

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this data presentation, the researcher presented and described the result of the field-research which has been done in the sixth semester of English Department at UIN Antasari Banjarmasin academic year 2016/2017, they are: (1) students' reading interest in online Japanese comics, (2) students' ability in translating English text into Bahasa Indonesia and (3) the degree of correlation between two variables; the students' reading interest as the independent variable (X variable) and the students' ability in translating English text into Bahasa Indonesia as the dependent variable (Y variable).

1. Students' Reading Interest in Online Japanese Comics

As an independent variable in this research, it is an essential step to know the students' reading interest in online Japanese comics. Besides being categorized to be used in the formula of Pearson's product moment correlation, these data are also used to know the level of students' reading interest in online Japanese comics. To get the data, the researcher distributed questionnaire which consists of 24 questions to 27 respondents which be gained by distributing open-questionnaire since this research used purposive sampling technique in taking the sample.

The questionnaire items consists of reading interest indicators, such as the pleasure of reading, satisfaction with reading activity, active participation, and preferably reading activity than other activity. To

measure how strong students' interest in reading online Japanese, the researcher used Likert scale with gradations of strongly agree, agree, neutral, disagree, and strongly disagree. Each item score is 1 – 5 with the minimum score at 24 and the maximum score at 120.

Items number 1 – 5 are the questions about students' pleasure of reading online Japanese comics. Items number 6 – 7 are the questions about students' satisfaction with reading activity. Items number 8 – 21 are the questions about students' active participation in reading online Japanese comics. Items number 22-24 are the questions about preferably the particular activity. The data obtained from the questionnaire is described in detail in the following table.

a. Students' pleasure in reading online Japanese comics

As the researcher mentioned above that items number 1, 2, 3 and 4 are items which asked about students' pleasure in reading online Japanese comics.

1) Item number 1

This item asked students' time usually they spend to read online Japanese comics in a day. The frequency will be given in the following table:

Table 4.1 Frequency and Percentage of Students' Answer for Item Number 1

No.	Option	Frequency	Percentage
1	Strongly Agree	3	11.11%
	Agree	8	29.63%
	Neutral	9	33.34%

	Disagree	5	18.52%
	Strongly Disagree	2	7.4%

The highest percentage of number 1 is 33.34% that is neutral option. It means that most of them are hesitant how much time they spent to read online Japanese comics in a day. There are 3 students (11.11%) who strongly agree if they read online Japanese comics more than an hour in a day. In addition, there are 8 students (29.63%) also read online Japanese comics more than an hour in a day. There are 5 students (18.52%) who are disagree and there are only 2 of 27 students who choose 'strongly disagree' option.

2) Item number 2

This item is the opposite statement of item number 1. It asked whether in a day the students do not often read any online Japanese comics. The result can be seen in the following table.

Table 4.2 Frequency and Percentage of Students' Answer for Item Number 2

No.	Option	Frequency	Percentage
2	Strongly Agree	2	7.4%
	Agree	9	33.34%
	Neutral	7	25.93%
	Disagree	7	25.93%
	Strongly Disagree	2	7.4%

The table above tells there are 2 students (7.4%) who do not read online Japanese comics often. The most dominant answer is 'agree' which is chosen by 9 students (33.34%). There are 7

students (25.93%) who choose ‘neutral’ option. There are 7 students (25.93%) who disagree and 2 students (7.4%) who strongly disagree with this statement which means they often read online Japanese comics in a day even though not more than an hour.

3) Item number 3

This item asked students’ current time in reading online Japanese comics. It asked whether they read online Japanese comics or not in current time. The result can be seen in the following table.

Table 4.3 Frequency and Percentage of Students’ Answer for Item Number 3

No.	Option	Frequency	Percentage
3	Strongly Agree	5	18.52%
	Agree	9	33.33%
	Neutral	3	11.11%
	Disagree	5	18.52%
	Strongly Disagree	5	18.52%

Most of students (33.33%) choose ‘agree’ option which means they recently do not read online Japanese comics. For ‘strongly agree’ option, there are 5 students (18.52%). There are 5 students (18.52%) choose ‘disagree’ which means they disagree to the statement. The total number of student who choose ‘strongly disagree’ is 5 students (18.52%).

4) Item number 4

This item asked how students spend their free time or no class schedule to read online Japanese comics or not. The result can be seen as following.

Table 4.4 Frequency and Percentage of Students' Answer for Item Number 4

No.	Option	Frequency	Percentage
4	Strongly Agree	4	14.81%
	Agree	5	18.52%
	Neutral	9	33.34%
	Disagree	9	33.34%
	Strongly Disagree	-	0%

There are 9 students (33.34%) who choose 'neutral' and 'disagree' option. There are just 4 students (14.84%) who choose 'strongly agree' option which means they always read online Japanese comics in their free time. For 'agree' option, there are 5 students who chosen it. None of students choose 'strongly disagree' option.

5) Item number 5

This item asked how students' feeling when they read online Japanese comics, either they feel happy or not.

Table 4.5 Frequency and Percentage of Students' Answer for Item Number 5

No.	Option	Frequency	Percentage
5	Strongly Agree	8	29.63%
	Agree	13	48.15%

	Neutral	5	18.52%
	Disagree	1	3.7%
	Strongly Disagree	-	0%

As can be seen in the table above, there are 13 students (48.15%) who feel very happy when they read online Japanese comics. In addition, there are 8 students (29.63%) who strongly agree that online Japanese comics can make them happy. There are 5 students (18.52%) choose 'neutral' option and 1 student (3.7%) do not feel very happy when read online Japanese comics. Furthermore, none of them choose 'strongly disagree' option.

b. Students' satisfaction in reading online Japanese comics

There are two items, item number 6 and 7 which asked how is students' satisfaction when do reading activity, especially in reading online Japanese comics.

1) Item number 6

This item asked how students' feeling if they do not read online Japanese comics, whether there is something missing or not if they do not read online Japanese comics.

Table 4.6 Frequency and Percentage of Students' Answer for Item Number 6

No.	Option	Frequency	Percentage
6	Strongly Agree	1	3.7%
	Agree	3	11.11%
	Neutral	14	51.86%
	Disagree	7	25.93%
	Strongly Disagree	2	7.4%

The highest percentage is 51.86% which there are 14 students choose 'neutral' option for this item. There is just 1 student (3.7%) who feel there is something missing if do not read online Japanese comics. In addition, there are 3 students (11.11%) who choose 'agree' option which means they also feel there is something missing if do not read online Japanese comics. There are 7 students (25.93%) choose 'disagree' and 2 students choose 'strongly disagree' option.

2) Item number 7

This item asked whether they read online Japanese comics or not makes any difference. The result can be seen in the following table.

Table 4.7 Frequency and Percentage of Students' Answer for Item Number 7

No.	Option	Frequency	Percentage
7	Strongly Agree	3	11.11%
	Agree	3	11.11%
	Neutral	13	48.15%
	Disagree	8	29.63%
	Strongly Disagree	-	0%

Most of students (48.15%) choose 'neutral' option to this statement. It can be concluded they hesitant whether they read online Japanese comic or not makes any difference to them. There are only 3 students (11.11%) in state of 'strongly agree' option and 'agree' option which means if they read online

Japanese comics or not will not make any difference. However, there are 8 students (29.63%) who feel there is something missing if they do not read online Japanese comics.

c. Students' active participation to do reading activity

As researcher mentioned above, items number 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21 are questions about students' participation to read online Japanese comics.

1) Item number 8

This item asked if they read online Japanese comics because of their own desires not the other factors.

Table 4.8 Frequency and Percentage of Students' Answer for Item Number 8

No.	Option	Frequency	Percentage
8	Strongly Agree	4	14.82%
	Agree	19	70.38%
	Neutral	2	7.4%
	Disagree	2	7.4%
	Strongly Disagree	-	0%

Based on table above, it can be concluded most of students (70.33%) read online Japanese comics because their own desires without any force from others. There are 4 students (14.82%) choose 'strongly agree' option; 2 students (7.4%) choose 'neutral' option and 'disagree' option. None of them choose 'strongly disagree' option.

2) Item number 9

This item asked the other factors that make students are interested to read online Japanese comics, for example friends or others.

Table 4.9 Frequency and Percentage of Students' Answer for Item Number 9

No.	Option	Frequency	Percentage
9	Strongly Agree	2	7.4%
	Agree	8	29.63%
	Neutral	2	7.4%
	Disagree	12	44.44%
	Strongly Disagree	3	11.11%

The table above shows there are 12 students (44.44%) disagree with this statement. It can be seen from table 4.8 most of them read because their own desires, not from other factors. Otherwise, there are 8 students (29.63%) agree with this statement which means they read online Japanese comic because their friends also read it. There are 2 students (7.4%) choose 'strongly agree' and 'neutral' option. Furthermore, there are 3 students (11.11%) choose 'strongly disagree' option.

3) Item number 10, 11, and 12

These items asked students' curiosity before they read online Japanese comics and the reasons why read online Japanese comics.

Table 4.10 Frequency and Percentage of Students' Answer for Item Number 10

No.	Option	Frequency	Percentage
10	Strongly Agree	10	37.03%
	Agree	10	37.03%
	Neutral	5	18.52%
	Disagree	1	7.4%
	Strongly Disagree	1	7.4%

Based on the table above, there are 10 students (37.03%) who strongly agree the reason they read online Japanese comics because of curiosity with the plot of story. Also there are 10 students (37.03%) agree with this statement and 5 students (18.52%) choose 'neutral' option to this statement. Otherwise, only 1 student (3.7%) who chooses 'disagree' and 'strongly disagree'.

Table 4.11 Frequency and Percentage of Students' Answer for Item Number 11

No.	Option	Frequency	Percentage
11	Strongly Agree	5	18.52%
	Agree	9	33.34%
	Neutral	6	22.22%
	Disagree	4	14.81%
	Strongly Disagree	3	11.11%

The table above shows there are 9 students (33.34%) agree they read online Japanese comics because those comics will be made into animation version (anime). Instead, there are 5

students (18.52%) strongly agree with this statement. There are 6 students (22.22%) choose 'neutral' option, 4 students (14.81%) choose 'disagree' option, and 3 students (11.11%) choose 'strongly disagree' option.

Table 4.12 Frequency and Percentage of Students' Answer for Item Number 12

No.	Option	Frequency	Percentage
12	Strongly Agree	3	11.11%
	Agree	11	40.74%
	Neutral	9	33.34%
	Disagree	1	3.7%
	Strongly Disagree	4	14.81%

There are 11 students (40.74%) agree the reason they read online Japanese comics because of curiosity with the rest story from the animation version. In addition, there are 3 students (11.11%) strongly agree with this statement. There are 9 students (33.34%) choose 'neutral' option, there is only 1 student (3.7%) choose 'disagree' option, and 4 students (14.81%) choose 'strongly disagree' option.

4) Item number 13, 14, 15, 16, and 17

These items asked the subtitle language usually they use when reading online Japanese comics, whether they read the comic in English translation or in Bahasa Indonesia translation.

Table 4.13 Frequency and Percentage of Students' Answer for Item Number 13

No.	Option	Frequency	Percentage
13	Strongly Agree	4	14.81%
	Agree	3	11.11%
	Neutral	6	22.22%
	Disagree	12	44.44%
	Strongly Disagree	2	7.4%

There are only 4 students (14.81%) who usually read online Japanese comics in English. In addition, there are 3 students (11.11%) who agree with this statement. There are 6 students (22.22%) choose 'neutral' option. Otherwise, there are 12 students (44.44%) who do not read online Japanese comics in English and there are 2 students (7.4%) choose 'strongly disagree' option

Table 4.14 Frequency and Percentage of Students' Answer for Item Number 14

No.	Option	Frequency	Percentage
14	Strongly Agree	7	25.92%
	Agree	9	33.34%
	Neutral	8	29.63%
	Disagree	1	3.7%
	Strongly Disagree	2	7.4%

Based on the table above, the highest percentage is 33.34% (9 students), which means most of students read online Japanese comics in Bahasa Indonesia. In addition, there are 7

students (25.92%) strongly agree to this statement. There are 8 students (29.63%) choose 'neutral' option. Otherwise, there are 1 student (3.7%) disagree and 2 students (7.4%) strongly disagree to this statement.

Table 4.15 Frequency and Percentage of Students' Answer for Item Number 15

No.	Option	Frequency	Percentage
15	Strongly Agree	4	14.81%
	Agree	5	18.52%
	Neutral	10	37.07%
	Disagree	5	18.52%
	Strongly Disagree	3	11.11%

The table above shows there are 4 students (14.81%) who often read online Japanese comics in English and 5 students (18.52%) also agree to this statement. The highest percentage is 37.07% which there are 10 students choose 'neutral' option to this statement. There are 5 students (18.52%) choose 'disagree' and 3 students choose 'strongly disagree' option to this statement.

Table 4.16 Frequency and Percentage of Students' Answer for Item Number 16

No.	Option	Frequency	Percentage
16	Strongly Agree	5	18.52%
	Agree	8	29.63%
	Neutral	7	25.92%
	Disagree	7	25.92%
	Strongly Disagree	-	0%

There are 8 students (29.63%) who read online Japanese comics in English because they do not provided in Bahasa Indonesia. In addition to this statement, there are 5 students (18.52%) choose ‘strongly agree’ option. There are 7 students (25.92%) choose ‘neutral’ and ‘disagree’ option. None of students choose ‘strongly disagree’ option.

Table 4.17 Frequency and Percentage of Students’ Answer for Item Number 17

No.	Option	Frequency	Percentage
17	Strongly Agree	5	18.52%
	Agree	7	25.92%
	Neutral	12	44.44%
	Disagree	3	11.11%
	Strongly Disagree	-	0%

There are 5 students (18.52%) strongly agree if reading online Japanese comics in English can help them to improve their English. In addition, 7 students (25.92%) agree to this statement. There are 12 students (44.44%) choose ‘neutral’ option and 3 students (11.11%) choose ‘disagree’ option. None of students choose ‘strongly disagree’ option.

5) Item number 18

This item asked students’ time to read online Japanese comics. It stated if they read online Japanese comics only if there is the latest release of comic.

Table 4.18 Frequency and Percentage of Students' Answer for Item Number 18

No.	Option	Frequency	Percentage
18	Strongly Agree	4	14.81%
	Agree	8	29.63%
	Neutral	12	44.44%
	Disagree	3	11.11%
	Strongly Disagree	-	0%

Based on the table above, it can be seen there are 4 students (14.82%) read online Japanese comics only if there is the latest release. In addition, there are 8 students (29.63%) who agree to this statement. There are 12 students (44.44%) who choose 'neutral' option, 3 students (11.11%) choose 'disagree' option, and no student choose 'strongly disagree' option.

6) Item number 19

This item asked students' activeness to read online Japanese comics, whether they do by themselves or join with their friends.

Table 4.19 Frequency and Percentage of Students' Answer for Item Number 19

No.	Option	Frequency	Percentage
19	Strongly Agree	1	3.7%
	Agree	6	22.22%
	Neutral	5	18.52%
	Disagree	12	44.44%
	Strongly Disagree	3	11.11%

The highest percentage is 44.44% which there are 12 students who disagree to this statement. It means they usually read online Japanese comics by themselves without joining their friends. Otherwise, there are 6 students (22.22%) who join their friends to read online Japanese comics. There are 5 students (18.52%) who choose 'neutral' option, 1 student (3.7%) chooses 'strongly agree' option, and 3 students (11.11%) choose 'strongly disagree' option.

7) Item number 20

This item asked whether students are free to choose the genre of online Japanese comics they want to read or not.

Table 4.20 Frequency and Percentage of Students' Answer for Item Number 20

No.	Option	Frequency	Percentage
20	Strongly Agree	8	29.63%
	Agree	10	37.03%
	Neutral	7	25.92%
	Disagree	2	7.4%
	Strongly Disagree	-	0%

There are 10 students (37.03%) who free to choose the genre of online Japanese comics they want to read. In addition, there are 8 students who strongly agree with this statement. 7 students (25.92%) choose 'neutral' option, while there only 2 students (7.4%) disagree to this option.

8) Item number 21

This item asked if the students' reason to read online Japanese comics because their friend told the comic is good.

Table 4.21 Frequency and Percentage of Students' Answer for Item Number 21

No.	Option	Frequency	Percentage
21	Strongly Agree	1	3.7%
	Agree	15	55.55%
	Neutral	6	22.22%
	Disagree	5	18.52%
	Strongly Disagree	-	0%

Most of students (55.55%) agree the reason they read online Japanese comics because their friend told comic is good. There only 1 student (3.7%) who strongly agree with this statement and 6 students (22.22%) who choose 'neutral' option. Otherwise, there are 5 students (18.52%) who disagree with this statement.

d. Preferably the particular activity

There are 3 items, item number 22, 23, and 24 which asked students opinion whether they prefer to read online Japanese comics than other activity or not.

Table 4.22 Frequency and Percentage of Students' Answer for Item Number 22

No.	Option	Frequency	Percentage
22	Strongly Agree	5	18.52%
	Agree	11	40.74%
	Neutral	5	18.52%
	Disagree	6	22.22%
	Strongly Disagree	-	0%

The table above shows there are 11 students (40.74%) agree that reading online Japanese comics are more interesting than watching TV. In addition, 5 students (18.52%) strongly agree with this statement. There are 5 students (18.52%) choose 'neutral' option and 6 students choose 'disagree' option.

Table 4.23 Frequency and Percentage of Students' Answer for Item Number 23

No.	Option	Frequency	Percentage
23	Strongly Agree	-	0%
	Agree	4	14.81%
	Neutral	13	48.14%
	Disagree	8	29.63%
	Strongly Disagree	2	7.4%

Based on the table above, it can be seen the highest percentage is 48.14% which 13 students choose 'neutral' option to this statement. There are 4 students (14.81%) who agree that reading online Japanese comics are more fun than playing with friends. Otherwise, there are 8 students (29.63%) disagree to this statement

and 2 students choose ‘strongly disagree’ option. None of students choose ‘strongly agree’ option.

Table 4.24 Frequency and Percentage of Students’ Answer for Item Number 24

No.	Option	Frequency	Percentage
24	Strongly Agree	4	14.81%
	Agree	8	29.63%
	Neutral	12	44.44%
	Disagree	3	11.11%
	Strongly Disagree	-	0%

The highest frequency is 44.44% which 12 students choose ‘neutral’ option to this statement. There are 4 students (14.81%) who strongly agree that playing with friends more interesting than reading online Japanese comics. Furthermore, 8 students (29.63%) agree and only 3 students (11.11%) disagree to this statement. None of them choose ‘strongly disagree’ option.

After giving the score to students’ questionnaire, the next step is to get the mean score of students’ interest in reading online Japanese comics and then classify it based on the category table on the following table (table 4.26). The result can be seen in the following table.

Table 4.25 The Result Scores of Students' Reading Interest in Online Japanese Comics

Number of respondent	X	X – M	(X – M)²
1	86	8.8	77.44
2	97	19.8	392.04
3	60	-17.2	295.84
4	88	10.8	116.64
5	80	2.8	7.84
6	74	-3.2	10.24
7	75	-2.2	4.84
8	75	-2.2	4.84
9	87	9.8	96.04
10	91	13.8	190.44
11	68	-9.2	84.64
12	90	12.8	163.84
13	77	-0.2	0.04
14	84	6.8	46.24
15	67	-10.2	104.04
16	66	-11.2	125.44
17	69	-8.2	67.24
18	75	-2.2	4.84
19	73	-4.2	17.64
20	78	0.8	0.64
21	78	0.8	0.64
22	73	-4.2	17.64
23	80	2.8	7.84
24	74	-3.2	10.24
25	69	-8.2	67.24
26	79	1.8	3.24
27	72	-5.2	27.04
Total			1944.68

*mean score = 77.2

To know the students' reading interest in online Japanese comics, the researcher applied "mean" statistical formula below:

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

$$= \frac{2085}{27}$$

$$= 77.2$$

$$SD_x = \sqrt{\frac{\Sigma(X-M)^2}{N}}$$

$$SD_x = \sqrt{\frac{1944.68}{27}}$$

$$SD_x = 8.48$$

From the table above, it showed the total score of students' reading interest questionnaire result is 2085 of 27 students with the highest score of students' reading interest is 97, the lowest score is 60, the average score or mean (M) is 77.2 and the standard deviation (SD) is 8.48.

To know the students' reading interest strength in reading online Japanese comics, the researcher classified the data into three categories namely, good, fair, and bad by determining top up and bottom of reading interest score.

- Top up of reading interest score = $M_x + 1 SD_x$

$$= 77.2 + 1. 8.48$$

$$= 85.68$$

$$= 86$$
- Bottom of reading interest score = $M_x - 1 SD_x$

$$= 77.2 - 1. 8.48$$

$$= 68.72$$

= 69

The classifications of the categories are shown in the following table:

Table 4.26 The Frequency Distribution of the Students' Reading Interest Strength in Reading Online Japanese Comics

Score	Frequency	Category	Percentage
≥ 86	5	High	18.52 %
69 – 86	18	Moderate	66.67 %
≤ 69	4	Low	14.81 %
Total	27		100 %

The table above reveals that students' reading interest in online Japanese comics based on three categories mentioned; 4 students are in low category (14.81 %), 18 students are in moderate category (66.67 %), and 5 students are in high category (18.52%). The mean score 77.2 shows that the students' reading interest in online Japanese comics is in moderate level.

2. Students' Ability in Translating English Text into Bahasa Indonesia

The researcher took the data of students' translation ability in translating English text into Bahasa Indonesia by giving them a test. The test consists of three English texts (a single paragraph and two pages of comic) in order to know the students' ability in translating English text. It was given to 27 the sixth semester students of English Department at UIN Antasari Banjarmasin.

To give the score, the researcher assessed each text based on the criteria of translation assessment (see table 3.5). The maximum total score of each text is 16 and the total score of all texts is 48. If the students translated each text correctly and accurately, they will get 4 score for accuracy. It has same size for other aspects. After they got the total score of all text, it will be divided by 48 and multiplied by 100. For example, student A got the total score at 38 then it is divided by 48 and multiplied by 100 $(38/48 \times 100) = 79$. It means the score of student A is 79.

The result of test can be seen in the following table:

Table 4.28 The Result Scores of Students' Ability in Translating English Text into Bahasa Indonesia

Number of Respondent	Translation Score (Y)
1	75
2	79
3	79
4	83
5	75
6	83
7	79
8	73
9	90
10	92
11	71
12	85
13	67
14	69
15	75
16	75
17	60

18	63
19	77
20	60
21	71
22	73
23	77
24	75
25	67
26	73
27	71
Total	2017

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

Table 4.29 The Frequency Distribution of the Students' Test Result and the Classification

No.	Score	Frequency	Percentage	Score
1	80 – 100	5 students	18.52%	Excellent
2	70 - < 80	16 students	59.26%	Good
3	60 - < 70	6 students	22.22 %	Fair
4	50 - < 60	-	-	Low
5	0 - < 50	-	-	Very low
Total		27 students	100%	

The table above reveals the students' translation ability based on categories are; 5 students are in excellent category (18.52%), 16 students are in good category (59.26%), 6 students are in fair category (22.22%) and none of students in low and very low category.

To know the students' ability in translating English text into Bahasa Indonesia generally, the researcher applied formula below:

$$\begin{aligned} M &= \frac{\Sigma X}{N} \\ &= \frac{2017}{27} \\ &= 74.7 \end{aligned}$$

Based on the table above, it showed the total score is 2017 with the average score 74.7, the highest score is 92 and the lowest score is 60 which is interpreted as good category.

3. Correlation between Students' Reading Interest in Online Japanese Comics and Their English Translation Ability

It has been mentioned before, the data obtained from the students' score result of reading interest questionnaire and English translation test. The next step in this research can be seen as following.

a. Test of Normality

Test of normality is a test to detect the distribution of data. If the significance level (p value > 0.05) the data is normally distributed. In this test, there are two hypotheses as follows:

- H_0 : the data is normally distributed
- H_a : the data is not normally distributed

Table 4.30 One-Sample Kolmogorov-Smirnov Test

		X	Y
N		27	27
Normal Parameters ^{a,b}	Mean	77.22	74.70
	Std. Deviation	8.648	7.878
	Most Extreme Differences		
	Absolute	.120	.115
	Positive	.120	.115
	Negative	-.067	-.097
Test Statistic		.120	.115
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

a. Test distribution is Normal.

The table above presents the result of numerical method to test the normality of data, namely Kolmogorov-Smirnov test. In the table above, the value of Kolmogorov-Smirnov in the independent variable (reading interest) is 0.120 and significance at 0.200 level, it implies that the X variable is normally distributed. Then, the value of Kolmogorov-Smirnov in the dependent variable (translation ability) is 0.115 and significance at 0.200 level, it implies that Y variable is normally distributed. Because the p value of two variables are normally distributed (X) = 0.200 and (Y) = 0.200, Ho is accepted (p value > 0.05).

b. Hypothesis Testing

After doing pre-requirement testing, the hypothesis can be analyzed. The hypotheses in this research are:

- H_0 : $\rho = 0$ There is no significance correlation of students' reading interest in online Japanese comics and their English translation ability.
- H_a : $\rho \neq 0$ There is a significance correlation of students' reading interest in online Japanese comics and their English translation ability.

To test the hypotheses, the researcher used simple linier regression and Pearson's product moment.

1) Simple Linear Regression

In this research, the output of simple linier regression analysis can be seen as follows:

Table 4.31 ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	326.459	1	326.459	6.341	.019 ^b
	Residual	1287.170	25	51.487		
	Total	1613.630	26			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Table 4.32 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.064	12.641		3.407	.002
	X	.410	.163	.450	2.518	.019

a. Dependent Variable: Y

2) Correlation Coefficient Analysis

Pearson's product moment correlation is used to analyze the relationship between two variables. If (p value < 0.05) there is significance correlation. The relationship may be positive or negative. Furthermore, Pearson's r correlation in this study can be seen as follows:

Table 4.33 Correlations

		X	Y
X	Pearson Correlation	1	.450*
	Sig. (2-tailed)		.019
	N	27	27
Y	Pearson Correlation	.450*	1
	Sig. (2-tailed)	.019	
	N	27	27

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

B. Discussion

After all obtained data are presented, they are also needed to be analyzed. To analyze the data, the researcher divides the description based on the problem statements which are stated on the chapter 1.

1. Student's Reading Interest in Online Japanese Comics

From the result score of students' interest in reading online Japanese comics that have been calculated which the mean score is at 77.4, generally the students show moderate interest in reading online Japanese comics. It can be seen from the students' tendency in reading online Japanese comics that more than a half of students read online Japanese comic less than an hour and recently they do not read online

Japanese comics due to the final examination so that they must be focused on it.

Related to Rahim (2007, p. 28), reading interest is a strong desire accompanied by readers' effort to read. Then, a person who has a strong reading intention will manifest in his/her willingness to obtain reading material and read it in his/her own consciousness or due to the encouragement from others. Since the students do not have much time (free time) to read online Japanese comics, so that is why their reading interest in online Japanese comics is in moderate level.

Another reason they read online Japanese comics is only if there is the latest released. Since the released time for a chapter of comic is about a week after published in Japan, so it needs a week or two weeks more to read it through internet (online) in English subtitle. The reason why students often read online Japanese comics in English subtitle than Bahasa Indonesia subtitle is because to read comics in Bahasa Indonesia need more weeks to translate and edit the comics. Due to the lack of translator from English to Bahasa Indonesia, only the famous comics that are translated into Bahasa Indonesia, for example One Piece, Naruto Shippuden, Detective Conan, Bleach, and the other comics only provided in English subtitle.

2. Students' English Translation Ability

From the mean score that have been calculated in the findings is at 70.4, it is found that the students' ability in translating English text into

Bahasa Indonesia is in good category. Based on the translation test part I (see appendix 2), students can translate the text accurately even though there some students have mistaken to translate some phrases, for example “*short-lived anime*” into “*kehidupan singkat anime*” which should be translated into “*karakter anime singkat*” and do not translate a phrase into Bahasa Indonesia which can be translated into Bahasa Indonesia, for example “*friendship game*” into “*permainan pertemanan*”.

For the translation part II, there are some students have mistaken in translating the line number 2, “*Huh? Did you actually say that?*” into “*Apa kau benar mengatakan itu?*”, the translation should be “*Hah? Apa yang kau katakan?*”. Another mistake is they do not translate word “*cellphone*” even though it has Bahasa Indonesia word “*telepon*”, but they translate it into “*hp*” or “*handphone*”. There some of students translate word “*confess to me*” into “*mengakui kesalahan padaku*”, which in that line should be translated into “*menyatakan (perasaanmu) padaku*”.

Most all of students translate the translation part III accurately without any mistake since the lines do not have difficult word or phrase. So it can be concluded the students’ ability in translating English text into Bahasa Indonesia is good even though there are some students have mistaken in translating some words and phrases.

3. The Correlation between Students' Reading Interest in Online Japanese Comics (X) and Their English Translation Ability (Y)

The data which have been obtained from the output of simple linear regression and Pearson's product moment analysis will be interpreted. In ANOVA table (see table 4.31), the F-test value is 6.341 with significance level or p-value at 0.019. Because the p-value < 0.05, it can be concluded that the regression model is linear. The independent variable (X) is influential against dependent variable (Y). In other words, the linear regression model can be used to predict Y (translation ability).

The next table gives b coefficient (see table 4.32), the value of Y variable will change by if X variable changes by 1 unit. The basic regression equation is:

$$Y = a + bX$$

Translation ability (Y) = 43.064 + 0.410 (reading interest). From the equation, translation ability can be estimated if there is value of reading interest. Then because the value of b coefficient in X (reading interest) is positive (0.410), so if variable X goes up by one, variable Y is predicted to go up by 0.410. In sig. T column, p-value is 0.019. It implies that in alpha 5%, H_0 is rejected. Thus, with 95% level of confidence, the students' reading interest in online Japanese comics is convinced to influence translation ability significantly.

Based on the result of the calculation data (see table 4.33), the actual Pearson's r correlation coefficient is 0.450. It means there is an adequate correlation between students' reading interest in online Japanese comics (X variable) and their ability in translating English text into Bahasa Indonesia (Y variable), and as there is no minus sign preceding the coefficient, the correlation is positive. In other words, students who have high reading interest in online Japanese comics will tend to score high in translation. Therefore, the relationship of two variables is linear.

The next step is to test the hypothesis whether there is a significant correlation or not. The researcher consulted to the table of product moment. Based on the result of statistic calculation, it indicates that r_{xy} is 0.450 with the degree of freedom ($df=N-nr$) $df = 27-2$ is 25. In the table significance of 5% (see appendix 4) the value for $df = 27$ is 0.381. After comparing the value of $r_{xy} = 0.450$ and $r_t = 0.381$, the researcher eventually made the assumption of the hypothesis that r_{xy} is bigger than r_t or $0.450 > 0.381$.

The test of hypothesis as follows:

- If $r_{xy} > r_t$: there is a significant correlation, H_a accepted and H_0 rejected
- If $r_{xy} < r_t$: there is no significant correlation H_0 accepted and H_a rejected

The result of the hypothesis is r_{xy} is bigger than r_t , therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is

rejected. It means there is a significant correlation between students' reading interest in online Japanese comics and their English translation ability. Moreover, the students' reading interest contributes significantly to their translation ability.

The previous research was conducted by Adha Asvihad Noor (2015) entitled "The Correlation between Students' Reading Habit and Their Translation Ability" showed the result of the research was there is a positive correlation and strong between two variables. Although the difference of independent variable, which in his research the independent variable was students' reading habit while in this research the independent variable is students' reading interest both of research showed there is positive significance correlation between two variables.

The different degree of correlation which in previous research was $r_{xy} = 0.886$ and in this research the value of $r_{xy} = 0.450$ probably because the different of the total number of respondent which is the previous research the total number of respondent was 72 students. In this research, the total number of respondent is 27 because the researcher used purposive sampling technique for taking the sample.

The correlation between reading and translation has been stated by Schulte (2014, p.1) that reading is a continuous process of translation. As reading can reflect the translation of certain data into quite different form like entertainment or information, reading cannot be separated from translation. However, to achieve successful reading, someone should has

interest in doing reading activity then s/he can obtain what should be obtained, such as knowledge or sense of pleasure from reading activity. It can be concluded that interest is one of factors of successful reading.

In addition, based on previous researches which conducted by Taylor, Frye, and Maruyama (1990), Anderson, Fielding, and Wilson (1988), and Welberg and Tsai (1984) cited by (Khairuddin, 2013, p. 162) they found that reading interest has a strong positive relationship with the success of students both in school and life. When students read, they will gain more knowledge and will help them to have wider and broader perspective on certain issues. Besides, reading interest has been linked and related to vocabulary development.