

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research has been done at Antasari State Institute for Islamic Studies Banjarmasin. It is located on Jl. A. Yani KM. 4,5 Banjarmasin. In this data presentation, the writer presents and describes the result of the on-field research that has been done in the sixth semester students of English Department at Antasari State Institute for Islamic Studies Banjarmasin academic year 2015/2016.

In chapter I the writer has stated that the objectives of this research are to know the ability of the sixth semester students of English Department at Antasari State Institute for Islamic Studies Banjarmasin academic year 2015/2016 in English translation and reading comprehension ability, and to find out the degree of correlation between the students English translation as the independent variable (variable X) and the students reading comprehension ability as the dependent variable (variable Y).

1. Student's Ability in English Translation (X)

The writer took the result of test from the sixth semester students of English Department of Tarbiyah and Teacher Training Faculty at Antasari State Institute Banjarmasin. The test consists of English text to know the students' ability in English translation. It was given to 40 students of sixth semester

students of English Department at Antasari State Institute for Islamic Studies Banjarmasin. The result of each students are presented in the following table:

Table 4.1 The Result of the Sixth Semester Students' English Translation into Indonesian

No	SRN	Score				Total Score
		Accuracy	Choice of vocabulary	Cohesion, Coherence, organization	Accuracy in technical aspect of punctuation	
1.	1301240877	15	15	17	16	63
2.	1301240758	22	21	23	24	90
3.	1301240915	20	18	17	20	75
4.	1301240878	20	18	23	17	78
5.	1301240822	23	22	23	25	93
6.	1301240821	15	17	18	15	65
7.	1301240838	22	20	17	19	78
8.	1301240926	18	21	16	17	72
9.	1301240744	15	17	20	21	73
10.	1301240771	20	20	17	18	75
11.	1301240898	18	17	17	19	71
12.	1301240796	20	15	15	24	74
13.	1301240808	17	17	15	18	67
14.	1301240844	18	15	17	15	65
15.	1301240924	15	15	15	19	64
16.	1301240851	13	10	12	15	50
17.	1301240884	19	21	19	20	79
18.	1301240807	20	21	15	20	76
19.	1301240920	13	18	16	22	69
20.	1301240772	16	17	20	19	72
21.	1301240792	16	15	18	20	69
22.	1301240738	15	18	13	19	65
23.	1301240897	15	16	17	18	66
24.	1301240867	18	15	15	20	68
25.	1301240885	20	18	20	16	74
26.	1301240761	15	17	15	18	65
27.	1301240914	15	15	15	15	60
28.	1301240913	15	16	15	14	60
29.	1301240925	16	17	15	15	63
30.	1301240860	17	15	15	17	64
31.	1301240927	13	15	13	15	56

32.	1301240834	20	21	20	21	82
33.	1301240767	20	20	20	24	84
34.	1301240779	20	20	18	20	78
35.	1301240814	20	20	20	20	80
36.	1301240795	25	20	20	20	85
37.	1301240907	15	17	15	15	62
38.	1301240848	15	16	15	17	63
39.	1301240855	21	19	23	20	83
40.	1301240922	20	20	15	20	75
Total						2851
Average						71.2
The lowest score						50
The highest score						93

To know the students' English translation, the writer applies "mean" statistical formula below:

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

M = Mean

X = Total score of students' English translation test

N = Total number of the respondents

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{2851}{40} \\
 &= 71.2
 \end{aligned}$$

After the writer did the test, the writer had the translation result of English text into Indonesian from the test. Based on the table above, the writer gets scores from the test about English translation into Indonesia. The highest score is 93 and

the lowest score is 50. The overall mean score here is 71.2 which is interpreted as good category.

To know the students' English translation, the writer classifies the data into five categories namely excellent, good, fair, low and very low. The classifications of the categories are seen in the following table:

Table 4.2 The Frequency Distribution of the Students Test Result and the Classification

No.	Score	Frequency	Percentage	Category
1.	80-100	7 students	17.5 %	Excellent
2.	70-<80	14 students	35 %	Good
3.	60-<70	17 students	42.5 %	Fair
4.	50-<60	2 students	5 %	Low
5.	0-<50	-	-	Very Low
Total		40 students	100 %	

The table above reveals that the students' English translation based on the categories are 7 students are in excellent category (17.5%), 14 students are in good category (35%), 17 students are in fair category (42.5%), and 2 students are in low category (5%).

2. Students' Reading Comprehension Ability (Y)

The data of reading comprehension ability were collected by using test. It contained of multiple choices 25 items test. For reading comprehension ability each true answer had scores 4 (four) and 0 (zero) was false answer. The maximum score was 100 (one hundred). It was given to 40 students of sixth semester students of English Department at Antasari State Institute for Islamic Studies Banjarmasin. The result of each students are presented in the following table:

Table 4.3 The Result of the Sixth Semester Students' Reading Comprehension Ability

No.	SRN	Score
1.	1301240877	60
2.	1301240758	52
3.	1301240915	64
4.	1301240878	80
5.	1301240822	84
6.	1301240821	64
7.	1301240838	72
8.	1301240926	84
9.	1301240744	64
10.	1301240771	64
11.	1301240898	56
12.	1301240796	68
13.	1301240808	80
14.	1301240844	52
15.	1301240924	56
16.	1301240851	60
17.	1301240884	80
18.	1301240807	64
19.	1301240920	80
20.	1301240772	68
21.	1301240792	64
22.	1301240738	80
23.	1301240897	80
24.	1301240867	80
25.	1301240885	64
26.	1301240761	72
27.	1301240914	60
28.	1301240913	76
29.	1301240925	56
30.	1301240860	60
31.	1301240927	68
32.	1301240834	60
33.	1301240767	68
34.	1301240779	56
35.	1301240814	56
36.	1301240795	68
37.	1301240907	72
38.	1301240848	68
39.	1301240855	80
40.	1301240922	76
Total		2716

Average	67.9
The lowest score	52
The highest score	84

To know the students' reading comprehension ability, the writer applies "mean" statistical formula below:

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

M = Mean

Y = Total score of students' reading comprehension ability test

N = Total number of the respondents

$$\begin{aligned} M &= \frac{\sum Y}{N} \\ &= \frac{2716}{40} \\ &= 67,9 \end{aligned}$$

Based on the result of the applied formula above, the total score is 2716 of 40 students, and mean score is 67,9. The mean score is 67,9 shows that the students' reading comprehension ability is fair category.

To know the students' reading comprehension ability, the writer classifies the data into five categories namely excellent, good, fair, low and very low. The classifications of the categories are seen in the following table:

Table 4.4 The Frequency Distribution of the Students Test Result and the Classification

No.	Score	Frequency	Percentage	Category
1.	80-100	10 students	25%	Excellent
2.	70-<80	5 students	12.5%	Good
3.	60-<70	18 students	45%	Fair
4.	50-<60	7 students	17.5%	Low
5.	0-<50	-	-	Very Low
Total		40 students	100 %	

The table above reveals that the students' reading comprehension ability based on the categories are 10 students are in excellent category (25%), 5 students are in good category (12.5%), 18 students are in fair category (45%), and 7 students are in low category (17.5%).

3. Correlation between English Translation and Reading Comprehension Ability

It has been mentioned before, the data gained from the students' score of English translation test and reading comprehension ability test. The next step in this research is finding the XY , X^2 , Y^2 of the data. They are seen in the following table:

Table 4.5 Working Table of Data Analysis

No.	X	Y	XY	X ²	Y ²
1	63	60	3780	3969	3600
2	90	52	4680	8100	2704
3	75	64	4800	5625	4096
4	78	80	6240	6084	6400
5	93	84	7812	8649	7056
6	65	64	4160	4225	4096
7	78	72	5616	6084	5184
8	72	84	6048	5184	7056
9	73	64	4672	5329	4096
10	75	64	4800	5625	4096

11	71	56	3976	5041	3136
12	74	68	5032	5476	4624
13	67	80	5360	4489	6400
14	65	52	3380	4225	2704
15	64	56	3584	4096	3136
16	50	60	3000	2500	3600
17	79	80	6320	6241	6400
18	76	64	4864	5776	4096
19	69	80	5520	4761	6400
20	72	68	4896	5184	4624
21	69	64	4416	4761	4096
22	65	80	5200	4225	6400
23	66	80	5280	4356	6400
24	68	80	5440	4624	6400
25	74	64	4736	5476	4096
26	65	72	4680	4225	5184
27	60	60	3600	3600	3600
28	60	76	4560	3600	5776
29	63	56	3528	3969	3136
30	64	60	3840	4096	3600
31	56	68	3808	3136	4624
32	82	60	4920	6724	3600
33	84	68	5712	7056	4624
34	78	56	4368	6084	3136
35	80	56	4480	6400	3136
36	85	68	5780	7225	4624
37	62	72	4464	3844	5184
38	63	68	4284	3969	4624
39	83	80	6640	6889	6400
40	75	76	5700	5625	5776
N=40	X=2851	Y=2716	XY=193976	X ² =206547	Y ² =187920

The next step is analyzing the data by using Pearson Product Moment Correlation.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : Coefficient of correlation between X variable and Y variable

X : sum of score in X distribution

Y : sum of score in Y distribution

XY : sum of multiplication of X and Y

X^2 : sum of X quadrate

Y^2 : sum of Y quadrate

The result is a follow:

N : 40

X : 2851

Y : 2716

XY : 193976

X^2 : 206547

$\sum Y^2$: 187920

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{40 \times 193976 - (2851)(2716)}{\sqrt{\{40 \times 206547 - (2851)^2\} \{40 \times 187920 - (2716)^2\}}}$$

$$r_{xy} = \frac{7759040 - 7743316}{\sqrt{\{8261880 - 8128201\} \{7516800 - 7376656\}}}$$

$$r_{xy} = \frac{15724}{\sqrt{\{133679\}\{140144\}}}$$

$$r_{xy} = \frac{15724}{\sqrt{18734309776}}$$

$$r_{xy} = \frac{15724}{136873,33}$$

$$r_{xy} = 0,115$$

This is the result of the calculation from the data derived from variable X and Y. After using Pearson product moment, the final result is $r_{xy} = 0,115$.

After finding the result of the calculation by using correlation formula, the writer re-calculates the data by using Statistical Product and Service Solution (SPSS) IBM will be re-calculated in order to confirm the calculation result, and the result is 0,115. The result from SPSS IBM can be seen in the following table:

Table 4.6 SPSS IBM Correlation Between English Translation and Reading Comprehension Ability

Correlations			
		English Translation	Reading Comprehension Ability
English Translation	Pearson Correlation	1	,115
	Sig. (2-tailed)		,480
	N	40	40
Reading Comprehension Ability	Pearson Correlation	,115	1
	Sig. (2-tailed)	,480	
	N	40	40

B. Discussion

Based on the result of the calculation in the findings, it is known that r_{xy} of English translation and reading comprehension ability is 0,115. To test the hypothesis of the research there are two steps that the writer has performed, it can be known whether there is a significant correlation or not.

Firstly, the writer consulted to the table of product moment. Based on the result of statistic calculation, it indicates that r_{xy} is 0,115. More detail about table of product moment can be seen in the appendix. Then found out that the “ r ” value for $N = 40$ is 0.312 for 5% significant degree and 0.403 for 1% significant degree. It is clear that $r_{xy} < r_t$.

$$r_{xy} = 0.115$$

$$r_t = 0.312 \text{ \& } 0.403$$

$$r_{xy} < r_t$$

The statistic hypothesis states:

It means, that the hypothesis alternative (H_a) is denied and hypothesis null (H_0) is accepted. It means there is no significance correlation between English translation and reading comprehension ability. According to Standard classification of correlation, the degree of correlation is negative and occurs in 0,00-0,199, two tailed test with fault significant 0,05 or significant at 5%. It can be stated that the correlation between students’ English translation and reading comprehension ability is in very weak category or no correlation.

Secondly, the consulted to the table of standard classification of correlation degree below:

Table 4.7 Standard Categories of “*r*” Product Moments Value

The value of “ <i>r</i> ” Pearson Product Moment (r_{xy})	Interpretation
0,80-1,000	There is very strong correlation between variable X and variable Y
0,60-0,799	There is a strong correlation between variable X and variable Y
0,40-0,599	There is fair or moderate correlation between variable X and variable Y
0,20-0,399	There is a weak correlation between variable X and variable Y
0,00-0,199	There is no correlation between variable X and variable Y

(Riduwan, 2005, p.138)

From the table above, it is seen that the r_{xy} 0.115 means that the correlation between variable X and variable Y in this research is very weak. Product Moment Correlation between variable X and variable Y that has been obtained is 0.115 ($r_{xy} < r_t$) and very weak level in standard classification of correlation. Therefore, the very weak correlation is disregarded. It means there is no correlation between variable X and variable Y in this research.

From the statistical measurement above, it is concluded that there is no correlation between English translation and reading comprehension ability of the sixth semester students of English Department at Antasari State Institute for Islamic Studies Banjarmasin academic year 2015/2016. By this conclusion, it explains that English translation does not give significant influence toward

reading comprehension ability. From the result of this research, the writer concludes that English translation does not influence students' reading comprehension ability.

By using SPSS IBM, the writer finds that the result of significance is 0,115. It means that significance <0.05 , it means that there is no significant correlation between those two variables, or in the other word the writer can conclude that there is no correlation between English translation and reading comprehension ability, and for the alternative hypothesis (H_a) in this research; there is a correlation between English translation and reading comprehension ability is denied and the hypothesis null (H_0) in this research; there is no correlation between English translation and reading comprehension ability is accepted. Therefore, the writer concludes that English translation cannot improve reading comprehension ability.

The previous research that identified the correlation between reading comprehension and translation ability is conducted by Elsa Fadica Rahemi (2012) with the title "The Correlation between Reading Comprehension and Translation Ability: A Correlational Study on Fourth Year Students at English Department of UNP". This result of research also shows that the increasing score of reading comprehension can be predicted by the score of translation ability, which means there is correlation between reading comprehension and translation ability. It means that there was a significant correlation between the reading comprehension and translation ability was accepted.

In contrary, the result of this research shows that there is very weak, no significant and negative correlation of students' English translation and reading comprehension ability. The differentiation of independent and dependent variable that use in the previous research and in this research could be cause of this different result. In the previous research, reading comprehension is used as dependent variable and translation ability is used as independent variable. On the contrary, in this research English translation is as dependent variable and reading comprehension ability is as independent variable.

According to Munday (2001, p.8) Translation exercises were regarded as a kind of learning a new language or of reading a foreign language text until one had the linguistic ability to read the original. Study of a work in translation was generally frowned upon once the student had acquired the necessary skills to read the original. It means that the students get benefits from English translation to support in a process of reading comprehension ability in English foreign language. But, in this research based on the result, the students cannot get benefits from English translation for their reading comprehension ability.

If someone has good translation, he/she will have a good ability in reading comprehension. But in this situation, this does not proved in the whole. The students have a good category in English translation but their reading comprehension ability is fair category.

The assumptions of the writer based on the research and the result that the students do not like reading comprehension ability too much, because they have

many subjects that they have to learn or the texts of their English textbooks do not interest them. Therefore, they answer the questions without thinking hard or just guessing the answers.

Based on these explanations, the writer conclude that even be the students English translation is good category and reading comprehension ability is good category but, all of these conditions probable become the factors why there is very weak, no significant, and negative correlation of English translation and reading comprehension ability of the sixth semester students of English Department at Antasari State Institute for Islamic Studies Banjarmasin academic year 2015/2016.