ability and reading comprehension. It also shows there is a positive correlation between reading habit and reading comprehension. The coefficient of determination of translation ability and reading habit and reading comprehension is 62.41%. It means that 62.41% variance of reading comprehension is influenced by reading habit and translation ability while the other 37.59% is contributes by other factors.

The relevant study was conducted by Fitriani about the correlation between reading interest and students ability to find the main idea in a short text a study of second year students' at SMAN 4 Malang.<sup>9</sup> This research is conducted to find out the level of reading interest and their reading ability to find main idea in a short text. The target population of this research is the second year students of SMAN 4 Malang, which cover 40 students. The instrument that is used by the writer questionnaire, the writer also used a test of reading. The finding of this research is there is significant correlation between reading interest and students ability to find the main idea in a short text.

Based on the previous study the researcher is interested to investigate how is correlation between students' interest on online reading and students' translation ability. Sometimes we find not all

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<sup>8</sup>Chandrawati Setyaning Budi, "A correlation study between the students' translation ability, reading habit and reading comprehension"

<sup>9</sup>Fitriani, *The Correlation between Reading Interest and Students' Ability to Find the Main Idea in a Short Text a Study of Second Year Students ' at SMA N 4 Malang in the Academic Year of 2007/2008*, (University of Malang:2008).

the students understand what they have read because they lack mastery of vocabulary. Finally, they do translation while reading. This activity can develop student's understanding. The researcher proposes the research untitled "The correlation between students' reading interest and students' translation ability for second semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya.

## **B. Research Questions**

Based on the reason in the background above, the research question is formulated as the following:

1. What is the students' interest on online reading activity of English Language Education Department at Universitas Islam Negeri Sunan Ampel Surabaya ?
2. How is the students' translation ability on online reading activity of English Language Education Department at Universitas Islam Negeri Sunan Ampel Surabaya?
3. Is there any correlation between students' interest on online reading activity and students' translation ability of English Language Education Department at Universitas Islam Negeri Sunan Ampel Surabaya?

## **C. Objective of the Research**

Based on the research question above, the objective of the study is the following:

1. To describe the students' interest on online reading activity of English Language Education Department at Universitas Islam Negeri Sunan Ampel Surabaya.
2. To describe the students' translation ability on online reading activity of English Language Education Department at Universitas Islam Negeri Sunan Ampel Surabaya.
3. To describe the correlation between students' interest on online reading activity and students' translation ability of English Language Education Department at Universitas Islam Negeri Sunan Ampel Surabaya.

#### **D. Hypothesis**

To the hypothesis, the researcher used the simple correlation technique using the person Product moment formula. There are two kinds of hypothesis in this research. They are the alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ). The hypothesis of alternative ( $H_a$ ) says that there is a correlation between students' reading interest on online reading (X) and students' translation ability (Y). When  $H_a$  is changed become null hypothesis ( $H_0$ ), it says that there is no correlation between students' interest on online reading (X) and students' translation ability (Y).

#### **E. Significance of the Research**

The study is intended to know the correlation between students' interest on reading application and students' translation ability. The result of the study is expected to give some benefits theoretically and also practically. Both benefits as follow:

1. Theoretical benefit, this study expected to contribute the larger body of English education knowledge in reading interest on online reading and translation ability.
2. Practical benefit, this study has benefit for the students, English teacher, and the other researchers. Those benefits as follow:
  - a. For the students, the result of the research to give information about the importance of interest on reading online and translation ability. It also gives motivation for students to develop their interest in reading online.
  - b. For the English teacher, the result of the research can be used as input for English teachers to motivate their students to interest on reading online and translation ability.
  - c. For the other researcher, the result of the research gives information for the others who wants to study deeper in English education to know the other factor which can influence reading.

## **F. Scope and Limitation of the Study**

The scope of this study is the students' interest on online reading and students' translation ability. This study is to investigate the relationship between students' interest on reading online application and students' translation ability. This study was used questionnaire (closed ended question) to know the reading interest on online reading, while translation test was used to measure the students' skill on translation. More over translation test used to know the students' skill in translation. Here, the researcher given a short paragraph to the students to translate.

There is some limitation of this study. This study only examines the correlation study which is only looking for the relation between students' interest on online reading and students' translation ability.

## **G. Definition of Key terms**

To avoid the misinterpretation about this study, the researcher explained the several key terms that will use in this study. They key terms are:

### **1. Reading**

Reading is a process to establish a representation of meaning, which involved more than merely identifying the word on page but what must be achieved, is an understanding of the whole sequences of sentence. Furthermore reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

### **2. Online Reading**

Online reading is a digital printing which people tended to browse and scan, to look for keywords, and to read in a less linear, more selective fashion.

### **3. Interest**

Interest is a motivating force which causes individual to give attention to a person, a thing, or an activity. Interest is one way to develop students in reading. By students' interest, they

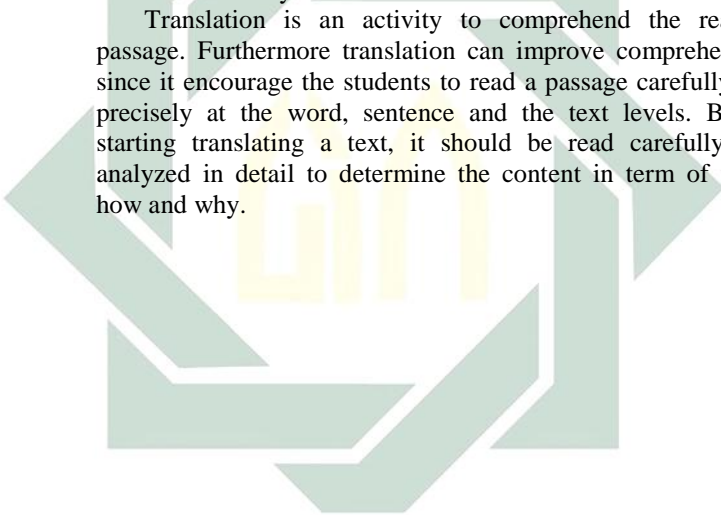


will enjoy and spend their time to read. Interested in something can mean that we care about it, that it is important to us, and that we have (mostly) positive feelings towards it.

Interest can be defined by how often students read about things they are passionate about, spend their free time, and what they are interested in. The students are not disappointed with their English if they are interest in their English reading. If the students have sufficient interest, they will read frequently because they are attracted and forced. Interest is the second factor determines as attitude in working or studying actively. Learning process will run well, if the students have an interest.

#### 4. Translation ability

Translation is an activity to comprehend the reading passage. Furthermore translation can improve comprehension since it encourage the students to read a passage carefully and precisely at the word, sentence and the text levels. Before starting translating a text, it should be read carefully and analyzed in detail to determine the content in term of what, how and why.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Literature

In this research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field.

##### 1. Reading

###### a. Definition of Reading

There are a lot of definitions of reading. Many experts give the definitions about reading. Some of them say reading is the process to get, to understand, to catch the content of the reading by the reader. And some other say that reading is a process to establish a representation of meaning, which involved more than merely identifying the word on page but what must be achieved, is an understanding of the whole sequences of sentence. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Reading is what the reader does to get the meaning he needs from textual sources. According to Patel and Jain, reading means to understand the meaning.<sup>10</sup> It means that reading is way of getting the meaning or knowledge from the printed or online page. By reading the students will know more information. While Lado stated that reading in a foreign language consist of grasping meaning in that language though its written representation.<sup>11</sup>

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<sup>10</sup>M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Jaipur: Sunrise Published and Editor, 2008), p.113

<sup>11</sup>Lado R, "*Reading motivation and Reading comprehension*", (The Ohio State university, 1964), p.132

## b. The purpose of Reading

Everybody may read for many purposes, and that purpose helps to more understand what is read by them. If they are reading for pleasure, enjoyment, they may read either quick or slowly based on the way they like or feel. But if they are reading for study or information such as news, science, which are part of their study or assignment it do very slowly and carefully.<sup>12</sup> Gordon stated about the purposes of reading. He said that in reading, readers are usually at least vaguely aware of their purpose. Readers know that they are reading either because they want to or because they have to and they are aware of the differences in their approaches for each of these purpose.<sup>13</sup>

According to Anderson, there are seven purposes of reading; reading for details and fact, reading for main ideas, reading for sequence of organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.

- 1) Reading for details and fact; reading to know what is done by the subject of the story.
- 2) Reading for main ideas; reading to get problem statement.
- 3) Reading for sequence of organization; reading to know each part of the story.
- 4) Reading for inference: reading to know what is the writer meant by its story.
- 5) Reading for classifying; reading to find unusual things.
- 6) Reading for evaluating; reading to know the value of the story.
- 7) Reading for comparing of contest; reading to compare the way of the story from the way life of the reader.

According to Willian Grabe and Fredricka L.Stoller, there are six categories of purposes for reading;

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<sup>12</sup>:ibid

<sup>13</sup>Gordon R, "*The function of nature of imagery*", (New york: Academic press 1972), p.64

- 1) Reading to search for information  
When a reader wants to find specific information, a reader should engage in search process that usually include scanning and skimming. The combination of it can build a simple quick understanding of the text allow the reader to search for information and identifying a specific form.
- 2) Reading for quick understanding  
A reader skims when a reader wants to determine what a text is about and whether or not a reader wants to spend more time reading it.
- 3) Reading to learn  
A reader reads to learn when the information in the text is identified as important aspect and when the information will be used for some task or may be needed in future.
- 4) Reading to integrate information  
This purpose represents a more complex and more difficult task than reading to learn.
- 5) Reading to evaluate, critique, and use information  
Sometimes reader are asked to evaluated and critique information from multiple texts, required to make decision about which aspect of the text are most important, the most persuasive or most controversial.
- 6) Reading for general comprehension (in many cases, reading for interest or reading to entertain).  
It is the most common purpose for reading among fluent readers, and it is default assumption for the term reading comprehension. It takes place as a reader reads a good novel, an interesting magazine, etc.<sup>14</sup>

## 2. Online Reading

Online reading is the process of extracting meaning from a text that is in a digital format, also called digital reading. Most

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<sup>14</sup>William Grabe and Fredricka L. Stoller, *“Teaching and Researching Reading”*, 2<sup>nd</sup>ed. Great Britain, 2011

researchers agree that the experience of reading online (whether on a PC or a mobile device) is fundamentally different from the experience of reading print materials. Unlike reading print sources, online reading is nonlinear. When people read a book or an article in print, they follow a reading sequence- beginning at the start of the text and progressing through the text systematically. However, when people read information online, they frequently jump around from source to source using hyperlinks that direct them to a different web page.<sup>15</sup>

In other word, online reading may be defined as the experience of “text-plus” media by individuals and groups in digital, networked information environments. The “plus” indicates the zone of negotiation of mutation, adaptation, cooptation, hybridization, etc. by which the older dialogue among print, writing, orality, and audiovisual media commonly called “text” enters into new relations with digital media and with networked communication technologies.

Online reading has taken prominence, let’s take a quick look at the differences between online reading and offline reading.

**Online Reading-** Textual random reading- Hyperlinks facilitate easy looking back- Search and find provision available- Easy to store or carry- Needs power back up.

**Offline Reading-** Textual linear reading- Look through read pages when in doubt- Time consuming- Sometimes bulky and difficult to carry- Does not needs power back up.

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<sup>15</sup>Christine Evans Carter, *Mindscapes: critical Reading skills and Strategies*, 2<sup>nd</sup> ed. Wadsworth, Cengage, 2014

Offline reading means carry the book on move. It becomes difficult as it is both bulky and time consuming. A book often does not give meanings of basal of words for which is not recommended. Offline reading is directional and may have only one topic to move forward. References provided need another book or article to be read to understand the base of the material.

Online reading can be called as multidimensional. Words and phrases which are difficult can be searched either through hyperlinks provided by the author or in the very next tab opened besides the reading article. Online reading is becoming more operative due to the very ease of carrying. Space and storage has shrunk, and a library load of books can be accommodated in a mobile phone or a USB. The major advantage of online reading is in the availability of multitude of media plugins along the reading material. Articles embedded with podcasts, videos give the reader an experience that helps them reinforce their reading. Online reading facilitates 'zoom' option for better visual experience.<sup>16</sup>

### 3. Interest

There are some experts who defines about interest. Interest is an enduring characteristic expressed by a relationship between a person and a particular activity or object. Interest is the feeling of wanting to give your attention to something or wanting to be involved with and to discover more about something<sup>17</sup>.

It can be said that the word interest may be used to refer to motivating force which causes individual to give attention to a person, a thing, or an activity. However students are personally interested in a certain activity or topic, they will direct energy toward learning, which, in turn, should result in higher

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<sup>16</sup> EdTechReview

<sup>17</sup> "Cambridge Advanced Learners' Dictionary", (Cambridge University Press 2005), P.666



performance with less effort<sup>18</sup>. Hilgard argued that interest is situation or condition of paying attention and enjoying in some activities and contents.<sup>19</sup> This definition tells us that an interest is shown by paying attention and enjoyment in any activity. Interest is always followed by feelings of pleasure and from there can be obtained satisfaction. Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good, because there is no appeal to it. So that the students have interest, should be given things that are interesting in the learning process.

Suzanne Hidi defined interest as a unique motivational variable, as well as a psychological state that occurs during interactions between person and their objects of interest, and it is characterized by increased attention, concentration and affect.<sup>20</sup> It means that interest can influence the students' mindset become positive in learning process. The positive mindset gives more attention and concentration for the students in certain subject matter.

Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good. Learning process will go well if someone has an interest. The student who has an interest in learning a subject matter, will comprehend the material at a deeper level than the students who has not.

The level of interest is different in each of person. It depends on how the interest develops in their selves. There are several factors that are caused someone who has high interest

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<sup>18</sup>Hidi S and Renninger K A, "*The four- phase model of interest development. Educational Psychologist*" (2006) p. 113

<sup>19</sup>Slamento, *BelajardanFaktor-Faktor yang Mempengaruhinya*, (Jakarta: RinekaCipta, 2003), p.57

<sup>20</sup>Suzanne, Hidi, Interest: A unique motivational variable, *Educational Research Review*, 1(2), 2006, p. 70

and who has low interest. Cawley and Mountain identified six factors that influenced the development of person's interest.<sup>21</sup>

a. The influences' factors of person's interest development:

- 1) Previous Experience  
Students will develop their interest toward something that they have been experienced.
- 2) Self- Concept  
Students may reject information that feels threatened; otherwise the student may receive it if it is felt useful and help them to improve their skill.
- 3) Value  
Students' interest arises if a subject is presented by an authoritative people.
- 4) Understandable Subject  
Information that is easily understood by students may attract their interest.
- 5) The level of Pressure Involvement  
If students feel that they have some rate options and is less pressure, their reading interest may be higher.
- 6) The Complexity of subject material  
Students who are better intellectually and psychologically flexible are more attracted to something more complex. Based on theories states, it can be inferred that interest includes; previous experience, self- concept, values, understandable subject, level of pressure involvement, and complexity of subject material.

b. The Types of Interest

According to Alderma, interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn of perform well if they are uninterested.<sup>22</sup> Therefore, interest is an important

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<sup>21</sup>Crawley, S.J, & Mountain, L, *Strategies for Guiding Content Reading*, (Boston: Allyn and Bacon, 1995), p.12

<sup>22</sup>M. Kay, Alderma, *Motivation for Achievement: Possibilities for Teaching and Learning*, (New Jersey: Lowrence Erlbaum Assosiates, 2004), p.241

aspect of motivation that influences attention, learning, thinking and performance of the students. There are two types of interest:

1) Personal Interest

Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. Personal interest assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, computers.

2) Situational Interest

Situational interest is more temporary and specific situation of attention to a topic. It is more contextual dependent or specific than personal interest. It result from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting text, media, presentation, and the like. It may trigger the students interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interest students bring with them.<sup>23</sup>

From the explanation above the similarity between personal and situational are: First, both situational and personal interest result in the psychological state of interest that involves increased attention and cognitive functioning, persistence and has an affective component. Second, personal and situational interest emerge from the interaction of the person and certain aspects of the environment and are content specific.

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<sup>23</sup>M. Kay, Alderma, *Ibid.*

### c. The Importance of Interest

Interest play an important role in a person's life and have a great impact on the person's behavior, and attitudes at all ages. Interest also provide some feeling as follows:

#### 1) Interest provide a strong motivation to learn

Learning experiences is a teachable moment. It means that the time when children are ready to learn because they are interested in what learning will bring them in personal advantages and satisfaction.

#### 2) Interest influences the form and intensity of student's aspiration

The more convinced about what they want in their future, the greater interest will be in their activities.

#### 3) Interest add enjoyment to any activity the individual engage

It means that if they are interested in an activity, their experiences will be higher and more enjoyable in results, and of course to their achievement.

## 4. Translation Ability

### a. Definition of Translation

Translation is the process of changing speech or writing from one language into another language.<sup>24</sup> According to Sugeng Hariyanto, translation is an operation performed on language, a process of substituting a text in one language for a text in another<sup>25</sup>. Furthermore, Bassnett suggests that translation involves the transfer of meaning contained in one set of language sign through component use of dictionary and the process also involves a whole set extra linguistic criterion<sup>26</sup>.

Translation is the expression in another language (or target language) of what has been expressed in another,

<sup>24</sup>HaslineHaroon, "The Sustainabile of The Translation Field", (2009)

<sup>25</sup>SugengHariyanto, " Website Translation(with special reference to English- Indonesia language pair) ", p.20

<sup>26</sup>Susan Bassnett, "Translation studies" (1991), p. 13

source language, preserving semantics and stylistic equivalence. Translation consist in producing in the receptor language the closest natural equivalent to the message of the source language, first in meaning and secondly in style<sup>27</sup>. In other word, translation is general term referring to the transfer of thoughts and ideas from one language (source) to another target whether the language are in written and oral.

For some definition of translation above, it can be concluded that translation is a process of replacement of a text in one language by an equivalent text in another language and the skill of understanding the source text and rendering it into target language.

#### b. Types of Translation

There are three types of translation:

- 1) Intra-lingual Translation  
An interpretation of verbal signs by means of other signs in the same language.
- 2) Inter-lingual Translation  
An interpretation of verbal signs by means of some other language
- 3) Inter-semiotic Translation  
An interpretation of verbal signs by means of sign of nonverbal sign system<sup>28</sup>.

Catford explained that the type of translation divided into three as follow:

- 1) Word for word Translation  
The word-for-word translation is nearest with the source language. The word and sentences translated by using basic meaning and without concern of context.
- 2) Literal Translation

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<sup>27</sup>Nida, "On translation: Problem and Techniques of Translation with special" (1975), p.33

<sup>28</sup>EsperancaBielsa, "Cosmoplitanism and Translation: Investigations into the Experience of the foreign", (2006) p. 124

Literal translation is similarity translated by word-for-word translation then the translator make change in conformity with the target language grammar.

3) Free Translation

Free translation is generally mentioned that the source language text is replaced into the target language by using own word.

4) Idiomatic Translation.

Idiomatic translation is a group of words whose meaning is different from the meanings of the individual words.

From all the types of translation, the researcher used the type of Catford as the indicators to test the students' translation ability. The test is objectives test and the type is multiple choice type so every items of question will have one the right answer from four possible answer a, b, c and d.<sup>29</sup>

c. The Process of Translation

In this model, source language surface elements (grammar, meaning, connotations) are analyzed as linguistic kernel structure that can be transferred to target language and restructured to form target language surface elements.

1) Analysis

Analyzing of the source text is realized in reading text activity of source language intended to comprehend the content, grammatical sentences clauses, phrases and words.

2) Transfer

After the material which have analyzed and understanding the meaning is constructed in his mind, the next step is to transfer the content, the meaning, and the message of the source language into the target language.

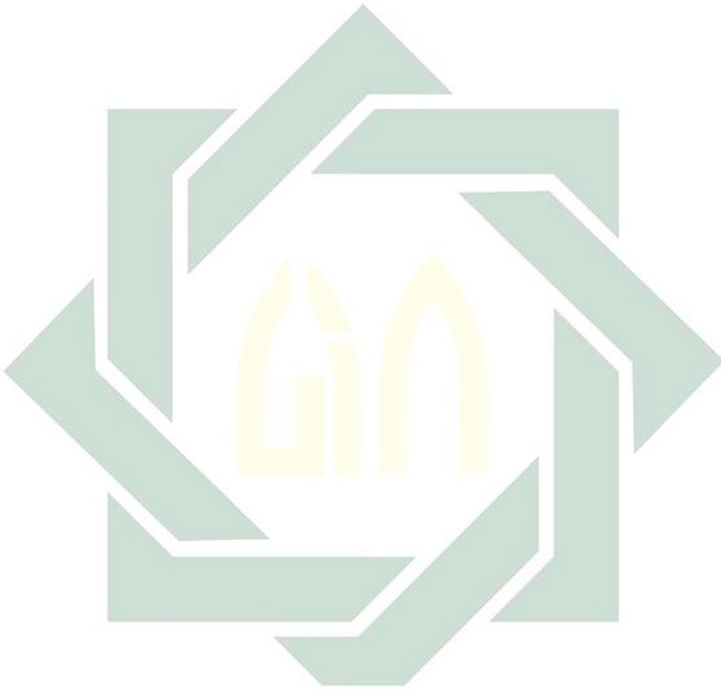
3) Restructuring

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<sup>29</sup>Catford, "*The Ashgate Handbook of Legal Translation*", (1965), p.25



Restructuring is the process of transforming the source language message into a proper stylistic form in the target language. For the last stage, the purpose of the restructuring is to get the final acceptable message fully in the receptor or target language.



## CHAPTER III

### RESEARCH METHOD

This chapter describes the method used in this study, including the research design, population and sample, research instruments, data collection, and data analysis techniques.

#### A. Research Design

The research design of this study is the correlation. Correlation is one of the types of quantitative research. This research consists of two variables independent (X) and dependent (Y). This research is to investigate the correlation between students' interest on online reading and students' translation ability. There is two variable in this research, independent and dependent. Students' interest on online reading is an independent variable and students' translation ability is as the dependent variable. According to Creswell, correlation study is used when researcher relates the two variables and share common variance, or they varied together.<sup>30</sup> This design use to find out the relation between two or more variables to see the influence of each other.

#### B. Population and Sample

A population is the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events object.<sup>31</sup> In other words the population is a collection of all measurements, objects, or individuals that are being studied. If every human gives a data, then the number or size of the population will be the same as the number of humans.<sup>32</sup> The population of this research is the students in second semester of English Teacher Education Department at UIN Sunan Ampel

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<sup>30</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (2013), p. 338.

<sup>31</sup> Donald Ary et al, "*Introduction to Research in Education*", 8<sup>th</sup> Edition (Belmond, CA: Wadsworth, 2010), p.647

<sup>32</sup> S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT RinekaCipta, 2004), p.118

Surabaya. The total population of the second semester consist of 83 students' academic year 2018/2019.

In deciding the sample, the researcher used a simple random sampling method by choosing individuals. Simple random sampling method is the selection of sample is through choosing at random from a population the required number of sample.<sup>33</sup> It means that simple random sampling is the sampling technique where we select a group of subjects for study for a larger group. Each individual is chosen entirely by chance and every possible sample of a given size has the same chance of selection. The larger sample size of the population is better, but there is a minimum number of limits that must be taken by the researcher, as many as thirty samples for research that used statistical data analysis.<sup>34</sup> In this research, the researcher takes 36 students of English Teacher

### C. Research Instrument

According to Arikunto, research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed.<sup>35</sup> In this research, the writer used two instruments as follows:

#### 1. Translation Test

Arikunto defines a test is a series of question which is used to measure the skill, knowledge or ability that is possessed by individual or group.<sup>36</sup> Djwandono stated that there are two kind of test based on the way of scoring, they are objective and subjective tests.<sup>37</sup> Objective test is a form of questioning which has single correct answer. Then, the subjective test is a form of questioning

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<sup>33</sup>Louhis Cohen- Lawrence Manion- Keith Morrison, "*Research Methods in Education*", (London: Routledge, 2009), p.100

<sup>34</sup>Louhis Cohen- Lawrence Manion- Keith Morrison, *ibid*

<sup>35</sup>Arikunto Suharsimi, "*Prosedur Penelitian Suatu Pendekatan Praktik*", (Jakarta: Rineka Cipta 2002), p.136

<sup>36</sup>Arikunto Suharsimi, "*Prosedur Penelitian Suatu Pendekatan Praktik*", *ibid*

<sup>37</sup>M Soenardi Djwandono, "*Tes bahasa: Pegangan bagi pengajar bahasa*", (Jakarta Indeks 2008)

which may have more than one correct answer (or more than one way of expressing the correct answer).

In this research, the researcher used translation test to measure whether students' translation ability is high or low, the student will translate English text to Indonesia. The title of the test is about Qur'an which the translation test is only 9 lines. (*see Appendix 2*)

## 2. Questionnaire

Questionnaire is a tool in gathering information through written questions, it is one of the most widely used social research technique. Arikunto stated that questionnaire is a list of question that given to the persons to give their responses concerning the questions.<sup>38</sup> Based on the definition above, it can be concluded that questionnaire is a list of questions that given to the respondents of the research in order to collect the information (data) about the respondents through their responses concerning the questions. In this research, questionnaire is used to find numerical data of students' interest on reading online. The researcher used close-ended questionnaire that made it by her self

## D. Data Collection Technique

The data require undertaking the finding of this study. The data collection techniques that are used in this research are as follow:

### 1. Questionnaire

A questionnaire is a technique or a method of data collection indirectly, it means that the researcher is not directly asked to the respondent.

According to Arikunto, there are three points of view about the kinds of questionnaire, those are:

- a. Viewed from the way to answer:
  - 1) Open questionnaire means gives the opportunity to the respondents to answer the questions based on their own sentence.

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<sup>38</sup>Arikunto Suharsimi, "*Manajemen Penelitian*", Edisi revisi (Jakarta: Rineka Cipta 2005),p.102

- 2) Closed questionnaire means there were some available answer, so the respondents only choose of the answer.
- b. Viewed from the given answer:
- 1) Direct questionnaire, the respondents directly answer about their self.
  - 2) Indirect questionnaire, the respondents answer about someone's self.
- c. Viewed from its form:
- 1) Multiple choice questionnaire, there were some available answer, so the respondents only choose of the answer.
  - 2) Essay questionnaire, the respondents answer the questions based on their own sentences.
  - 3) Check list, a list that respondent only give a check (√) on the column that they agree with.
  - 4) Rating scale is a list of question followed by columns which indicate various levels such as; very agree, agree, abstain, disagree, and very disagree.<sup>39</sup>

In this research, the questionnaire is given to the students to find the numerical data of students' reading interest. Based on the types of questionnaire above, the researcher used direct questionnaire in the form of rating scale. The researcher used Likert scale as the rating scale of the questionnaire. According to Sugiyono, Likert scale is used to measure attitude, opinion, people or groups perception about social phenomenon.<sup>40</sup> The way to score the questionnaire is as follows:

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<sup>39</sup>Arikunto Suharsimi(2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: RinekaCipta

<sup>40</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*, 2008, p. 136

**Table 3.1 Category score of Likert Scale**

<b>Option/ Statement</b>	<b>SS</b>	<b>S</b>	<b>KS</b>	<b>TS</b>	<b>STS</b>
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Then there are five alternatives of answer namely, "strongly agree (sangat setuju(SS)), agree (Setuju (S)), not really (kurang setuju(KS)), disagree (tidak setuju(TS)), and strongly disagree (sangat tidak setuju(STS)).

The questionnaire has three specifications those are: enjoyment, attention, and curiosity.

**Table 3.2 Specification of Instrument**

<b>No</b>	<b>Indicator</b>	<b>Total</b>		<b>Item Number</b>
		<b>Positive</b>	<b>Negative</b>	
1	Enjoyment	6	2	1, 2, 3, 4, 5, 6, 7, 8
2	Attention	8	1	9, 10, 11, 12, 13, 14, 15, 16, 17
3	Curiosity	6	2	18, 19, 20, 21, 22, 23, 24, 25
<b>Total</b>		<b>20</b>	<b>5</b>	



## 2. Translation Test

A test is a method of measuring a person's ability, knowledge, or performance in a given domain. And the translation test is to measure which student translation ability is high or low, the students asked to translate English text into Indonesian.

Translation is transferring or reproducing from written source language to written target language to written target language meaning which have the closest equivalence. In this research, the researcher only restricts translation only in transferring English text into Indonesian. To assessing translation, the good translation must develop three qualities to all language learning as follows:

- a. Accuracy  
Understanding the message of the source language and express the message into target language.
- b. Clarity  
It refers to clear choice in target language. The form of language usage should be easy to understand as the source language itself.
- c. Naturalness  
The equivalent should not be foreign. The result of the translation should not sound 'strange' of foreign but it should 'flow easily' or sound natural so the readers can understand them easily.

**Table 3.3 the Scoring Rubric of Translation Ability  
The Scoring Rubric of Translation accuracy<sup>41</sup>**

Translation Category	Score	Quality Parameter
Accurate	3	The meaning of the words, technical terms, phrases, clauses, sentences or

<sup>41</sup>Doni Prasetyo M, "The correlation between translation ability and reading habit toward writing ability", (Surakarta,2016)

		the text of source language transferred accurately into the target language; distortion does not occur at all meaning
Less Accurate	2	Most of the meaning of words, technical terms, phrases, clauses, sentences or the text of source language text already transferred accurately into the target language. However, there are still distortions of meaning or translation double meaning (taksa) or there are meanings that are eliminated, which interferes the integrity of the message.
Not Accurate	1	The meaning of a word, a technical term, the phrase, clause, sentence or the text of source language was transferred in inaccurate into target language or being eliminated (deleted)

### The Scoring Rubric of Naturalness translation

Translation category	Score	Quality Parameter
Natural	3	Translation felt natural; technical terms used it was commonly used and familiar for an audience; the phrase, clauses and phrases used is in line with Indonesian language norms.
Less natural	2	In general translation has felt inalienable; but there is a little problem in the use of technical terms or occurring a small miscalculation grammatical.
Not Natural	1	Translation not by natural causes or felt like the translation; a technical term used unorthodox used and not familiar to readers; phrases, clauses and phrases used not in accordance with Indonesian language norms.

### The Scoring Rubric of legibility translation

Translation category	Score	Quality Parameter
High legibility	3	Words, technical terms, phrases, clauses, sentences or

		text translation can be understood easily by the reader.
Medium legibility	2	In general translation can be understood by the reader; but there are certain part which have to be read more than one time to understand the translation.
Low legibility	1	Translation hard to be understood by the reader.

NO	Aspects which are measured	Total Score
1	Accuracy	3
2	Naturalness	3
3	Legibility	3
Total		9

### 3. Correlation

After the data of students' interest and translation ability score have been collected, the score of those are analyzed to determine whether there is a correlation between the two variables covered in this study. To find out the two variables, the Spearman correlation was employed. In addition, SPSS used to assist the writing in analyzing the data of this study.

The degree of correlation is presented by correlation coefficient or  $r$ . the range of  $r$  is from  $-1 \leq r \leq +1$ . If the values of  $r$  are close to 1, it means the correlation is strong. If the value of  $r$  is positive, that means the correlation is positive: if the value of variable  $x$  increases, the value of variable  $y$  will also increase. Meanwhile, if the value of  $r$  is negative, that means the correlation is negative: if the value of variable  $x$  increases, the value variable  $y$  will decrease.

**Table 3.4 Interpretation of Correlation**

<b>The Correlation Coefficient</b>	<b>Interpretation</b>
0,00 – 0,199	Very low correlation
0,20 – 0,399	Low correlation
0,40 – 0,599	Moderate correlation
0,60 – 0,799	High correlation
0,80 – 1,000	Very high correlation

The table above represents the interpretation of the correlation coefficient value ( $r_{xy}$ ). If the value of  $r_{xy}$  is between 0.90 – 1.00, it means that the both of variables analyzed have very high correlation; while if the  $r_{xy}$  score gained ranges between 0.00 – 0.19, it can be interpreted that the relationship between the two variables analyzed is very low.

#### **E. Data Analysis Technique**

After collecting the data, the next step is analyzing the data in order to know is there any correlation between students' interest on online reading activity and students' translation ability. For the first, the researcher will check the completeness of the data then give scoring toward the questionnaire and translation test. Next, the researcher processing the data, as follows:

1. Descriptive Analysis
  - a. Mean  
Mean is the average value of a data group. To gain the value of mean, the researcher uses a formula, as follow:
  - b. Median  
Median is the central value of a data group, which is in the middle between the lowest and the highest scores.
  - c. Mode  
Mode is the most frequent value of a data group. It is gain by counting the similar data and finding the highest.
  - d. Range  
Range is the gap between the highest and the lowest value in a data group.
  - e. Standard Deviation

Standard Deviation is the distance of an individual value from the mean.

The researcher used SPSS 16.0 for windows to analyze the data description, the steps of program SPSS 16.0 are:

- 1) Open program SPSS 16.0 for windows.
- 2) Make variable by clicking tab variable view.
- 3) Write the name of column in first line y and second column x.
- 4) Change the column of decimals column becomes 0.
- 5) Write the label column in first line Students' Translation Ability and second line is Students' reading interest. As follow:
- 6) Open data view, input the data in the variable. As follow:
- 7) Click Analyze –Description Statistics – Frequencies
- 8) Click Statistics, then checklist Mean, Median, Mode, Sum, Std. deviation, variance, Range. As follow:
- 9) Click continue – Charts – checklist Histograms – continue
- 10) Click OK.

### Statistics

		Students' Translation Ability	Students' Interest on Online Reading
N	Valid	36	36
	Missing	0	0
Mean		49.00	85.67
Std. Error of Mean		1.363	1.041
Median		54.00	86.00
Mode		54	89
Std. Deviation		8.177	6.247
Variance		66.857	39.029



Range	36	30
Minimum	27	72
Maximum	63	102
Sum	1764	3084

## 2. Analysis Pre-requirement Test

Before doing the analysis to know the correlation between students' reading interest on online reading activity and students' translation ability, it is needed to do an analysis pre-requirement test consisted of normality test and linearity test. Arikunto states that normality and linearity test is used to check the validity of a sample to be treated.<sup>42</sup>

### a. Normality Test

Normality test is used to test whether a variable is normal or not. Normal here means if the data have a normal distribution. The main reason of conducting normality testing in a research, the researcher want to know whether the population or data involved in the research is in normal distribution. There are two kinds of testing of normality data in this research, normality of students' interest on online reading and students' translation ability. Here, the researcher use Shapiro- Wilk statistic to measure the normality. The distribution of scores indicated as normal if the value of Sig is more than 0.05.

The researcher used SPSS 16.0 to do normality test which is Analyze-Descriptive Statistic-Explore-Plots Normality Plots with Test, the steps as follows:

- 1) Open program SPSS 16.0 for windows.
- 2) Make variable by clicking tab variable view.
- 3) Write the name of column in first line y and second column x.
- 4) Change the column of decimals column becomes 0.

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<sup>42</sup>Arikuntosuharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 314

- 5) Write the label column in the first line is students' translation ability and the second is students' reading interest.
- 6) Open data view, input the data in the variable.
- 7) Then click Analyze → Descriptive Statistics → Explore.
- 8) Dialog explore, click control and experimental variable then click plots as follow:
- 9) Then input into dependent list. Then checklist the normality plots with test.
- 10) Click continue → OK

From the calculation using SPSS 16 for windows, the Sig. Value of reading interest on online reading activity is 0.371 and the Sig. Value for students' translation ability is 0.001 which indicates that the distribution of students' interest is normal and students' translation ability is not normal. Hence, this study used Spearmans' correlation in order to look for the correlation between students' interest on online reading activity and students' translation ability.

**Table 3.5 Normality Test**

	Shapiro-Wilk		
	Statistic	df	Sig.
Students' Translation Ability	.879	36	.001
Students' Interest on Online Reading	.968	36	.371

a. Lilliefors Significance Correction

Hypothesis:

Ho: Data of Y is not normally distributed

Ha: Data of X is normally distributed

Criteria of the test:

Ho is accepted if probability (sig.) > 0.05

$H_a$  is accepted if probability (sig.)  $< 0.05$

b. Linearity Test

Linearity testing is purposed to know whether two variables which will be done by statistical analysis correlation show the linear relationship or not. If the data is not linear, the regression analysis cannot be used. To compute the linearity testing, the researcher used F test at the level significant  $\alpha = 0.05$  through SPSS 16 for windows.

The researcher used SPSS 16.0 to do normality test which is Analyze-Compare Means-Means, the steps as follows:

- 1) Open program SPSS 16.0 for windows.
- 2) Make variable by clicking tab variable view.
- 3) Write the name of column in first line y and second column x.
- 4) Change the column of decimals column becomes 0.
- 5) Write the label column in first line students' translation ability and second line is students' reading interest.
- 6) Open data view, input the data in the variable.
- 7) Then click Analyze → Compare Means → Means.
- 8) Appears a box enter Y into dependent list and X into independent list.
- 9) Click option, select test of linearity, and then click continue.
- 10) Click continue → OK

**Table 3.6 Linearity of students interest (X) and Translation ability (Y)**

			Sum of Squares	df	Mean Square	F	Sig.
Students' Translation Ability *	Between Groups	(Combined)	1189.800	16	74.363	1.228	.331
		Linearity	132.852	1	132.852	2.195	.155
		Deviation from Linearity	1056.948	15	70.463	1.164	.372
Students' Interest on Online Reading	Within Groups		1150.200	19	60.537		
	Total		2340.000	35			

Based on the table tests of linearity above the linearity testing from students' interest and translation ability for  $N=36$  at the level significance  $\alpha=0.05$  is 0.155. The result shows that the linearity testing from students' interest and translation ability score for the second semester is linear because the significance is higher than 0.05.

### 3. Interpreting the data

In order to interpret the data of this correlational study, Spearman's Correlation is used in this research. Based on the normality test that has been done, it indicates that the data distribution in this study is indicated as normal and not normal. The Spearman's is done using SPSS 16 for windows to look for correlation between students' interest on online reading activity and students' translation ability. The level of significance ( $\alpha$ ) used in this study is 5% ( $\alpha=0.05$ ). Then, testing the hypothesis of the study is important to conclude the findings if there is any correlation between students' interest on online reading activity and students' translation ability. The direction of correlation between two variables was also examined (positive or negative correlation).

The researcher used SPSS 16.0 to check the correlation which is Analyze – Correlate – Bivariate, the steps as follow:

- 1) Make variable by clicking tab variable view.

- 2) Write the name of column in first line y and second column x.
- 3) Change the column of decimals column becomes 0.
- 4) Write the label column in first line students' translation ability and second line is students' reading interest.
- 5) Open data view, input the data in the variable.
- 6) Then click Analyze → Correlate → Bivariate.
- 7) Appears a box enter variables box → Select Spearman's, two-tailed and Flag significant correlations → click OK.
- 8) After which it will appear SPSS output.

### Correlation

			Students' Translation Ability	Students' Interest on Online Reading
Spearman's rho	Students' Translation Ability	Correlation Coefficient	1.000	.356*
		Sig. (2-tailed)	.	.033
		N	36	36
	Students' Interest on Online Reading	Correlation Coefficient	.356*	1.000
		Sig. (2-tailed)	.033	.
		N	36	36

\*. Correlation is significant at the 0.05 level (2-tailed)

After analyzing the data using the formula above, the researcher can get the result about the students' reading interest on online reading activity and students' translation ability. This data will be compared with the hypothesis it will be accepted or rejected, and the statement of problem will be answered.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the finding and discussion of this research. It will report the finding and the result of the data collection. The chapter also presents the data analysis and discussion descriptively.

#### A. Research Findings

##### 1. The Description of the Data

The researcher described the data score from questionnaire and translation test to know the correlation between students' interest on online reading and students' translation. Then, this section presents the data findings and discussion of two variables, which are students' interest on online reading ( $x$ ) and students' translation ability ( $y$ ). The data of variable  $x$  were obtained from the questionnaire. The questionnaire was completed by 36 students from second semester. Based on theory of random sampling by Sugiyono the respondent in correlation is lead 30 students.

The researcher collected the data online on Tuesday 2th of July 2019 for students in second semester of English Teacher Education Department at UIN Sunan Ampel Surabaya academic year 2018/2019. The score of each variable were presented in table 4.1.

**Table 4.1 Students score of Each Variable**

No	Students	Score	
		Interest	Translation ability
1	S1	83	54
2	S2	92	54
3	S3	89	63
4	S4	82	54
5	S5	89	63
6	S6	85	54
7	S7	89	63
8	S8	72	54
9	S9	78	45

10	S10	86	36
11	S11	86	54
12	S12	102	45
13	S13	82	36
14	S14	81	45
15	S15	84	54
16	S16	87	45
17	S17	78	54
18	S18	85	45
19	S29	80	45
20	S20	78	54
21	S21	89	54
22	S22	87	45
23	S23	94	54
24	S24	82	45
25	S25	88	54
26	S26	83	45
27	S27	83	36
28	S28	98	45
29	S29	98	54
30	S30	87	54
31	S31	88	45
32	S32	80	45
33	S33	89	54
34	S34	88	27
35	S35	76	36
36	S36	86	45

The result of the data were presented in the form of mean, median, mode, standard deviation, the highest, the lowest score, and range complete with table and histogram. The computation of mean, median, mode, etc. the researcher used SPSS16.00 for windows and the result is as follow:

**Table 4.2 The Computation of Mean, Median, Mode, etc.**

	Students' Translation Ability	Students' Interest on Online Reading
N Valid	36	36
Missing	0	0
Mean	49.00	85.67
Std. Error of Mean	1.363	1.041
Median	54.00	86.00
Mode	54	89
Std. Deviation	8.177	6.247
Variance	66.857	39.029
Range	36	30
Minimum	27	72
Maximum	63	102
Sum	1764	3084

The obtained data from each variable can be described as follows:

a. The Data of Students' Interest on Online Reading (X)

The data of the students' interest were collected by using a questionnaire. The questionnaire consists of 25 items which are valid. The respondent who did the test is 36 students for the second semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya as the sample of the research. From the result of the questionnaire, we know that the highest score is 102 and the lowest score is 72, so the range is 30. It can be concluded that there is significant difference between the highest and the lowest score of Students' interest on online reading with the range 30. Then the sum score of Students' interest on online reading is 3084. Meanwhile the mean score of Students' interest on online readings 85.67; it means that the mean score of Students' interest on online



reading are good. Table 4.2 also shows the standard error mean is 1.041, the median score is 86.00. In addition, the mode score is 89. In the mode score, most students got 89 scores; it means that there are a lot of students who are frequently interest on online reading. And the variance is 39.029, and the standard deviation is 6.247. It can be concluded that the ability of the students' in answering questionnaire interest on online reading is various. The frequency of the distribution of the scores can be seen on the following table:

**Table 4.3 The Description of Students' interest on Online Reading**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	72	1	2.8	2.9
	76	1	2.8	5.7
	78	3	8.3	14.3
	80	2	5.6	20.0
	81	1	2.8	22.9
	82	3	8.3	31.4
	83	3	8.3	40.0
	84	1	2.8	42.9
	85	2	5.6	48.6
	86	2	5.6	54.3
	87	3	8.3	62.9
	88	3	8.3	71.4
	89	5	13.9	85.7
	92	1	2.8	88.6
	94	1	2.8	91.4
	98	2	5.6	97.1
102	1	2.8	100.0	
<b>Total</b>	<b>35</b>	<b>97.2</b>	<b>100.0</b>	
<b>Missing</b>	<b>System</b>	<b>1</b>	<b>2.8</b>	
<b>Total</b>	<b>36</b>	<b>100.0</b>		

Based on the data above, we can know that there is one student who got 72 for his interest on online reading score and it certainly will be the lowest score. Furthermore, there is one student who got 102 for their interest on online reading score and it certainly will be highest score of students' interest on online reading of the questionnaire. From the highest score and the lowest score we can know the range of the data, the range is the highest score minus the lowest score and the result is  $102 - 72 = 30$ . From the table above the researcher can take the conclusion that the score of the students' interest on online reading questionnaire for the second semester students of English Teacher Education Department is various. Some students got high score and some students got low score. Then, the frequency distribution of the students' interest data can be seen on the following histogram:

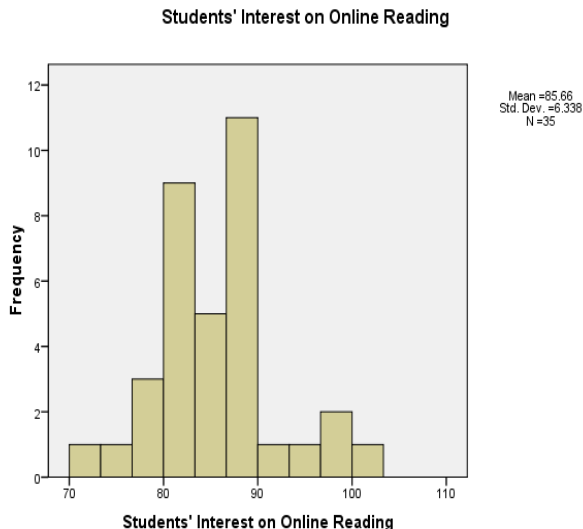


Figure 4.1: The Histogram of the Score Students' interest on online reading activity

b. The Data of Translation ability (Y)

In the table 4.2 shows that the maximum score is 63 and the minimum score is 27. The sum score of Translation ability is 1692 and the respondent is 36 so the mean is 49.00; it means that the mean score of students' translation ability is not good because it is smaller than the mode score 54. Meanwhile the standard error of mean is 1.363 the median is 54.00. In addition the mode score is 54; it's means that there a lot of students who get 54. Hence, the variance is 66.857, and the standard deviation is 8.177. It can be concluded that the ability of the students in answering translation test is various. The frequency of the distribution of the scores can be seen on the following table:

**Table 4.4 the frequency of the Translation ability**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 27	1	2.8	2.8	2.8
36	4	11.1	11.1	13.9
45	12	33.3	33.3	47.2
54	16	44.4	44.4	91.7
63	3	8.3	8.3	100.0
Total	36	100.0	100.0	

Based on the data above, we can know that there is one student who got 27 for his translation ability score and it certainly will be the lowest score. Furthermore, there is one student who got 63 for their translation test and it certainly will be highest score of translation ability. From the highest score and the lowest score we can know the range of the data, the range is the highest score minus the lowest score and the result is  $63 - 27 = 36$ . From the table above the researcher can take the conclusion that the score of the students' translation ability test at the second semester of English Teacher

Education Department at UIN Sunan Ampel Surabaya is various. Then the frequency distribution of the vocabulary mastery data can be seen on the following histogram:

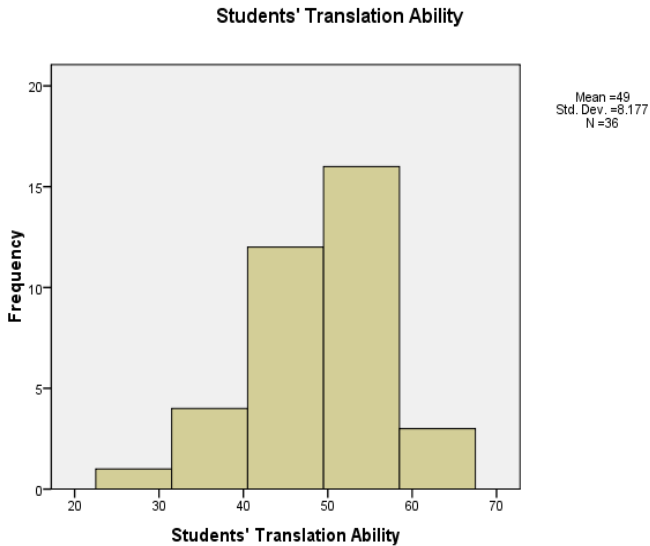


Figure 4.2: Histogram of Students' translation ability

c. Correlation

Based on data analysis technique, the researcher uses SPSS 16.0 as the statistic application to know the correlation between students' interest and translation ability. The correlation is presented by the following table.

**Table 4.5 Correlation Table**

			Students' Translation Ability	Students' Interest on Online Reading
Spearman's rho	Students' Translation Ability	Correlation Coefficient	1.000	.356*
		Sig. (2-tailed)	.	.033
		N	36	36
	Students' Interest on Online Reading	Correlation Coefficient	.356*	1.000
		Sig. (2-tailed)	.033	.
		N	36	36

\*. Correlation is significant at the 0.05 level (2-tailed).

## B. Discussion

The discussion in this study is presented based on the result of findings link the finding with relevant theory about reading interest. The researcher focused on the correlation between students' interest on online reading and students' translation ability.

### 1. Students' Reading Interest on Online Reading

Based on the finding in table 4.3, we can know that there is a student who got 72 for his interest on online reading score and it certainly be the lowest score. Furthermore, there is one student who got 102 for their interest on online reading score and it certainly be highest score of students' interest on online reading of the questionnaire. As we know that every student has a different ways to study especially in learning English, they have characteristic while reading and they have some ways

to develop their interest reading. Some people prefer to online reading because they can read wherever and whenever they want. However, when they read information online, they frequently jump around from source to source until become the new reading. The more they read online, the more likely they were to move quickly. And that is called Reading interest. Reading interest plays important role in increasing students' reading comprehension. Interest in reading is something very necessary for those that are expected to facilitate the learning process. With self interest in reading the students likely be able to motivate them to learn to be independent so it can help to achieve the maximum learning achievement. Therefore, it is very important to increase students' reading interest on online reading to get some information by any means necessary which can be done not only by teacher's instruction, but also by the students themselves in order to improve the students' reading interest optimally. Kool stated, reading interest is defined as reading done when students are outside the school compound.<sup>43</sup> However, reading interest as whether or not students like to read in their spare time or at home or whether they like to go to library. Beside, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres types of English reading materials.<sup>44</sup> It is believed that students read not because they want to read, but because they have to read. Students perceive reading as a task that they have to undertake in order to excel academically.

## 2. Students' Translation Ability Test

Based on the finding table in 4.4, it shows students' translation ability test, the highest score is 63 and the lowest score is 27. Most of respondents got the lower score in

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<sup>43</sup>McKool, S. *Factors that influence the decision to read: An investigation of fifth grade students' out-of-school reading habits. Reading Interest.*2007, p.111

<sup>44</sup>McKool, S, *Ibid*

translation test. It concluded that second semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya were need many improvement in doing translation ability because they often read some books, journals, sources which they should understand about the content. In reading, sometimes students do not know the meaning of words or unfamiliar words that it can be disturb their understanding, so the students' should do translation ability. Respondent may need ability to do translation while reading because background knowledge and personal experience are very helping in construct meaning so students can get better in translation and understanding what they read.

### 3. The correlation between students' interest on online reading and students' translation ability

In order to describe the correlation between students' reading interest and translation ability, correlation as well as regression analyses were conducted using SPSS version 16.0. Based on the result of the correlation both in table 4.5 can be seen that Spearmans' correlation = 0.033. It means that students' reading interest and translation ability does not correlate each other variable and degree of correlation is low correlation. The result affirmed theory correlation Spearmans' that if significance correlation  $<0.05$  it has correlation between two variables. The details of the theory correlation coefficient was explain

**Table 4.6 "r" Score Interpretation**

No	The "r" score	Interpretation
1	0.80- 1.00	Very high
2	0.60- 0.799	High
3	0.40- 0.599	Moderate
4	0.20- 0.399	Low
5	0.00- 0.199	Very low

The degree correlation number is 0.00- 0.199 is very low; 0.20- 0.399 is low; 0.40- 0.599 is Moderate; 0.60- 0.799 is

High; 0.80- 1.00 is very high. According to Mark Belnaves and Peter Caputi explain that the magnitude of the correlation coefficient indicates the strength of the relationship between the variables.<sup>45</sup>

This study has the same result with the previous researchers. In the previous researchers that interrogated the reasons which influence a person to read something. The same result with this research is this research was found that interest is one way to influence reading. Hilgard argued that interest is situation or condition of paying attention and enjoying in some activities and contents.<sup>46</sup> This definition tells us than an interest is shown by paying attention and enjoyment in any activity. Interest is always followed by feelings of pleasure and from there can be obtained satisfaction. Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good, because there is no appeal to it. So the students' have an interest, should be given things that are interesting in the learning process.

Furthermore, people will interest with everything that they have read if they understand the content. If they did not understand the content, they will do translation. Bassnett suggests that translation involves the transfer of meaning contained in one set of language sign through component use of dictionary and the process also involves a whole set extra linguistic criterion<sup>47</sup>. Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantics and stylistic equivalence. Translation consist in producing in the receptor language the closest natural equivalent to the message of the

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<sup>45</sup> Mark Balvanes and Peter Caputi, *Introduction To Quantitative Research Methods: An Investigate Approach*(London: Sage,2007),p.156

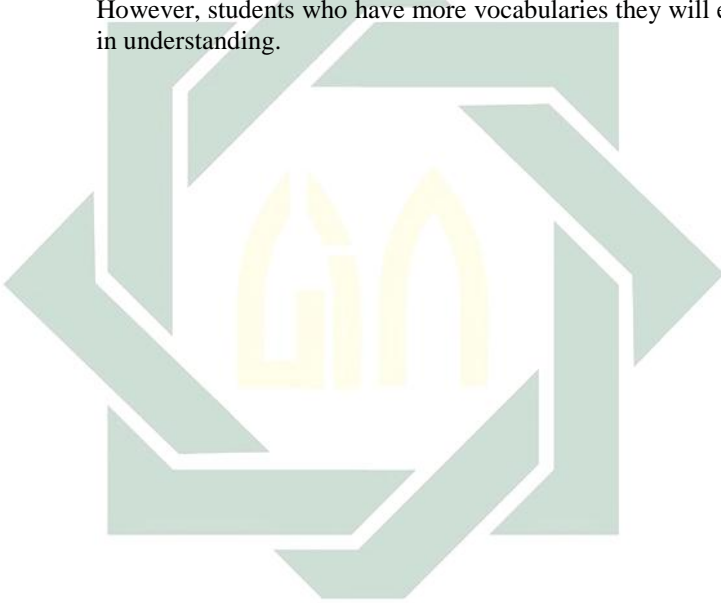
<sup>46</sup>Slamento, *BelajardanFaktor-Faktor yang Mempengaruhinya*, (Jakarta: RinekaCipta, 2003), p.57

<sup>47</sup> Susan Bassnett, "*Translation studies*" (1991), p. 13



source language, first in meaning and secondly in style<sup>48</sup>. In other word, translation is general term referring to the transfer of thoughts and ideas from one language (source) to another target whether the language are in written and oral.

But in the fact, understanding an online reading is not as easy as imagined if the students less of vocabulary. They need time to do translation while reading, and it need much time because they open online material and dictionary at that time. However, students who have more vocabularies they will easier in understanding.



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<sup>48</sup>Nida, “*On translation: Problem and Techniques of Translation with special*” (1975), p.33

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research and the suggestion for students, lecturers, and future researchers. The result of the finding and discussion can be concluded as the following representation.

#### A. Conclusion

From the data obtained in finding, this study focuses on the relation between students' reading interest and students' translation ability. The subjects of this research are 36 students from second semester students in the academic year 2018-2019. The instruments used in this study were questionnaire and translation test. The data were analyzed by SPSS version 16.0. The statistical devices used in this study were the Spearman correlation and simple linear regression analyses. The present study mainly demonstrated that:

1. Every student has a different ways to study especially in learning English. They have some ways to develop their reading interest. Some people prefer to online reading because they can read wherever and whenever they want. Interest in reading is something very necessary for those that are expected to facilitate the learning process. With self-interest in reading the students likely be able to motivate them to learn to be independent so it can help to achieve the maximum learning achievement.
2. In doing reading, sometimes students do not know the meaning of words or unfamiliar words that it can be disturb their understanding, so the students should do translation. Respondent may need ability to do translation while reading because background knowledge and personal experience are very helping in construct meaning so students can get better in translation and understanding what they read.
3. The Correlation Between Students' Interest on Online Application and Students' Translation Ability

In order to explore the correlation between Students' Interest on Online Reading and Students' Translation Ability, correlation as well as regression analyses were conducted using SPSS version 16.0. Based on the result of the correlation between Students' Interest on Online Reading and Students' Translation Ability in table 4.5 can be seen that Spearman correlation = 0.033. It means that students' reading interest and translation ability very weak each other variable and degree of correlation is low correlation.

## **B. Suggestion**

Based on the findings and conclusion of this study, the following suggestions are made:

1. For the lecture

Based on the result of data found, there is lower frequency in students' reading interest and translation ability. The students' must have a lot of vocabularies and often do translation, because reading without understanding the content is useless. The lecturers may encourage the students to the reading interest offline and doing translation. Furthermore, it can be used as one of the teaching technique or median teaching learning process.

2. For further researcher

This present research carried out to identify the correlation between students' reading interest and translation ability. The researcher only examined the correlation both. For the further researcher should attempt to validate the result with other measurements

3. For the students

The students in second semester should read more. The students may read anything that they want to read. If students do not have a lot of vocabulary they will have difficulties in understanding what they read. So, the students encourage to do translation more.

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