A CORRELATION STUDY BETWEEN STUDENTS' INTEREST OF READING ON ENGLISH TEXT AND TRANSLATION ABILITY TOWARD READING COMPREHENSION AT THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN THE STATE ISLAMIC INSTITUTE OF SURAKARTA IN THE ACADEMIC YEAR OF 2016/2017

THESIS

Submitted as a Partial Requirement for the Degree of Sarjana

in English Education Department

By:

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ENGLISH EDUCATION DEPARTMENT

ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY

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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving neccesaary advices, herewith, as the advisor, we state that the thesis of

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has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, January 6th, 2017

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RATIFICATION

This is to certify the *Sarjana* thesis entitled "A Correlation Study between Students' Interest of Reading on English Text and Translation Ability toward Reading Comprehension at the Fifth Semester Students of English Education Department in the State Islamic Institute of Surakarta in the Academic Year of 2016/2017" by Dian Probo Astomo has been approved by the Board of Thesis Examiners as the requirement for the *Sarjana* Degree in English Education Program.

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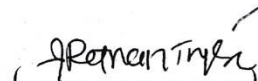   NIP. 19691111 200212 1 001

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DEDICATION

This thesis is dedicated to:

1. My beloved mother (Siti Fatimah) and my beloved father (Pardiyanto)

2. My beloved and only little brother (Bayu Aji Prabowo)

3. All my lecturers in IAIN Surakarta

4. All my friends in IAIN Surakarta especially in English department

5. All my friends in Scout Espero Ngemplak

6. My Smiley and Shiro

MOTTO

Believe in yourself or believe in other. No one knows what the outcome will be. Choose

whatever and do not regret later

(Levi Ackerman - A Choice with No Regret. 2014)

If you believe in your dreams, open your eyes and step away.

If you don't, close your eyes and go die

(JettH - Heroes. 2015)

Everyone has strengths and weaknesses.

It would be sucks if you have to think about it all.

Just do what you can do.

(The Writer)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "A Correlation Study between Students' Interest of Reading on English Text and Translation Ability toward Reading Comprehension at the Fifth Semester Students of English Education Department in the State Islamic Institute of Surakarta in the Academic Year of 2016/2017"is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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<div align="center">
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Stated by
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7. Researcher's beloved friends in his daily activities for motivating, accompanying, helping and sharing in his daily life and also all his friends in PBI 2011 for the beautiful friendship.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the other researcher in particular and the readers in general.

Surakarta, 27 January 2017
The Researcher

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ABSTRACT

Dian Probo Astomo. 2016. *A Correlation Study between Students' Interest of Reading on English Text and Translation Ability toward Reading Comprehension at the Fifth Semester Students of English Education Department in the State Islamic Institute of Surakarta in the Academic Year of 2016/2017*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

This research is intended to know whether there is correlation between students' interest of reading on English text and reading comprehension; translation ability and reading comprehension; students' interest of reading on English text and translation ability toward reading comprehension at the fifth grade students of English department in the state Islamic institute of Surakarta in the academic year of 2016/2017.

The design of this research is correlational design. The research was carried out at the state Islamic institute of Surakarta in the academic year of 2016/2017. The population was the fifth semester students of English department. While the sample was 25 students of 5G class taken by cluster random sampling technique. The instruments to collect the data were questionnaire and test. Questionnaire is used to collect the students' reading interest data while the test is used to collect the translation ability and reading comprehension data. In analyzing the data, the researcher used *Person Product Moment* formula to find the coefficient correlation and simple linear regression to find the significance and linearity of the variables.

The result of the research showed that (1) there is positive correlation between students' interest of reading on English text (X_1) and reading comprehension (Y). The coefficient correlation is higher than r-table (0.7180 > 0.396). (2) There is positive correlation between translation ability (X_2) and reading comprehension (Y). The coefficient correlation is higher than r-table (0.6418 > 0.396). (3) There is positive correlation between students' interest of reading on English text and translation ability toward reading comprehension. The coefficient correlation is higher than r-table (0.9954 > 0.396). The result of the research also showed that the contribution of students' interest of reading on English text and translation ability toward reading comprehension is 99.08%. Therefore, the researcher concluded that there is positive significant correlation between students' interest of reading on English text and translation ability toward reading comprehension at the fifth grade students of English department in the state Islamic institute of Surakarta in the academic year of 2016/2017.

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CHAPTER I

INTRODUCTION

A.   Background of Study

Nowadays, reading is considered the most important skill for language learners. This is in line with Harry Madox (1963: 76), he stated that reading is the most important skill in study. According to Sharma and Singh (2005: 119), reading is a basic tool of education and one of the most important skill in everyday life. Brown (2003: 185) stated 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 ability. Being able to read in English is very important. We know that success in reading is the most necessary because it is a basic tool of education. In university, reading ability becomes even more important because students are more active to gain written information that is why reading comprehension is an asset to be success in university.

By understanding English, students are able to communicate in English and also able to read many kinds of English texts. Students find many texts written in English, from brochures, academic books, newspaper, pamphlets, magazines, traffic directions, advertisement, etc. therefore, the ability to read English text in any form will give a great deal of advantages in our life. For university students, the ability to read is very important. It is easier to looking for reference if they have a good ability in reading or when they do their assignments.

While comprehension is the important thing in reading activity. Students can read so many English texts but without understanding the content is useless. Arkian (2008: 77) stated

that reading comprehension as the most widely used technique are studied from various vantage points. Richard et al. (1985: 54) say that comprehension is the process by which a person understands the meaning of written or spoken language. Moreover, Hanna (2013: 139) states that reading comprehension is the ability to understand what we read where words have context and texts have meaning. So that the researcher chooses the reading comprehension as the object of the research.

Moreover, Dawson and Bamman (1963: 220) state factor that can influence students' reading comprehension is reading interest. Reading interest is one of the key of someone to be successful in their pursuing knowledge. Many countries strive for their communities to improve reading interest. Interest is powerful factor for increasing reading comprehension, promoting the reading habit, and producing a generation book lovers. As we have known that reading is the need of our life. However, the students' interest in reading is still neglected. They prefer chatting or playing. This bad situation is supported by the condition in the most schools 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. However, students' interest and excitement about what they are learning is one of the most important factor in education. In short, the higher interest will make the readers more creative about reading actively and thinking about material.

Another aspect that affect reading comprehension is translation ability. Translation is the process of changing statement that is written or spoken into another language, (Oxford Advanced Learner's Dictionary, 2005: translation). Longman Dictionary of Contemporary English (1987: 1128) stated that translation is an act of translating or something that has been translated from one language to another. As we know that translation has good position in

teaching learning English as foreign language. Translation ability can improve comprehension like Van Els. (2006: 4) said, 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 take 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.

To comprehend an English text, it needs an interest in reading. The higher interest in reading affect the mastery of vocabulary. More vocabulary can be mastered make the students more easily in translating. Whereas the higher ability in translation, the easier to comprehend what the students read. Hence, the researcher would like to study about the reading comprehension and the factors that influence it in the students of English department in the state Islamic institute of Surakarta.

The researcher chooses the fifth semester students as a subject because the students on fifth semester already understand what a translation ability is. Besides, they are students of English education department. Their ability to understand the English language and translate the English text is very important. Moreover, their interest of reading on English text is also important.

Based on the description above, the researcher wants to carry out the research to know whether there is a positive correlation between students' interest of reading on English text and translation ability toward reading comprehension, especially at the fifth semester students of English education department in the state Islamic institute of Surakarta.

From the idea above, the researcher determines the topic entitled: "A Correlation Study between Students' Interest of Reading on English Text and Translation Ability toward Reading Comprehension at The Fifth Semester Students of English Education Department in the State Islamic Institute of Surakarta in The Academic Year of 2016/2017".

B. Identification of the Problem

Based on the background of study, there are some problems that may arise. The problems are as follows:

1. Is there any correlation between students' interest of reading on English text and reading comprehension?

2. Is there any correlation between translation ability and reading comprehension?

3. Is there any correlation between students' interest of reading on English text and translation ability toward reading comprehension?

4. What factors can influence reading comprehension?

5. Does interest of reading on English text influence reading comprehension?

6. Does students' translation ability influence reading comprehension?

C. Limitation of the Problem

In this research, the researcher limits the scope of the study. The study only stressed on three variables of correlation. They are correlation between students' interest of reading on English text and translation ability toward reading comprehension. Reading comprehension here refers to text of English, and the interest of reading here also refers to text on English. And, the research subject is fifth semester students of English Education department in the state Islamic institute of Surakarta in the academic year of 2016/2017.

D. Formulation of the Problem

The problems are formulated as follows:

1. Is there any correlation between students' interest of reading on English text and reading comprehension at the fifth semester students of English education department in the state Islamic institute of Surakarta in the academic year of 2016/2017?

2. Is there any correlation between translation ability and reading comprehension at the fifth semester students of English education department in the state Islamic institute of Surakarta in the academic year of 2016/2017?

3. Is there any correlation between students' interest of reading on English text and translation ability toward reading comprehension at the fifth semester students of English education department in the state Islamic institute of Surakarta in the academic year of 2016/2017?

E. The Objectives of the Study

The objectives of the study are formulated as follow:

1. To know whether there is or not a correlation between students' interest of reading on English text and reading comprehension at the fifth semester students of English education department in the state Islamic institute of Surakarta in the academic year of 2016/2017?

2. To know whether there is or not a correlation between translation ability and reading comprehension at the fifth semester students of English education department in the state Islamic institute of Surakarta in the academic year of 2016/2017?

3. To know whether there is or not a correlation between students' interest of reading on English text and translation ability toward reading comprehension at the fifth semester students of English education department in the state Islamic institute of Surakarta in the academic year of 2016/2017?

F.   The Benefit of the Study

The study is intended to know the correlation between students' interest of reading on English text, translation ability and reading comprehension. The result of the study is expected to give benefits both theoretically and practically

1. Theoretical Benefits

This research is to prove whether there is a positive significance correlation between students' interest of reading on English text, translation ability and reading comprehension at the fifth semester students of English education department in the state Islamic institute of Surakarta, so it can be used as the reference in improving and developing translation ability and their reading comprehension in the college.

2. Practical Benefits

a. For the students, the result of the research gives knowledge for them to improve their ability in translation and develop their reading comprehension. It also gives motivation for students to develop their interest in reading English text.

b. For the lecturers, the result of the research give information which important that interest of reading on English text and translation ability have influence in reading comprehension. It can also be used as reference in guiding the lecturers to know more about the factor that influence students' English achievement, especially on reading comprehension.

c. For the 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 comprehension.

CHAPTER II

THEORETICAL REVIEW

A.   **Theoretical Review**

1. **Review on Reading Comprehension**

In this part, review on reading comprehension will explain about some theories related to the reading comprehension. Those theories are the definition of reading, the purpose of reading, reading comprehension, and the levels of reading comprehension.

a. **The Definition of Reading**

There are a lot of definition 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. Kennedy (1981: 5) says that reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and on the basis of past experiences, understand and interpret its meaning. While Lado (1964: 132) stated that reading in a foreign language consist of grasping meaning in that language though its written representation.

It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the content and to get information.

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, (Lado, 1964: 154). Gordon (1972: 64) 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.

According to Anderson (1992: 90), 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 Grabe (2009: 8) there are six major purposes for reading;

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.

c. Reading Comprehension

Harris & Hodges (1995: 51) stated that reading comprehension is the construction of the meaning of a written text through of a reciprocal interchange of ideas between the reader and the message in the particular text. Brown (2003: 54) said that reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible.

Moreover, Kennedy (1981: 192) defines that Reading comprehension as a thought process through which readers become aware of an idea, understand it in term of their experiential background and interpret it in relation to their own needs and purpose.

From those definition, it can be said that reading comprehension is the ability to understand what they read and also the process that finding and interpreting.

d. The Levels of Reading Comprehension

According to Kennedy (1981: 218), there are kinds of reading comprehension:

1) Literal comprehension

Reading in order to understand, remember, or recall the information explicitly contained in a passage. It refers that the readers are able to know what a writer says. This comprehension focuses on the readers' ability to find explicit information.

2) Inferential comprehension

Reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition. It refers that the reader have to be able to make reasoning or finding information that are not stated in the text or implicit information.

3) Critical or evaluative comprehension

Reading in order to compare information in a passage with the readers' own knowledge and values.

Based on the theory above, generally, it can be conclude that reading comprehension is the process extracting and understanding the information of written text which has elements for thinking of reading. The inside element as reader, text, activity whereas the outside element, there are content and socio-cultural. And also aspect to access reading comprehension should able to finding the main idea and specific information of the text, finding the reference and the meaning of words or expression within the text, and making inferences from the text. The researcher reviewed that reading comprehension consist of several indicators, there are:

1) Finding Explicit Information:

It consist of finding details and fact

2) Finding Implicit Information:

It is consist of finding main idea, inferring referents, drawing conclusion, detecting the title of the text, detecting the purpose of the text and making prediction.

3) Finding Judgment:

It is consist of making judgment.

2. Review of Interest on English Text

a. The Definition of Interest

There are some experts who defines about interest. Elliot (2000: 349) stated that interest is an enduring characteristic expressed by a relationship between a person and a particular activity or object. *Cambridge Advance Learner's Dictionary* (2005: 666) stated that interest is the feeling of wanting to give your attention to something or wanting to be involved with and to discover more about something.

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. Whereas Hidi & Renninger (2006: 113) added if students are personally interested in a certain activity or topic, they will direct energy toward learning, which, in turn, should result in higher performance with less effort.

b. The Types of Interest

Hidi (2007: 3) has distinguished two types of interest that reflect distinct areas of research focus, there are:

1) Individual Interest

Individual interest develops slowly, tends to be long lasting, and is associated with increased knowledge and value, personal significance, positive emotion, high value,

and increased knowledge. For the examples is a student may have a personal interest in reading comic, novel, or short story.

2) Situational Interest

Situational interest, on the other hand, is evoked by something in the immediate environment, and consequently may or not have a long-term effect on individual's knowledge and value. For examples in the case of reading, such as hot topic on text, magazine or story that famous of the reader.

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.

d. **The Indicators of Interest**

Many studies cited by Hidi & Baird (2007: 3) have shown that cognitive performance as measured by many different indicators improve with personal interest. Typical indicators of interest are:

1) Increased Attention

Attention is the concentration or activity of our souls towards observation, the understanding, and so on by ignoring the others. Students who is interested in English text will pay attention more on it.

2) Greater Concentration

Concentration is exclusive attention to one object: close mental application. Concentration can also refer to something that clustered together or to density or strength of a solution.

3) Pleasant feelings

A students has pleasant feeling of reading English text, so they will always read the text happily. They are not forced of every English text that they want to read, such as magazines, story or newspaper.

4) Willingness

Willingness is a motivational desire directed to the purpose of life controlled by thought. For example, a man who wants to be a soldier will have a strong will and full attention to learn how to be a good soldier.

e. Reading Interest

Hidi (2001: 195) states that investigation into the role of interest in reading have centered on a few basic issues. He argued that interest is central in determining the ways in which we select and process certain types of information in preferences to other.

Heilman (1964: 322-323) defines that the school experiences can also play a major role in the total process with an emotionally disturbed pupil, it aims toward the development of skill and mastery, and it can offer a source of gratification at varying levels of ability of aspiration of interest. In tracing the development of interest in the relationship between reading problems and emotional involvements several act merit attention. First, the concept of a close relationship between the two was not accepted quite as readily by educators and teachers as were certain other concepts popular about the same time, such as readiness, individual testing, the role of phonics in reading instruction and oral versus silent reading. Second, reading whose purpose was to explore relationship between emotional factors and the students' inability to learn and read.

Most students are interested to read because they are interested in the topic of the text. The other factor is the environment that give them impulse to interest on read the text. The environment factor can include parents, teacher, school's friend or community.

f. English Text

Siahaan (2008: 1) defines a text is a meaningful linguistic unit in a context. A text is both of spoken and written. Those can be word, phrase or sentence. While an

English text is a text that spoken or written in English. Whereas Anderson (1997: 147) added the category of text are literary and factual. Here the explanation:

1) Literary Text

Literary text include dreaming stories, movie script, limerick, fairy tales, novels, song lyric etc. It can influence our emotion like we can laugh, cry or angry when we read it. Example of category on literary text are narrative, poetic and dramatic.

2) Factual Text

Factual text include advertisements, announcements, internet web sites, current affair shows, debates, instruction, brochures, etc. They present information or ideas and aim to show, tell, o persuade the readers. The main category are recount, response, explanation, discussion, exposition.

3. Review on Translation Ability

a. Definition of Translation

There are some expert that define translation. Richard et al. (1985: 299) stated that translation as the process of changing speech or writing from one language into another language. According to Catford (1965: 1) states that translation is an operation performed on language, a process of substituting a text in one language for a text in another. Furthermore, Basnett (1991: 13) 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.

Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantics and stylistic equivalence. This in line with Nida (1975: 33) that 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.

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

Jocobson (2008: 5) distinguished 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.

Catford (1965: 25) mentioned 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.

   Example: I have an apple = *Aku mempunyai sebuah apel.*

2) Literal Translation

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

Example: "He is dead" is change to "He called by God"

3) Free Translation

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

Example: "Be careful" replaced by "Take it slowly"

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.

c. **The Process of Translation**

Nida (1975: 75) propose a three-stage model of translation process. 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. Another example of a model is furnished by Nida for the translation process:

| Source Language | | Receptor Language |
| TEXT | | TRANSLATION |

Figure 2.1.3: Nida's Model of Translating (Translation Process)

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

Restructuring is the process of transforming the source language message into a proper stylist 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.

B.   The Previous Study

In this research, there are previous studies that the researcher used to the sources of the proposal which concerned about reading. The first previous related study comes from Chandrawati Setyaning Budi (2008), Teacher Training and Education faculty, Sebelas Maret University, entitled "A correlation study between the students' translation ability, reading habit and their reading comprehension of tenth grade students of SMA N 1 Kebakkramat in academic year 2007/2008". 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 research conducted by Chandrawati has some similarities with this research. The first similarity is the design of the research that used the correlational design. Second is variables of the research that are same with this research, there are translation ability and reading comprehension. The difference between this research and the research conducted by Chandrawati, first, the subject. The subject in the research conducted by Chandrawati is Senior High School, then in this research, the researcher will conduct a research in college students. Second is variable. There is a variable that researched by Chandrawati that different with this research, it is students' reading habit while this research is students' reading interest.

The second previous related study comes from Eva Yulianti (2014), Teacher Training and Education faculty, the State Islamic Institute of Surakarta with the title is "A correlational study between reading interest on English text, vocabulary mastery and reading comprehension at the eighth grade students of SMP Batik Surakarta in the academic year of 2013/2014". The result of the research shows that (1) there is a positive significant correlation between reading interest on English text and reading comprehension because the correlation value is 0.740 and sig 0.000 < 0.05; (2) there is a positive significant correlation between students' vocabulary mastery and reading comprehension because the correlation value is 0.692 and sig 0.000 < 0.05; (3) there is a simultaneously positive significant correlation between students' reading interest on English text, vocabulary mastery and reading comprehension because the correlation value is 0.762 and sig 0.000 < 0.05.

The research conducted by Eva has similarities on reading interest and reading comprehension and correlational research design. The difference are the subject, Eva use the eighth grade students of SMP as the subject while this research use fifth semester students of college as the subject. Moreover, this research didn't study about vocabulary mastery like Eva did.

C. Rationale

Reading comprehension is process to understand information that is not overtly stated in the text. Sometime, students read texts or books with get nothing from it. Understanding a written text is not enough to comprehending. Kennedy (1981: 188) says that reading comprehension is the ability of one to find, interpret and use ideas. While in Oxford

Advances Learner's Dictionary (2005) states that comprehension is defined as a power to understand something.

Reading comprehension has some factors that influenced it. For example students interest on English text. It affected cognitive domain such as reading comprehension and translation to develop the positive energy of their activities. When the students interest on text, they will feel pleasant, attention, concentration and willingness of the text they want. According to Hidi (2007: 3), it has clearly demonstrated that interest has a powerful facilities effect on cognitive functioning.

Whereas the other factor that influence the reading comprehension is 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.

From theoretical review above, reading comprehension is influenced by students' interest of reading on English text and translation ability. Students who interest on English text can focus and feel pleasure on text material and they will have better reading comprehension. Besides, students who have good translation ability will easily understand information and ideas of the written text such as English text. Therefore, it can also be predicted that translation ability contributes to reading comprehension.

D.   Hypotheses

Based on the rationale, the hypotheses can be formulated as follows:

Ha:

1. There is a significant correlation between students' interest of reading on English text and reading comprehension.

2. There is a significant correlation between students' translation ability and reading comprehension

3. There is a significant correlation between students' interest of reading on English text and translation ability toward reading comprehension.

Ho:

1. There is no correlation between students' interest of reading on English text and translation ability toward reading comprehension.

CHAPTER III

RESEARCH METHOTOLOGY

A.   Research Method

In this research, the researcher uses a quantitative research. While the design of the study is correlational study. Quantitative research concerned with the collection and analysis of data in numeric form. According to Nunan (1992: 229) stated that correlation is a set of statistical procedures for testing the strength of association between sets of source.

The reason of choosing this design is the researcher would like to know the levels of correlation between two or more variables. Gay et al. (2006: 11-12) states that there are three possibility result of correlation study, it can be positive correlation, negative correlation and no correlation. The correlation coefficient is measured of correlation strength, and it range from -1.00 to +1.00. Then Jacobs M Richard (1990: 5) also said that correlation study is determine weather and to what degree a relationship exist between two or more quantifiable variables, the degree of relationship is expressed as a coefficient of correlation, the presence of a correlation does not indicate a cause-effect relationship primarily because of the possibility of multiple confounding factors a study numerical estimate the correlation coefficient about relationship between two or more variables.

-1.00	0.00	+1.0
Strong negative	No relationship	Strong positive

Figure 3.1.1: A numerical estimate the correlation coefficient about relationship between two or more variables. (Jacobs. M Richards, 1990:15)

1. Positive correlation: both variables improve or decrease at the same time. A correlation coefficient close to + 1.00 indicates a strong positive correlation.

2. Negative correlation: indicates that as the amount of one variable improves the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation.

3. No correlation: indicates that no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

According to Ary (1985: 30), there are two kinds of variables; independent variable and dependent variable. He states that variable is an attributive that regarded as reflecting or expressing some concept or construct. Moreover, he states that the dependent variable is the phenomenon that is the object of study and investigation. While the independent variable is the factor that is measurably separate and distinct from the dependent variable, but may relate to the dependent variable. In this research, there are three variables as follows:

1. The independent variables

   a. Students' interest of reading English text (X1)

   b. Translation ability (X2)

2. The dependent variables is reading comprehension (Y)

The correlation of the three variables as follows:
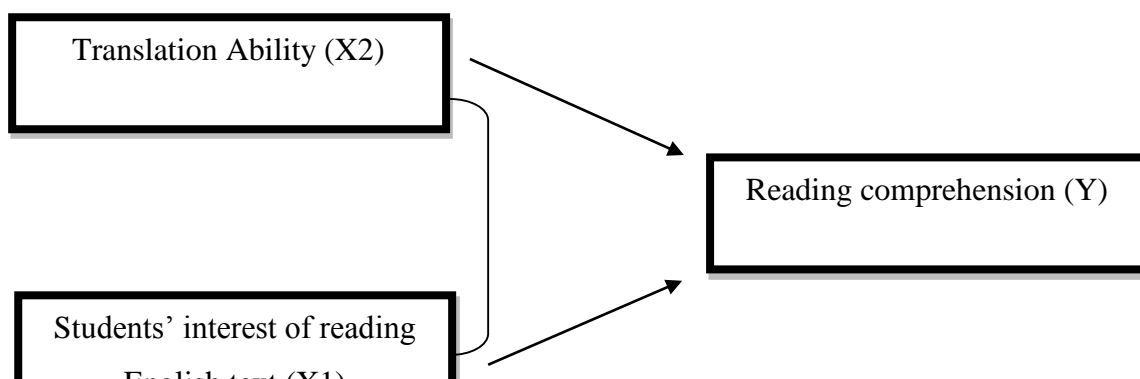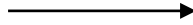
Figure 3.1.2: The relationship between X1 and Y, X2, and Y, and

X1 and X2 toward Y

B. The Setting of the Research

1. The place of Research

The research was carried out at state Islamic intitute of Surakarta in the academic year of 2016/2017. The institute is located at Jl. Pandawa Pucangan Kartasura – Sukoharjo 57168.

2. The Time of Research

The researcher will conduct the research from August until December 2016.

Table 3.2: The schedule of the research

No	Activities	August				September				October				November				December			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Observation		██	██																		
2	Making Proposal				██	██	██	██														
3	Making Instrument											██	██	██								
4	Revised Instrument														██	██						

No	Activity																							
5	Taking Data Try Out																				■			
6	Taking Main Data																					■		
7	Analyzing Data																						■	
8	Report Result																							■

C. Population, Sample and Sampling

1. Population

Population is the whole number of people or inhabitants in a country or region. Simplify, Arikunto (1996:115) points out that the population is the entire subject in the research. The population of this research is all the fifth semester students of English education department in the state Islamic institute of Surakarta in the academic year of 2016/2017

Table 3.3: Fifth semester students of English education department in the

state Islamic institute of Surakarta

No	Class	Number of Student
1	A	32
2	B	32
3	C	32
4	D	32
5	E	33
6	F	31
7	G	30
8	H	32

9	I	33
10	J	33
Jumlah		320

2. Sample

According to Ary et all (2010: 148) stated that a sample is a number of individuals, items, or events selected from a population for a study, preferably in such a way that they represent of the large group from wich they were selected. In addition, Arikunto (1993: 104) states that sample is the part or representation of population being researched. In this study, the sample is class G which consist of 30 students. 5 students were absent on the day the research conducted, so the sample are 25 students on G class.

3. Sampling

Sampling is a technique used in taking sample. Hadi (1994: 75) states that sampling is a technique of taking a sample out of population. The best procedure to acquire a certain kind of sample is random sampling. There is underlying random sampling which of all the part of population have same opportunity to be include in part of sample (Hadi, 1995: 303). Hence, researcher used one of a kind probability sampling that is Cluster Random Sampling as the technique of taking sample. This technique can be used because all the classes are homogeny class. The steps of choosing the sample as follows:

a. The researcher writes the name of every class in each piece of paper.

b. Then, the researcher rolls the paper and puts in together in hand.

c. The rolls of paper is shaken.

d. The researcher puts the paper down and chooses one of them randomly.

e. The class in the chosen paper will be the sample.

The class chosen was 5 D. 4 students were absent, so there were 27 students present as the try out participants. While 5G is chosen as the research sample. 5 students were absent so there were 25 students as the sample.

D.   Techniques of Collecting the Data

The researcher used the test and questionnaire as the techniques to collect the data from the research. The test is used to collect the data of student's reading comprehension and student's translation ability, while the questionnaire is used to collect the data of student's interest of reading English text.

1. The Instruments of Collecting Data

According to Arikunto (2002: 136), 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. In this research, the writer used two instruments as follows:

a. Test

Arikunto (2006: 150) 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. Djiwandono (2008) stated that there are two kind of test based on the way of scoring, they are objective and subjective tests. Objective test is a form of questioning which has single correct answer. It consist of matching test, true false test, fill in the blank and multiple choice test. Then, the subjective test is a form of questioning which may

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

In this research, the researcher will carried out test to measure as follows:

1) Test of translation ability

To measure whether students' translation ability is high or low, the student will translate English text to Indonesia. After doing the try out, the researcher got the 27 items of questions from 30 items of multiple-choice type. There are four answer's option; a, b, c, or d in each question.

2) Test of Reading comprehension

The test of reading comprehension was intended to collect the data about students' reading comprehension. The test is objective test in the form of multiple-choice type consisting of 36 items from 40 items in try out. There are four answer's option; a, b, c, or d in each question.

Then, in determining the students' score, the writer marks 1 for each item which is answered correctly and marked 0 for the wrong answer.

b. Questionnaire

Questionnaire is a tool in gathering information through written questions, it is one of the most widely used social research technique. According with Arikunto (2005: 102), he stated that questionnaire is a list of question that given to the persons to give their responses concerning the questions. 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 of reading English text.

In determining the students' scores, the writer determines the score of each statement in the questionnaire first. The researcher will use the Likert scale as the rating scale of the questionnaire. Sugiyono (2008) said that Likert scale is used to measure attitude, opinion, peoples or groups perception about social phenomenon. The way to score the questionnaire is as follows:

Table 3.4: Category Score of Likert Scale

Option / Statement	SS	S	R	TS	STS
Positive	5	4	3	2	1
Negative	1	2	3	4	5

In this research, the questionnaire will be given to the students' to find numerical data of their interest of reading on English text. The questionnaire consists of 27 items and each item has five options with the scale of scoring from 1 to 5. The students' are expected to choose one of those choices that they think and feel nearly matched with their condition. The questionnaire has five options, those are: *"Sangat Setuju* (SS)*", "Setuju* (S)*", "Ragu-ragu* (R)*", "Tidak Setuju* (TS)*",* and *"Sangat Tidak Setuju* (STS)*".*

2. Try Out the Instruments

It is necessary to do a try out to make the instrument valid and reliable before it is used. The instruments of this research are the questionnaire of students' interest of reading English text, the test of translation ability, the test of reading comprehension. The

instruments were tried out at the fifth grade students of English department in Islamic State Institute of Surakarta class 5D. The way to test the validity and reliability of those instruments (test and questionnaire) are as follow:

a. The Validity of Instruments

Ary et al. (2010: 225), validity is the most important consideration in developing and evaluating measuring instruments. He also stated that validity is defined as the extent to which an instrument measured what it claimed to measure.

To measure the validity of interest of reading on English Text, translation ability and reading comprehension, the researcher used the Pearson Product Moment. The formula is as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

r_{xy} = the correlation coefficient between X and Y

N = the number of the students

X = the score of each item

Y = the score of each student

(Arikunto, 2013: 170)

There are three data of the validity test: the questionnaire of reading interest on English text, the test of translation ability, and the test of reading comprehension.

The computation validity of the questionnaire of students' reading interest on English text is presented in appendix 19, the computation validity of the test of translation ability is presented in appendix 20, and the computation validity of the reading comprehension is presented in appendix 21.

The result of the try out show that:

1. From 30 items of reading interest on English text, 27 items are valid and 3 items are invalid. The invalid items are item number 21, 27 and 29, with the validity of coefficient (r_{xy}) move from 0.386 to 0.930 compare with r-table 0.381.

2. From 30 items of translation ability, 27 items are valid and 3 items are invalid. The invalid items are item number 16, 22 and 24, with the validity of coefficient (r_{xy}) move from 0.384 to 0.732 compare with r-table 0.381.

3. From 40 items of reading comprehension, 36 items are valid and 4 items are invalid. The invalid items are item number 6, 11, 22 and 37, with the validity of coefficient (r_{xy}) move from 0.389 to 0.748 compare with r-table 0.381.

b. The Reliability of Instruments

Ary et al. (2010: 236) states that the reliability of a measuring instruments is the degree of consistency with which it measures whatever it is measuring. To determine the reliability of interest of reading English text questionnaire, the researcher used Alpha Cronbach formula as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\Sigma S_i^2}{S_t^2} \right]$$

r_{11} : The coefficient reliability (coefficient Alpha)

K : The number of items

S_i^2 : The variance of each item

S_t^2 : The variance of all scores on the total test

(Arikunto, 2013: 196)

The computation of reliability of interest of reading English text questionnaire showed the coefficient reliability (r_{11}) is 0,774. R_{11} is higher than r_{table} (0,774 > 0.381), so, it means that the instrument is reliable.

While to determine the reliability of translation ability and reading comprehension, the researcher used Kruder Richardson-20 formula (KR- 20) as follows:

$$r_{kR20} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\Sigma pq}{\sigma^2}\right]$$

r_{11} : The coefficient reliability

k : The number of items

p : The proportion of test takers who pass items

q : The proportion of test takers who fail the items

σ^2 : The variance of the test

The computation of reliability of translation ability test showed the coefficient reliability (r_{11}) is 0,847. R_{11} is higher than r_{table} (0,847 > 0.381), so, it means that the instrument of translation ability is reliable. While the computation of reliability of reading comprehension test showed the coefficient reliability (r_{11}) is 0,921. R_{11} is higher than r_{table} (0,921 > 0.381), so, it means that the instrument of reading comprehension is also reliable.

E. Techniques of Analyzing the Data

1. Description of the Data

After collecting the data, the next step is analyzing the data in order to know whether there is a significant positive correlation between students' interest of reading on

English text and translation ability toward reading comprehension. The researcher presents the mean, range, median, and modus of the sample. Furthermore the next step is analyzing the data, this research used Normality, Simple Linear Regression, Multiple Linear Regression, and Correlation to analyze the data. Those are as follows:

a. Mean

Mean is the average value of a data group. It is gained from summing up all individual data of the group and dividing it by the total of the individuals.

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$: mean

$\sum x$: the total of the value

n : the total of the individuals

b. Range

Range is the gap between the highest and the lowest value in a data group. It is gained by subtracting the highest value with the lowest value.

$$R = H - I$$

Where:

R : range

H : the highest value

I : the lowest value

c. Mode

Mode is that score which occurs most frequently (Brown, 1996: 104). Brown also says that no statistical formula is necessary for this straightforward idea.

d. Standard Deviation

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

$$S = \sqrt{\frac{\sum(X - \bar{x})^2}{n}}$$

Where:

S : standard deviation

n : total of sample

$\bar{x}$: mean

X : score

e. Median

Median is the scores which are arranged based on the amount, which is in the middle between the lowest and the highest scores

2. **Normality Testing**

This test is aimed to know whether the sample taken from the population has normal distribution or not. To find out the normality of the sample of the research, the researcher uses the formula Liliefors. The formula of Liliefors is as below:

$$L_O = F(z_i) - S(z_i)$$

Where:

L_O : The highest value of the difference $F(z_i)$ and $S(z_i)$

$F(z_i)$: The opportunity of the data

$S(z_i)$: The proportion of the data

(Sugiyono, 2013: 120)

3. Linearity Testing

This test is aimed to know or predict whether two variable involved in the research, which commutated by statistic analysis correlation have relationship linear or not.

a. Simple Linear Regression

1) Equation of Simple Linear Regression

$$\hat{Y} = a + b\,X$$

Where:

$\hat{Y}$: calculated value of Y (dependent variable)

a, b : constant number

X : independent variable

(Sugiyono, 2013: 126)

2) To Find Out the Significance of Regression

$$Fo = \frac{S^2_{reg}}{S^2_{res}}$$

Where:

F_O : the significance of regression

S^2_{reg} : the variance of regression

S^2_{res} : the variance of residual

If $F_{observed} > F_{table}$ ($F_o > F_t$) the regression is significant.

(Sugiyono, 2013: 127)

3) To Find Out the Linearity of Regression

$$Fo = \frac{S_{rc}^2}{S_e^2}$$

Where:

Fo : the significance of regression

S_{rc}^2 : the variance do to linear regression

S_e^2 : the variance of error

If $F_{observed} > F_{table}$ ($F_o < F_t$) the regression is linear.

b. Multiple Linear Regression

Equation of Multiple Linier Regression

$$Y = a_0 + a_1X_1 + a_2X_2$$

Where:

Y : Calculate Value of Y (dependent variable)

a_0, a_1, a_2 : constant Number

X_1, X_2 : Independent variable

(Sugiyono, 2013: 128)

Multiple linear regression is significant if the $F_{observation}$ is higher than F_{table} ($F_o > F_t$)

4. Hypotheses Testing

This research is going to test the hypotheses using simple correlation and multiple linier regression. Arikunto (2013) said that product moment is used to describe the strength between variable, while multiple linear regression are used to describe the strength between two independent variables and one dependent variables.

a. The first hypotheses and second hypotheses

The first hypotheses is the correlation between students' interest of reading on English text (X1) and reading comprehension (Y). While the second hypotheses is the correlation between translation ability (X2) and reading comprehension (Y). To test the first and second hypotheses, the researcher used the simple correlation technique using the Product Moment Formula as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Where:

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

X : the independent variable

Y : the dependent variable

N : the number of the sample

b. The third hypotheses

The third hypotheses is the correlation between students' interest of reading on English text (X1) and translation ability (X2) toward reading comprehension (Y). To test the third hypotheses, the researcher used the multiple correlation as follows:

$$R_{x_1x_2y} = \sqrt{\frac{r^2\,x1y + r^2x2y - 2.rx1y.rx2y.rx1x2}{1 - r^2x1x2}}$$

R_{X1X2Y} : The coefficient of correlation between X_1, X_2 and Y

r_{X1Y} : The coefficient of independent variable X_1 and Y

r_{X2Y} : The coefficient of independent variable X_2 and Y

r_{X1X2} : The coefficient of correlation between X_1 and X_2

The researcher used the formula of regression line analysis to find out whether or not the coefficient of multiple correlations is significant as follows:

$$F = \frac{R^2/k}{(1 - R^2)/(n - k - 1)}$$

Where:

F : the value of regression line

R : the coefficient of correlation between X1, X2, and Y

k : the number of independent variable

n : the number of sample

<div align="right">(Sugiyono, 2013: 155)</div>

In this research, there are two kinds of hypothesis. They are the alternative hypothesis (H_a) and null hypothesis (H_o). The hypothesis of alternative (H_a) says that there is a correlation between students` reading interest on English text ($X_1$), translation ability ($X_2$) and reading comprehension (Y). When $H_a$ is changed become null hypothesis ($H_o$), it says that there is no correlation between students` reading interest on English text (X_1), translation ability (X_2) and reading comprehension (Y). The statistical hypothesis are as folllows:

a. First Hypothesis

$H_o = \rho_{X1Y} = 0$

It means that there is no correlation between reading interest on English text (X_1) and reading comprehension (Y).

$H_a = r_{X1Y} > 0$

It means that there is a positive correlation between reading interest on English text (X_1) and reading comprehension (Y).

b. Second Hypothesis

$H_o = \rho_{X2Y} = 0$

It means that there is no correlation between translation ability (X_2) and reading comprehension (Y).

$H_a = r_{X2Y} > 0$

It means that there is a positive correlation between translation ability (X_2) and reading comprehension (Y).

c. Third Hypothesis

$H_o = R_{X1X2Y} = 0$

It means that there is no correlation between reading interest on English text (X_1) and translation ability (X_2) simultaneously, and reading comprehension (Y).

$Ha = R_{X1X2Y} > 0$

It means that there is a positive correlation between reading interest on English text (X_1) and translation ability (X_2) simultaneously, and reading comprehension (Y).

CHAPTER IV

RESEARCH AND DISCUSSION

A. Research Finding

The researcher conducted the research in Islamic State Institute of Surakarta in academic year of 2016/2017. The researcher held the research by giving the test and questionnaire to the fifth grade students at the English department to collect the data. The test and questionnaire were given for two classes, class 5D that consist of 27 students for getting the data try out and class 5G as the sample class for getting the main data of the research.

The data analyzed were the result of test and questionnaire. The researcher description were based on the score of questionnaire to know the students' reading interest of reading on English text, the scores of the test are to know the students' translation ability and reading comprehension of fifth grade students of English department in the State Islamic Institute of Surakarta in the academic year of 2016/2017. In computing the data, the researcher was assisted by Microsoft Office Excel 2013 for Windows. 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 research data of the three variables were summarized as follows:

Table 4.1: The data of three variables

	Reading Interest	Translation Ability	Reading Comprehension
Mean	69.95	73.18	74
Median	70.37	70.37	75
Mode	73.33	70.37	75
Standard Deviation	5.77	8.78	10.93
Minimum	56.29	55.55	47.22
Maximum	80	92.59	91.66
Range	23.70	37.03	44.44

The data of each variable can be described as follows:

1. **The Data of Students' Interest of reading on English Text**

The data of students' interest of reading on English text are obtained from questionnaire. The data was taken from 25 students as the sample of the research. From the data, the highest score is 80 while the lowest is 56.29 so the range of the score is 23.70 in the score scale 1-100. From the computation of the data, the mean is 69.95, the median is 70.37, and the mode is 73.33, then the standard deviation is 5.77.

Table 4.1.1: Frequency Distribution of the Score of Students Reading Interest

Interval	Frequency	Percent
56-60	1	4
61-65	5	20
66-70	7	28
71-75	7	28
76-80	5	20
Total	25	100.0
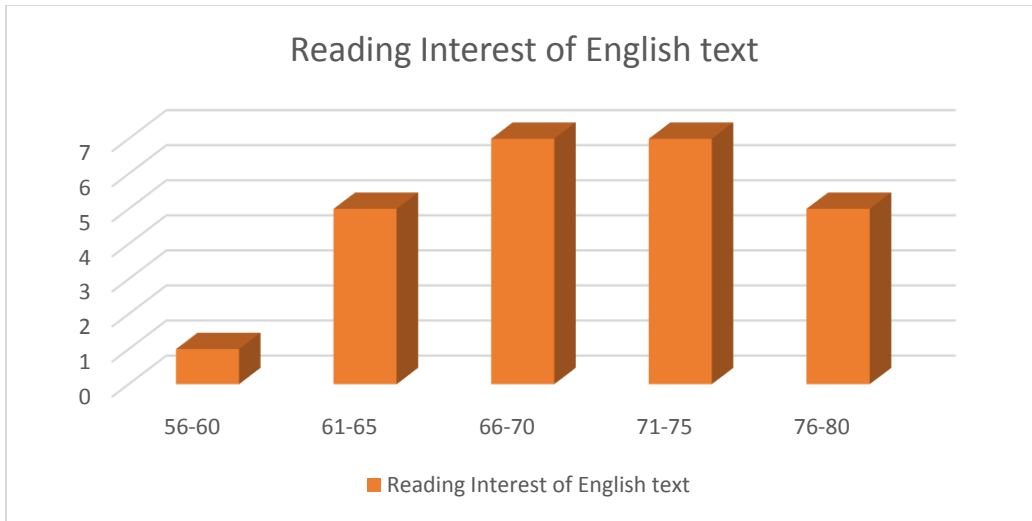
Figure 4.1.1: The Histogram of Students' Interest of Reading on English text

2. The Data of Translation Ability

The data of translation ability are obtained from objective test. The data was taken from 25 students as the sample of the research. From the data, the highest score is 92.59 while the lowest is 55.55 so the range of the score is 37.03 in the score scale 1-100. From the computation of the data, the mean is 73.18, the median is 70.37, and the mode is 70.37, then the standard deviation is 8.78.

Table 4.1.2: Frequency Distribution of Translation Ability

Interval	Frequency	Percent
55-61	1	4
62-68	6	24
69-75	11	44
76-82	4	16
83-89	1	4
90-96	2	8
Total	25	100.0
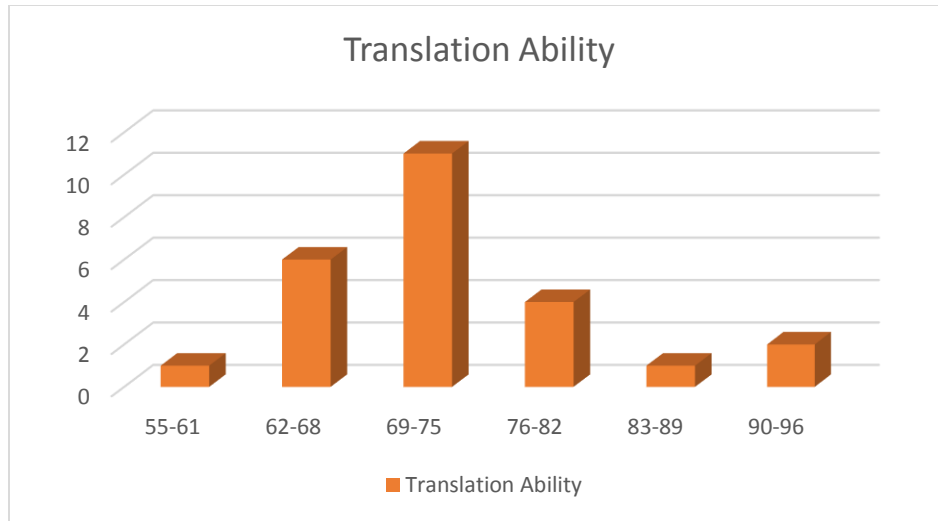
Figure 4.1.2: The Histogram of Translation Ability

3. The Data of Reading Comprehension

The data of reading comprehension are obtained from objective test. The data was taken from 25 students as the sample of the research. From the data, the highest score is 91.66 while the lowest is 47.22 so the range of the score is 44.44 in the score scale 1-100. From the computation of the data, the mean is 74, the median is 75, and the mode is 75, then the standard deviation is 10.94.

Table 4.1.3: Frequency Distribution of Translation Ability

Interval	Frequency	Percent
47-54	1	4
55-62	3	12
63-70	5	20
71-78	8	32
79-86	5	20
87-94	3	12
Total	25	100.0
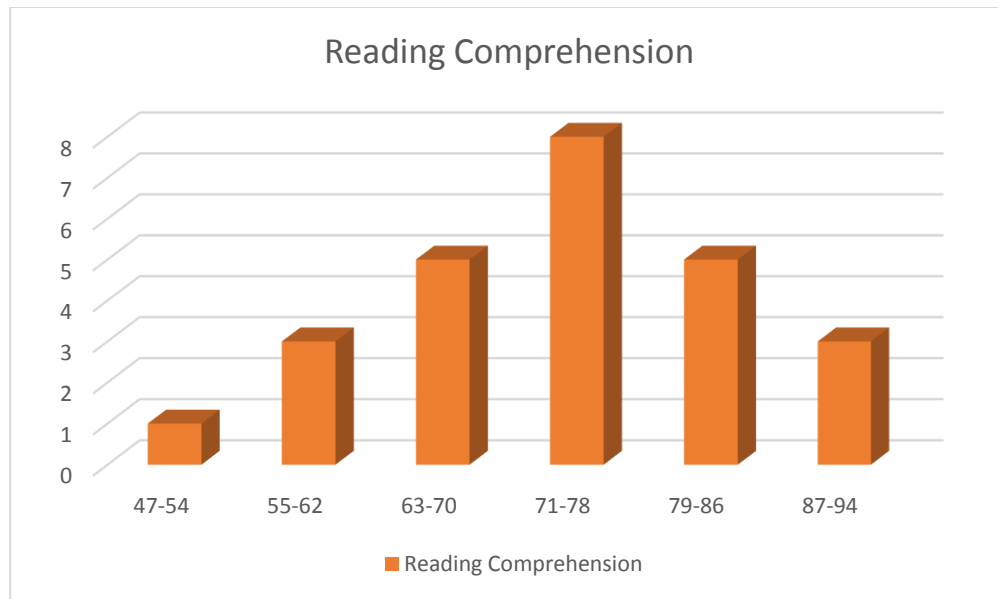
Figure 4.1.3: The Histogram of Reading Comprehension

B. The Data Analysis

Before the hypothesis is testing, it is necessary for the research to test the normality, linearity, and the significant of the variables of the data. Each of the analysis will be explained as follows:

1. The Testing of Pre-requisite Analysis

a. Normality Testing

The normality test is aimed to know whether the variable data research distribution is normal distributed or not. There are three variables in this research; the normality of students' interest of reading on English text, the normality of translation ability, and the normality of reading comprehension. In computing the data, the researcher was assisted by Microsoft Office Excel 2013 for Windows and the researcher used Liliefors normality testing. The whole computation for the normality

testing can be seen at the appendix 22, 23 and 24. The analysis result of normality testing can be summarized as follows:

Table 4.2.1.1: The Summary of Normality Testing Result

No.	Variable	Liliefors Value (Lo)	Significant (0,05)	Conclusion
1.	Students Interest of Reading on English Text (X_1)	0.081	0.173	Normal
2.	Translation Ability (X_2)	0.1602	0.173	Normal
3.	Reading Comprehension (Y)	0,0612	0,173	Normal

From the table 4.2.1.1, can be known that the variable data of students interest of reading on English text (X1), translation ability (X2) and reading comprehension (Y) are normal distribution because the Liliefors Value (Lo) is lower than L-table for N=25 at the level of significant is 0.05 = 0.173.

b. Linearity Testing

Linearity testing is purposed to know whether two variables which will be done by statistical analysis correlation show the linear correlation or not (Sugiyono, 2010: 265). In computing the data, the researcher was assisted by Microsoft Office Excel 2013 for Windows and the researcher used simple linear regression to know the linearity of the obtained data of the variables. The whole computation for the linearity testing can be seen at the appendix 25 and 26. The analysis result of linearity testing can be summarized as follows:

Table: 4.2.1.2: The Summary of Linearity Testing Result

Variable	$F_{obtained}$ (Fo)	F_{table} (0,05)	Conclusion
$X_1 * Y$	0.15799	2.66	Linear
$X_2 * Y$	-0.08884	3.49	Linear

From the table above can be known that the computation of linearity testing between students' interest of reading on English text (X1) and reading comprehension (Y) showed that the value of $F_{obtained}$ (Fo) is lower than F-table for N=25 at the level of significant is 0.05, (0.15799 < 2.66). So the regression is linear. While the computation of linearity testing between translation ability (X2) and reading comprehension (Y) showed that the value of $F_{obtained}$ (Fo) is lower than F-table for N=25 at the level of significant is 0.05, (-0.08884 < 3.49). So the regression is linear.

c. Significant Testing

The significance testing is purposed to know whether two variables which will be done statistical analysis correlation show the significant regression or not. The whole computation for the significant testing can be seen at the appendix 25 and 26. The analysis result of significant testing can be summarized as follows:

Table: 4.2.1.3: The summary of Significant Testing Result

Variable	$F_{obtained}$ (Fo)	F_{tabel} (0,05)	Conclusion
$X_1 * Y$	24.48	3.44	Significant
$X_2 * Y$	16.11	3.44	Significant

From the table above can be known that the computation of linearity testing between students' interest of reading on English text (X1) and reading comprehension (Y) showed that the value of $F_{obtained}$ (Fo) is lower than F-table for N=25 at the level of

significant is 0.05, (24.48 > 3.44). So the regression is significant. While the computation of linearity testing between translation ability (X2) and reading comprehension (Y) showed that the value of $F_{obtained}$ (Fo) is lower than F-table for N=25 at the level of significant is 0.05, (16.11 < 3.44). So the regression is significant.

2. **Hypothesis Testing**

After examining the data for the normality, linearity and significant, the researcher tested the null hypotheses (Ho) against the alternative hypotheses (Ha). To analysis the correlation, the researcher was assisted by Microsoft Office Excel 2013 for Windows and manual computation. Further explanation on correlation analysis is presented at the table 4.8 as follows:

Table 4.2.2 The Summary of Correlation Testing Result

No	Variable	Correlation	Contribution	Conclusion
1	X_1 and Y	0.7180	51.56%	Positive correlation
2	X_2 and Y	0.6418	41.19%	Positive correlation
3	X_1, X_2 and Y	0.9954	99.08%	Positive correlation

a. The first hypothesis

The first hypothesis says that there is positive correlation between students' interest of reading on English text and reading comprehension. The researcher analyzed the collected data using Pearson Product Moment Formula assisted by Ms. Excel 2013 for Windows to test the hypothesis (appendix 27)

The statistical hypothesis of the first hypothesis:

1) Ho : rxy=0. It means there is no correlation between X_1 and Y.

2) Ha : rxy>0. It means there is positive correlation between X_1 and Y.

From the table 4.2.2 above, can be known that the coefficient of correlation between students' interest of reading on English text (X_1) and reading comprehension (Y) is 0.7180. Then, the r-obtained is compared to r-table. Since r-obtained is higher than r-table (0.7180 > 0.396), it can be concluded that there is positive correlation.

It means that Ho is rejected and therefore, there is positive correlation between students' interest of reading on English text and reading comprehension. Based on the levels of relationship, the coefficient correlation between those variables is strong category. The contribution of students' interest of reading on English text (X_1) and reading comprehension (Y) is $Y=r^2$ x 100% = 0.7180^2 x 100% = 51.56%. It means that 51.56% of reading comprehension is influenced by students' reading interest on English text and 48.44% is influenced by other factor.

b. The Second Hypothesis

The second hypothesis says that there is positive correlation between translation ability and reading comprehension. The researcher analyzed the collected data using Pearson Product Moment Formula assisted by Ms. Excel 2013 for Windows to test the hypothesis (appendix 27)

The statistical hypothesis of the first hypothesis:

1) Ho : rxy=0. It means there is no correlation between X_2 and Y.

2) Ha : rxy>0. It means there is positive correlation between X_2 and Y.

From the table 4.2.2 above, can be known that the coefficient of correlation between translation ability (X_2) and reading comprehension (Y) is 0.6418. Then, the r-obtained is compared to r-table. Since r-obtained is higher than r-table (0.6418 > 0.396), it can be concluded that there is positive correlation.

It means that Ho is rejected and therefore, there is positive correlation between translation ability and reading comprehension. The contribution of translation ability (X_2) and reading comprehension (Y) is $Y=r^2$ x 100% = 0.6418^2 x 100% = 41.19%. It means that 41.19% of reading comprehension is influenced by translation ability and 58.81% is influenced by other factor.

c. The Third Hypothesis

The third hypothesis says that there is simultaneously significant correlation between students' interest of reading on English text, translation ability and reading comprehension. The researcher analyzed the collected data using multiple correlation assisted by Ms. Excel 2013 for Windows to test the hypothesis (appendix 27)

The statistical hypothesis of the first hypothesis:

1) Ho : rxy=0. It means there is no correlation between X_2 and Y.

2) Ha : rx1x2y>0. It means there is positive correlation between $X_1,$ X_2 and Y.

From the table 4.2.2 above, can be known that the coefficient of correlation between students' interest of reading on English text (X_1) and translation ability (X_2) toward reading comprehension (Y) is 0.9954. Then, the r-obtained is compared to r-table. Since r-obtained is higher than r-table (0.9954 > 0.396), it can be concluded that there is positive correlation.

It means that Ho is rejected and therefore, there is positive correlation between students' interest of reading on English text and translation ability toward reading comprehension. The contribution of those variables is $Y=r^2$ x 100% = 0.9954^2 x 100% = 99.08%. It means that 99.08% of reading comprehension is influenced by students'

interest of reading on English text and translation ability, while 0.92% is influenced by other factor.

C.   Discussion of the Research Finding

In this subchapter, the researcher will discuss about the result of the description analysis and the correlational analysis. The description analysis consist of the data of students' interest of reading on English text, translation ability and reading comprehension. While the correlational analysis consist of the result of the three hypothesis testing.

1. Description Analysis

The first is the description analysis of the students' interest of reading on English text. From the table 4.1 above, it can be known that the mean score of the students' reading interest on English text is 69.95. It means that the mean score of students' reading interest is in enough level. Djiwandono (2011) said that the criteria of the score level are as follow: Score 50-64 is in low level, score 65-80 is in enough level, and score 81-100 is in high level. It can be concluded that the students of English department in state Islamic institute of Surakarta in the academic year of 2016/2017, especially fifth grade students have a good interest of reading on English text.

Then, from the data, it also can be known that the standard deviation is 5.77 (see table 4.1). It means that the standard deviation of the students' interest of reading on English text is in low level. It can be concluded that the students of English department in state Islamic institute of Surakarta in the academic year of 2016/2017, especially fifth grade students are homogeneous. In other words, from a students to other students in the class have identical values of interest of reading on English text. If the standard deviation in high level, the condition of students in class are heterogeneous. The larger of the

standard deviation indicates that the more spread of the observation data, and has a tendency that each of the data has a high difference from another (in *http://vesterstatistic.blogspot.co.u/2010/08/standard-deviasi.html accessed on January 2, 2017 at 4.50 pm*).

The second is the description analysis of the translation ability. From the table 4.1 above, it can be known that the mean score of the translation ability is 73.18. It means that the mean score of translation ability is in enough level. It can be concluded that the students of English department in state Islamic institute of Surakarta in the academic year of 2016/2017, especially fifth grade students have a good translation ability.

Then, from the data, it also can be known that the standard deviation is 8.78 (see table 4.1). It means that the standard deviation of translation ability is in low level. It can be concluded that the students of English department in state Islamic institute of Surakarta in the academic year of 2016/2017, especially fifth grade students are homogeneous. In other words, from a students to other students in the class have identical values of translation ability.

The last is the description analysis of reading comprehension. From the table 4.1 above, it can be known that the mean score of reading comprehension is 74. It means that the mean score of reading comprehension is in enough level. It can be concluded that the students of English department in state Islamic institute of Surakarta in the academic year of 2016/2017, especially fifth grade students have a good reading comprehension.

Then, from the data, it also can be known that the standard deviation is 10.93 (see table 4.1). It means that the standard deviation of reading comprehension is in low level. It can be concluded that the students of English department in state Islamic institute of

Surakarta in the academic year of 2016/2017, especially fifth grade students are homogeneous. In other words, from a students to other students in the class have identical values of reading comprehension.

2. Correlation Analysis

The result of the hypothesis testing showed that students' interest of reading on English text and translation ability are important factors for reading comprehension. It can be seen the contribution they gave to the reading comprehension.

From the first hypothesis testing, it was found that there is significant correlation between students' interest of reading on English text (X_1) and reading comprehension (Y). It means that the hypothesis is accepted. Based on the result of product moment correlation analysis, the correlation coefficient between students' interest of reading on English text and reading comprehension is higher than r table (0.718 > 0.396) the value of significance testing also shows that the correlation between students' interest of reading on English text and reading comprehension is significant, because t-obtained is higher than t-table (4.9484 > 2.069). It means that the students' interest of reading on English text is a good predictor for the success of the reading comprehension.

Acceptance of the first hypothesis above is in accordance with the opinion of Stevens (1990: 46) that interest plays a vital role in the reading comprehension achievement. The performance of higher ability readers was significantly affected by their interest in the passage topics, a phenomenon that did not occur in readers of middle or lower ability. The researcher assumes that if the students have a good interest in reading on English text, they will be able to mastering or get the high score in reading comprehension. Whereas, if they did not have a good interest, they are not enthusiastic to

read English text, so it indicates that they have low ability on reading comprehension. Each person will learn anything if they are interested in.

From the second hypothesis testing, it was found that there is positive significant correlation between translation ability (X_2) and reading comprehension (Y). It means that the hypothesis is accepted. Based on the result of product moment correlation analysis, the correlation coefficient between translation ability and reading comprehension higher than r table (0.6418 > 0.396) the value of significance testing also shows that the correlation between translation ability and reading comprehension is significant, because t-obtained is higher than t-table (4.0139 > 2.069). It means that the translation ability is a good predictor for the success of reading comprehension.

Acceptance of the second hypothesis above is in accordance with the opinion of Mahmoud (2006: 4) that when translating the text, students come into contact with all main ideas and specific details of a reading passage. Translation can improve comprehension since it encourage the students to read a passage carefully at the word, sentence, and text level. Therefore, translation ability is an important factor in reading comprehension. Translation is beneficial aspect to analyze the content of text in reading comprehension. If the students easy to understand the text by using translation activity, it is also make the students easy to comprehend the reading activity.

While from the third hypothesis testing, it was found that there is significant correlation between students' interest of reading on English text (X_1) and translation ability (X_2) toward reading comprehension (Y). It means that the hypothesis is accepted. Based on the result of Multi Linear Regression analysis, the correlation coefficient between students' interest of reading on English text and translation ability toward

reading comprehension is higher than r table (0.9954 > 0.396) and the value of significance testing also shows that the correlation between students' interest of reading on English text and translation ability toward reading comprehension is significant, because F-obtained is higher than F-table (1195.25 > 3.44). Therefore, there is positive correlation between students' interest of reading on English text and translation ability toward reading comprehension.

Acceptance of the third hypothesis above is in accordance with the opinion of Purwanti (2017) that interest and translation skill is the important skill to improve the reading comprehension. The students who have interest of reading on English text can focus and feel pleasure on English material and they will have better reading comprehension. Besides, students who have a good translation ability will easily understand the information and ideas of the English text in reading comprehension. The researcher also assumes that to comprehend an English text, it needs an interest in reading. The higher interest in reading affect the mastery of vocabulary. More vocabulary can be mastered make the students more easily in translating. And the higher ability in translation, the easier to comprehend what the students read. In conclusion, students' interest of reading on English text and translation ability have contributes to reading comprehension.

CHAPTER V

CONCLUSION

A. Conclusion

From the result of the research in the previous chapter, it can be conclude that there is positive significant correlation between students' interest of reading on English text and reading comprehension of the fifth grade students of English department in the state Islamic institute of Surakarta in the academic year of 2016/2017. The relative contribution of the students' interest of reading on English text toward reading comprehension is 51.56%. It means that 51.56% variance of reading comprehension is influenced by reading interest, while the other 48.44% is contributed by other factors.

The second is, there is positive significant correlation between translation ability and reading comprehension of the fifth grade students of English department in the state Islamic institute of Surakarta in the academic year of 2016/2017. The relative contribution of the translation ability toward reading comprehension is 41.19%. It means that 41.19% variance of reading comprehension is influenced by translation ability, while the other 58.81% is contributed by other factors.

The third is, there is positive significant correlation between students' interest of reading on English text, translation ability and reading comprehension of the fifth grade students of English department in the state Islamic institute of Surakarta in the academic year of 2016/2017. The relative contribution of the students' interest of reading on English text and translation ability toward reading comprehension is 99.08%. It means that 99.08%

variance of reading comprehension is influenced by students' reading interest and their translation ability, while the other 00.92% is contributed by other factors.

B.   Implication

Based on the research finding, it can be known that students' interest of reading English text and translation ability are important variables in giving contribution to their reading comprehension. Therefore, in improving their reading comprehension, lecturer should consider the students' reading interest and their translation ability. They give contributions in improving students' reading comprehension even though reading comprehension does not completely depend on the two variables. So that, to improve the students' reading comprehension, it is necessary improve their reading interest and translation ability.

Therefore, the researcher presents some points of implication of what have been discussed that is to improve the reading comprehension. It is necessary for college to improve students' reading interest by completing the interesting book in the library to make students interested to read the book, or English event such as English debate, writing short story etc. If the students interested in reading book or English text, or joining the events, those can improve their reading interest or even their translation ability. The college also can hold a book fair to make students interested to go to join the book fair to read or even buy a book that they like. It can be conclude that the higher interest in reading affect the mastery of vocabulary. More vocabulary can be mastered made the students more easily in translating. And the higher ability in translation, the easier to comprehend what the students read.

C. Suggestion

Based on the conclusion and implication above, it can be suggested as follows:

1. For the lecturers

   a. The lecturers should improve the students' reading comprehension, and it can be done by improving their interest in reading and their translation ability.

   b. By knowing the contribution of students' reading interest and translation ability to reading comprehension, the lecturers are expected to know how far the students' reading interest and their translation ability.

   c. The lecturers should improve students' reading interest by giving the students recommendation about interesting English book or text. The lecturers also should improve students' translation ability by giving the students daily task about translating, it is easier if the task is in English text that students interest in.

   d. The lecturers should be trying the best facilitator and motivator to their students.

2. For the students

   a. The students should realize that reading comprehension is important. So they have to improve it by doing more in understanding reading text.

   b. The students should know that interest in reading is important to support the reading comprehension, therefore, the students should improve their interest in reading especially in English text.

   c. The students should realize that translation ability is influenced their reading comprehension. Therefore, the higher ability in translating will help to comprehends

in reading. So it is important to improve their translation ability by trying to translate everything they see in English text form.

3. For other researcher

There are many factors besides students' formal and informal activities that can influence the success of the students in learning English. That is why the researcher expects that there will be other researcher who investigate other aspects related to reading or other language skill. The other researcher should have more innovation in doing the similar research, then the result can deeply achieve contribution for education. It will useful for other researcher in determining of the next research material and conducting the correlational study between two kinds of interest with the other variables.

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APPENDICES

Appendix 1

The List of Students Joining the Try Out

No	NIM	Nama Siswa
1	143221103	Eisha Jamila
2	143221104	Karmila
3	143221105	Nur Fatimah
4	143221106	Ririn Setyaningsih
5	143221107	Istiqomah
6	143221109	Sri Rejeki
7	143221110	Dewi Rahma Pratiwi
8	143221112	Vicky Hidayatulah
9	143221113	Latifah Anis Safitri
10	143221114	Tiar Rivani
11	143221116	Anggi Aulia P
12	143221117	Ristyana Mega P
13	143221119	Septiyana Dwi Aryani
14	143221120	Ika Fitriyani
15	143221121	Iis Oktavia M
16	143221122	Ima Yuliana
17	143221124	Riesqy Sri Utami
18	143221125	Dwi Rahdyaningsih
19	143221127	Bayu Wiratama
20	143221128	Manda Radina Agni
21	143221129	Giswara P
22	143221130	Riyan Budi Wijaya
23	143221131	Sulastri
24	143221132	Puji Lestari
25	143221134	Kriswanto
26	143221135	Faradila Octavia
27	143221136	Viana Putri Sulistyani

Appendix 2

The Blue Print of Students' Reading Interest of English Text Questionnaire (Try Out)

The Concept	Indicator	Number of Items		Total
		Positive	Negative	
Reading interest is the motivating force which causes individual to give attention to reading activity on English text. It includes attention, concentration, pleasant, willingness.	1. Attention is activity of our souls towards observation, the understanding, and so on by ignoring the others	7, 9, 14, 22	3, 11, 15, 28,	8
	2. Concentration is exclusive attention to one object: close mental application.	4, 5, 18,	12, 19, 26	6
	3. Pleasant is feeling of reading which is not forced of every English text that they want to read	1, 2, 8, 21,	13, 23, 27, 29	8
	4. Willingness is a motivational desire directed to the purpose of life controlled by thought.	6, 17, 25, 30	10, 16, 20, 24	8
	Total			**30**

Appendix 3

Nama   :

Kelas / NIM   :

Questionnaire

Petunjuk   :

1. Jawablah pertanyaan-pertanyaan di bawah ini dengan jujur!

2. Berikan tanda check list (✓) pada jawaban yang anda anggap benar!

Keterangan   :

Pernyataan Positif	Pernyataan Negatif
SS : Sangat Setuju S : Setuju R : Ragu-ragu TS : Tidak Setuju STS : Sangat Tidak Setuju	SS : Sangat Setuju S : Setuju R : Ragu-ragu TS : Tidak Setuju STS : Sangat Tidak Setuju

No	Pertanyaan	SS	S	R	TS	STS
1	Bahasa Inggris merupakan pelajaran yang menarik					
2	Saya senang dengan pelajaran bahasa inggris					
3	Saya tidak mengikuti pelajaran dengan seksama ketika pelajaran Bahasa Inggris di mulai					
4	Saya berlatih berbicara Bahasa Inggris setiap hari					
5	Saya mendengarkan lagu Bahasa Inggris dan menirukannya untuk melatih kemampuan Bahasa Inggris saya					
6	Saya senang mengikuti lomba Bahasa Inggris					
7	Saya selalu mencoba mencari tau apabila ada materi Bahasa Inggris yang kurang paham					
8	Saya senang membaca buku Bahasa Inggris					
9	Saya selalu belajar lebih tentang Bahasa Inggris					
10	Saya tidak suka berdiskusi tentang materi Bahasa Inggris					

11	Saya tidak mencari arti kata Bahasa Inggris yang tidak saya mengerti					
12	Saya tidak memperhatikan grammar saya ketika berbicara Bahasa Inggris					
13	Saya tidak suka dengan buku Bahasa Inggris					
14	Saya selalu mencari arti apabila menemukan teks Bahasa Inggris					
15	Saya lebih suka bertanya kepada orang lain daripada mencari tahu sendiri					
16	Saya selalu mengabaikan jika menjumpai teks Bahasa Inggris					
17	Buku pelajaran saya semuanya menggunakan teks Bahasa Inggris					
18	Saya selalu penasaran dengan maknanya jika menjumpai teks Bahasa Inggris					
19	Saya tetap tidak mengerti makna walau sudah mencari makna teks Bahasa Inggris di kamus					
20	Saya merasa kesulitan dengan memahami teks Bahasa Inggris					
21	Saya merasa senang jika mendapat tugas dengan teks Bahasa Inggris					
22	Saya mengikuti bimbel untuk menambah kemampuan membaca Bahasa Inggris saya					
23	Saya tidak terbiasa dengan teks Bahasa Inggris					
24	Saya tidak memiliki banyak waktu untuk membaca teks Bahasa Inggris					
25	Saya merasa teks Bahasa Inggris sangat penting untuk saya					
26	Orang tua saya tidak menunjang fasilitas untuk pembelajaran Bahasa Inggris saya					
27	Saya tidak suka membeli buku dengan teks Bahasa Inggris					
28	Saya merasa kemampuan Bahasa Inggris saya masih kurang					
29	Saya tidak suka membaca teks Bahasa Inggris walau saya memahami artinya					
30	Saya berkeinginan bisa membaca teks Bahasa Inggris dengan lancar					

Appendix 4

The Blue Print of Translation Ability Test (Try Out)

The Concept	Indicator	Number of Items	Total
Translation is the process of analyzing a source language text to find the target language meaning	Word to word translation: Is nearest with the source language. The word and sentences translated by using basic meaning and without concern of context.	1, 3, 4, 19, 24, 26,	6
	Literal Translation: Is similarity translated by word-for-word translation then the translator make change in conformity with the target language grammar.	9, 15, 20, 21, 22, 25, 28,	7
	Idiomatic Translation: Is a group of words whose meaning is different from the meanings of the individual words.	2, 5, 10, 11, 29, 30	6
	Free Translation: Is generally mentioned that the source language text is replaced into the target language by using own word.	6, 7, 8, 12, 13, 14, 16, 17, 18, 23, 27,	11
	Total		**30**

Appendix 5

Translation Ability (Try Out)

Choose the best answer by crossing (X) the option a, b, c, or d on your answer sheet!

1. "A dove quickly plucked a leaf of the tree", in Indonesian is?
   a. Seekor merpati mengambil sebuah daun di pohon
   b. Seekor merpati dengan cepat memetik sebuah daun di pohon
   c. Seekor merpati dengan cepat mematuk sebuah daun di pohon
   d. Seekor merpati dengan cepat membuang sebuah daun di pohon

2. "Pick me up at dawn" is an idiom that means?
   a. Letakkan aku di bawah
   b. Angkat aku dari bawah
   c. Jemput aku saat fajar
   d. Ambil aku setelah fajar

3. Tom   : I think that's the bad idea.
   Roy   : I guess so.

   The meaning of "I guess so"?
   a. Aku mengira-ngira
   b. Aku juga berfikir begitu
   c. Aku menebaknya juga
   d. Aku berharap begitu

4. Boy   : Hey, are you alright?
   Reva   : I'm cold and starving.

   "I'm cold and starving", in Indonesian is?
   a. Aku flu dan lapar
   b. Aku kedinginan dan merasa lapar
   c. Aku flu dan kelaparan
   d. Aku kedinginan dan kelaparan

5. "I was just daydreaming" is an idiom that means?
   a. Aku hanya sedang melamun
   b. Aku hanya sedang mimpi di siang hari
   c. Aku hanya sedang tidak punya pekerjaan
   d. Aku hanya sedang merenung

6. The meaning of "I'm alone with no one nearby" in Indonesian is?
   a. Aku kesepian
   b. Aku sendirian tanpa ada teman
   c. Aku sendirian tiada yang menemani
   d. Aku sendirian dengan seseorang yang dekat

7. "There is a stranger next door", in Indonesian mean is?
   a. Ada orang asing di samping pintu
   b. Ada orang asing di rumah sebelah
   c. Ada yang aneh dengan pintu sebelah
   d. Ada yang aneh di rumah sebelah

8. Bob : Oh my God, what have you done?
   Kevin : I'm so sorry, it's my bad.
   Bob : I shouldn't take you on the first place.

   "I shouldn't take you on the first place", in Indonesian mean?
   a. Aku seharusnya meninggalkanmu
   b. Aku seharusnya tidak mengajakmu
   c. Aku seharusnya tidak mengajakmu dari awal
   d. Aku seharusnya tidak mengajakmu di tempat itu

9. Dave : That was terrible idea, don't be hard feeling by the way.
   Stuart : Just forget it.
   "Don't be hard feeling" in Indonesian mean is?
   a. Jangan tersinggung   c. Jangan marah
   b. Jangan berfikir keras   d. Jangan berfikir aneh-aneh

10. "I have rainy nose", the idiom means?
    a. Aku punya hidung banyak   c. Ada hujan hidung
    b. Aku sedang flu   d. Penciumanku tajam

11. Jack : Why so noisy in there, let me in!
    Elsa : Don't add fuel to the fire. Just go

    The meaning of the following idiom is? "Don't add fuel to the fire"
    a. Jangan menambahkan bensin ke dalam api
    b. Jangan membuang amarah yang sia-sia
    c. Jangan memperburuk keadaan
    d. Redakanlah amarahmu

12. The meaning of "I have made of my mind" is?
    a. Aku sudah memutuskan   c. Aku sudah ada dalam pikiranku
    b. Aku sudah membuat pikiranku   d. Aku membuat kebijakan

13. "I don't belong here" in Indonesian mean is?
    a. Aku ingin di sini   c. Aku tidak diinginkan di sini
    b. Aku ingin pergi dari sini   d. Di sini bukan tempatku

14. "I'm much too young to fall" in Indonesian mean is?
    a. Aku sangat muda untuk terjatuh   c. Aku terlalu muda untuk bertahan
    b. Aku terlalu muda untuk menyerah   d. Aku terlalu muda untuk mati

15. "Hardly anything there for you to see". The Indonesian meaning is?
    a. Tak ada apapun yang akan kau dapat   c. Ada banyak hal yang bisa kau dapatkan
    b. Tak ada apapun yang untuk kau lihat d. Ada banyak hal yang bisa kau lihat

16. "Save me from the nothing I've become" in Indonesian mean is?
    a. Selamatkan aku dari diriku sekarang
    b. Selamatkan aku seperti apa yang aku inginkan
    c. Selamatkan aku dari diriku yang hilang
    d. Selamatkan aku dari kehampaan

17. "I'll share in your suffering" in Indonesian mean is?
    a. Aku akan menyebarkan penderitaanmu
    b. Aku akan membagikan penderitaanmu
    c. Aku akan berbagi denganmu dalam penderitaan
    d. Aku akan berbagi dengan penderitaanmu

18. Rio   : I'm so weak, please carry me!
    Roy   : I'll put you on your feet and walk yourself
    The meaning of "I'll put you on your feet" in Indonesian is?
    a. Aku akan menuntunmu   c. Aku akan memberimu kaki
    b. Aku akan menggendongmu   d. Aku akan menegakkanmu

19. "I ain't gonna live forever" in Indonesian mean is?
    a. Aku tidak ingin hidup selamanya   c. Aku bukanlah hidup yang abadi
    b. Aku tidak ingin pergi selamanya   d. Aku ingin menjadi abadi

20. "Never an honest word" in Indonesian mean is?
    a. Tidak ada sebuah kejujuran   c. Jangan pernah berkata jujur
    b. Tidak ada perkataan yang jujur d. Jangan pernah mengatakan sebuah kejujuran

21. Rock   : I'm counting on you.
    Jett   : I won't fail you

    The Indonesian meaning of "I'm counting on you" is?
    a. Aku menyerahkanmu   c. Aku mengandalkanmu
    b. Aku menghitungmu   d. Aku memikirkanmu

22. The Indonesian meaning of the following idiom is? "I won't fail you"
    a. Aku ingin menggagalkanmu   c. Aku tidak akan mengecewakanmu
    b. Aku tidak ingin mengecewakanmu d. Aku tidak akan membuatmu gagal

23. The Indonesian meaning of "Dead men tell no tales" is?
    a. Orang mati memberitahu sebuah   c. Orang mati tidak bisa bercerita
       cerita   d. Orang mati menceritakan cerita
    b. Orang mati sedang bercerita   kosong

24. Rudy   : Did you see that? A quick brown crazy fox run over there.
    Dede   : Yeah. Why you said "crazy"?
    Rudy   : Because it dodged my bullet.

The meaning of "A quick brown crazy fox" in Indonesian is?
a. Rubah coklat gila yang lincah
b. Seekor rubah coklat gila yang lincah
c. Seekor rubah gila lincah berwarna coklat
d. Seekor rubah lincah coklat yang gila

25. Matt : As I said before, how about that?
Mack : You telling me nothing.
The meaning of "You telling me nothing" in Indonesian is?
a. Kau memberitahuku kehampaan   c. Kau tidak memberitahuku ketiadaan
b. Kau memberitahuku apapun   d. Kau tidak memberitahuku apapun

26. "The more I see the less I know" in Indonesian meaning is?
a. Semakin aku melihat semakin aku tidak mengerti
b. Aku mengetahui lebih tapi pengetahuanku kurang
c. Semakin aku melihat semakin aku tahu
d. Aku melihat lebih dimana kekuranganku

27. Tim : Don't leave me to die here, please.
Phil : I'll carry on my own life. Bye.

"I'll carry on my own life" is an idiom that means?
a. Aku akan membawamu ke dalam hidupku
b. Aku akan membawa kehidupanku sendiri
c. Aku akan menjaga dalam kehidupanku
d. Aku akan mngurusi hidupku sendiri

28. "I don't need you either need him" in Indonesian meaning is?
a. Aku tidak membutuhkanmu juga tidak membutuhkan dia
b. Aku tidak membutuhkanmu tapi membutuhkan dia
c. Aku tidak membutuhkanmu dan dia
d. Aku tidak membutuhkanmu karena ada dia

29. Amy : What a strange man! Where it headed to?
Bella : Let find out.

"Where it headed to?" is an idiom that means?
a. Dimana kepalanya?   c. Kemana tujuannya?
b. Kemana arah kepalanya?   d. Kemana arahnya?

30. Mark : Why are you in hurry?
Phil : Let's go, we have a tail.

The idiom "Let's go, we have a tail" means?
a. Ayo pergi, kita punya sebuah ekor   c. Ayo pergi, ada yang mengikuti
b. Ayo pergi, kita diikuti   d. Ayo pergi, kita punya pengikut

Appendix 6

Key Answer of Translation Ability Try Out

No	Answer
1	B
2	C
3	B
4	D
5	A
6	C
7	B
8	C
9	A
10	B
11	C
12	A
13	D
14	D
15	B

No	Answer
16	D
17	C
18	D
19	A
20	B
21	C
22	C
23	C
24	B
25	D
26	A
27	D
28	A
29	C
30	B

Appendix 7

The Blue Print of Reading Comprehension (Try Out)

The Concept	Indicator		Number of Items	Total
Reading comprehension is a process to understand information and ideas of the author within the text, which involves the experience and knowledge of the reader	1. Literal comprehension in order to understand, remember, or recall the information explicitly contained in a passage.	Finding details	2, 4, 5, 7, 9, 12, 14, 15, 19, 22, 23, 40	12
	2. Inferential comprehension in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition.	Inferring main idea	1, 3, 16	3
		Inferring referents of pronouns	6, 8, 10, 13, 17, 20, 27, 28, 29, 30, 31, 34, 39,	13
		Drawing conclusion	11, 18, 32, 33, 35	5
	3. Critical comprehension in order to compare information in a passage with the readers' own knowledge and values.	Making judgment	21, 24, 25, 26, 36, 37, 38	7
Total				**40**

Appendix 8

Reading Comprehension Test (Try Out)

Choose the right answer by crossing a, b, c, or d on your **answer sheet**!

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

(https://www.ets.org/toefl/pbt/prepare/sample_questions/reading_comprehension_practice_section3)

1. What is the main idea of the passage?

   a. In modern society we must make more time for our neighbors.
   b. The traditions of society are timeless.
   c. An accepted way of measuring time is essential for the smooth functioning of society.
   d. Society judges people by the times at which they conduct certain activities.

2. In line 4, the phrase "this tradition" refers to

   a. the practice of starting the business day at dawn
   b. friendly relations between neighbors
   c. the railroad's reliance on time schedules
   d. people's agreement on the measurement of time

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village nearly 800 miles from where it begins. <u>It</u> is massive in size and extremely complicated to operate. The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags, makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-down route is determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

One of the largest in the world, the pipeline cost approximately $8 billion and is by far the biggest and most expensive construction project ever undertaken by private industry. In fact, no single business could raise that much money, so 8 major oil companies formed a consortium in order to share the costs. Each company controlled oil rights to particular shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today, despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating.

(*https://www.ets.org/toefl/pbt/prepare/sample_questions/reading_comprehension_practice_section3*)

3. The passage primarily discusses the pipeline's

   a. operating costs   c. consumers

   b. employees   d. construction

4. The word "it" in line 3 refers to

   a. pipeline   c. state

   b. ocean   d. village

5. According to the passage, 84 million gallons of oil can travel through the pipeline each

   a. day   c. month

   b. week   d. year

6. The phrase "Resting on" in line 9 is closest in meaning to

   a. Consisting of   c. Passing under

   b. Supported by   d. Protected with

7. The author mentions all of the following as important in determining the pipeline's route EXCEPT the

   a. climate   c. local vegetation

   b. lay of the land itself   d. kind of soil and rock

8. The word "undertaken" in third paragraph is closest in meaning to

   a. removed   c. transported

   b. selected   d. attempted

9. How many companies shared the costs of constructing the pipeline?

   a. 3

   b. 4

   c. 8

   d. 1

10. The word "particular" in third paragraph is closest in meaning to

   a. peculiar

   b. specific

   c. exceptional

   d. equal

11. Which of the following determined what percentage of the construction costs each member of the consortium would pay?

   a. How much oil field land each company owned

   b. How long each company had owned land in the oil fields

   c. How many people worked for each company

   d. How many oil wells were located on the company's land

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will <u>feature</u> a variety of professional musicians and singers.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

(https://www.ets.org/toefl_junior/prepare/standard_sample_questions/reading_comprehension)

12. What time will the festival begin?

   a. 10 A.M.

   b. 11 A.M.

   c. 1 P.M.

   d. 2 P.M.

13. In line 2, the word <u>feature</u> is closest in meaning to …

   a. look

   b. keep

   c. include

   d. entertain

14. What job will be done the day before the festival begins?

    a. Making posters   c. Cleaning up the gym

    b. Setting up the gym   d. Helping the performers

15. Who is told to talk to Ms. Braxton?

    a. Parents   c. Teachers

    b. Students   d. Performers

      When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody <u>pays heed to</u> them. However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images <u>depict</u> birds and, most noticeably, horses, which appear in more than300 wall images, by far outnumbering all other animals.

      Early artists drawing these animals accomplished a monumental and difficult task. <u>They</u> did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.

(https://www.ets.org/toefl_junior/prepare/standard_sample_questions/reading_comprehension)

16. Which title best summarizes the main idea of the passage?

    a. Wild Animals in Art

    b. Hidden Prehistoric Paintings

    c. Exploring Caves Respectfully

    d. Determining the Age of French Caves

17. In line 2, the words <u>pays heed to</u> are closest in meaning to …

    a. discovers   c. notices

    b. watches   d. buys

18. Based on the passage, what is probably true about the south of France?

    a. It is home to rare animals.   b. It has a large number of caves.

c. It is known for horse-racing events.   d. It has attracted many famous artists.

19. According to the passage, which animals appear most often on the cave walls?

   a. Birds   c. Horses

   b. Bison   d. Wild cats

20. In line 6, the word <u>depict</u> is closest in meaning to …

   a. show   c. count

   b. hunt   d. draw

21. Why was painting inside the Lascaux complex a difficult task?

   a. It was completely dark inside.

   b. The caves were full of wild animals.

   c. Painting materials were hard to find.

   d. Many painting spaces were difficult to reach.

22. In second paragraph, the word <u>They</u> refers to …

   a. walls   c. animals

   b. artists   d. materials

23. According to the passage, all of the following have caused damage to the paintings
    EXCEPT …

   a. temperature changes   c. water

   b. air movement   d. light

24. What does the passage say happened at the Lascaux caves in 1963?

   a. Visitors were prohibited from entering.   c. Another part was discovered.

   b. A new lighting system was installed.   d. A new entrance was created.

The following passage refers to questions 25 through 31.

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a

higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

(*https://www.testprepreview.com/modules/reading1.htm*)

25. **The Curies' … collaboration helped to unlock the secrets of the atom.**
    a. friendly   **c. courteous**
    b. competitive   **d. industous**
26. **Marie had a bright mind and a … personality.**
    a. **Strong**   c. **Humorous**
    b. **Lighthearted**   d. **Strange**
27. **When she learned that she could not attend the university in Warsaw, she felt …**
    a. hopeless   c. depressed
    b. annoyed   d. worried

28. **Marie … by leaving Poland and traveling to France to enter the Sorbonne.**
    a. challenged authority
    b. showed intelligence
    c. behaved
    d. was distressed

29. **… she remembered their joy together.**
    a. Dejectedly   c. Tearfully
    b. Worried   d. Happily

30. **Her … began to fade when she returned to the Sorbonne to succeed her husband.**

    a. misfortune   c. wretchedness
    b. anger   d. disappointment

31. **Even though she became fatally ill from working with radium, Marie Curie was never …**

   a. Troubled
   b. worried

   c. disappointed
   d. sorrowful

What needs to be set right is our approach to work. It is a common sight in our country of employees reporting for duty on time and at the same time doing little work. If an assessment is made of time they spent in gossiping, drinking tea, eating "pan" and smoking cigarettes, it will be shocking to know that the time devoted to actual work is negligible. The problem is the standard which the leadership in administration sets for the staff. Forgot the ministers because they mix politics and administration. What do top bureaucrats do? What do the below down officials do? The administration set up remains week mainly because the employees do not have the right example to follow and they are more concerned about being in the good books of the bosses than doing work.

(*http://www.indiabix.com/verbal-ability/comprehension/077001*)

32. The employees in our country …
    a. are quite punctual but not duty conscious
    b. are not punctual, but somehow manage to complete their work
    c. are somewhat lazy but good natured
    d. are not very highly qualified

33. According to the writer, the administration in India …

   a. is by and large effective
   b. is very strict and firm

   c. is affected by red tape
   d. is more or less ineffective

34. The word 'assessment' means …

   a. Enquiry
   b. Report

   c. Evaluation
   d. Summary

35. The leadership in administration …

   a. sets a fine example to the employees
   b. is of a reasonably high standard

   c. is composed of idealists
   d. is of a very poor standard

Speech is great blessings but it can also be great curse, for while it helps us to make our intentions and desires known to our fellows, it can also if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of unusual word, or of an ambiguous word, and so on, may create an enemy where we had hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated may strike an uneducated listener as pompous. Unwittingly, we may use a word which bears a different meaning to our listener from what it does to men of our own class. Thus speech is not a gift to use lightly without

thought, but one which demands careful handling. Only a fool will express himself alike to all kinds and conditions to men.

(http://www.indiabix.com/verbal-ability/comprehension/078001)

36. The best way to win a friend is to avoid … in speech

a. Irony
b. Pomposity
c. Verbosity
d. Ambiguity

37. While talking to an uneducated person, we should use …

a. Ordinary speech
b. His vocabulary
c. Simple words
d. Polite language

38. If one used the same style of language with everyone, one would sound …

a. Flat
b. Boring
c. Foolish
d. Democratic

39. A 'slip of the tongue' means something said …

a. wrongly by choice
b. Unintentionally
c. without giving proper thought
d. to hurt another person

40. Speech can be curse, because it can …

a. Hurts others
b. Lead to carelessness
c. Create misunderstanding
d. Reveal our intention

Good Luck

Appendix 9

Key Answer of Reading Comprehension Test

1 C	11 A	21 D	31 C
2 D	12 A	22 B	32 A
3 D	13 C	23 D	33 D
4 A	14 B	24 A	34 C
5 A	15 B	25 A	35 D
6 B	16 B	26 B	36 D
7 C	17 C	27 B	37 B
8 D	18 B	28 A	38 C
9 C	19 C	29 A	39 C
10 B	20 A	30 C	40 C

Appendix 10

The List of Students Joining the Test

No	NIM	Nama Siswa
1	143221205	Nurul Aminah
2	143221206	Rizky Amelia
3	143221207	Nendriliana Dyah P
4	143221211	Evi Risky Mularsih
5	143221212	Lu'lu'un Nafisah
6	143221213	Aulia Nur Nikmah
7	143221214	Rina Ardiyani
8	143221216	Nisa Hanif N, F
9	143221217	Anggi Bagas F
10	143221220	Kanna Cipta Dewi
11	143221222	Berty Aulia
12	143221223	Ainun Jariyah
13	143221224	Sherli Mutiara
14	143221225	Rositha Indah Sari
15	143221226	Zulfa Nur Imani
16	143221227	Rosdiyana
17	143221228	Annisa Fajriati
18	143221230	Fanny D
19	143221231	Desi Lanjar N
20	143221232	Kurnia Hidayati
21	143221233	Ayu Mashithoh
22	143221234	Dewi Maisaroh
23	143221236	Ana Irawati Dirgahayu
24	143221238	Tri Hastuti
25	143221239	Farida Kurniasih

Appendix 11

The Blue Print of Students' Reading Interest of English Text Questionnaire (Main Data)

The Concept	Indicator	Number of Items		Total
		Positive	Negative	
Reading interest is the motivating force which causes individual to give attention to reading activity on English text. It includes attention, concentration, pleasant, willingness.	1. Attention is activity of our souls towards observation, the understanding, and so on by ignoring the others	7, 9, 14, 21	3, 11, 15, 26,	8
	2. Concentration is exclusive attention to one object: close mental application.	4, 5, 18,	12, 19, 25	6
	3. Pleasant is feeling of reading which is not forced of every English text that they want to read	1, 2, 8,	13, 22,	5
	4. Willingness is a motivational desire directed to the purpose of life controlled by thought.	6, 17, 24, 27	10, 16, 20, 23	8
	Total			**27**

Appendix 12

Nama :

Kelas / NIM :

Questionnaire (Main Data)

Petunjuk :

1. Jawablah pertanyaan-pertanyaan di bawah ini dengan jujur!

2. Berikan tanda check list (✓) pada jawaban yang anda anggap benar!

Keterangan :

Pernyataan Positif	Pernyataan Negatif
SS : Sangat Setuju S : Setuju R : Ragu-ragu TS : Tidak Setuju STS : Sangat Tidak Setuju	SS : Sangat Setuju S : Setuju R : Ragu-ragu TS : Tidak Setuju STS : Sangat Tidak Setuju

No	Pertanyaan	SS	S	R	TS	STS
1	Bahasa Inggris merupakan pelajaran yang menarik					
2	Saya senang dengan pelajaran bahasa inggris					
3	Saya tidak mengikuti pelajaran dengan seksama ketika pelajaran Bahasa Inggris di mulai					
4	Saya berlatih berbicara Bahasa Inggris setiap hari					
5	Saya mendengarkan lagu Bahasa Inggris dan menirukannya untuk melatih kemampuan Bahasa Inggris saya					
6	Saya senang mengikuti lomba Bahasa Inggris					
7	Saya selalu mencoba mencari tau apabila ada materi Bahasa Inggris yang kurang paham					
8	Saya senang membaca buku Bahasa Inggris					
9	Saya selalu belajar lebih tentang Bahasa Inggris					
10	Saya tidak suka berdiskusi tentang materi Bahasa Inggris					
11	Saya tidak mencari arti kata Bahasa Inggris yang tidak saya mengerti					

12	Saya tidak memperhatikan grammar saya ketika berbicara Bahasa Inggris					
13	Saya tidak suka dengan buku Bahasa Inggris					
14	Saya selalu mencari arti apabila menemukan teks Bahasa Inggris					
15	Saya lebih suka bertanya kepada orang lain daripada mencari tahu sendiri					
16	Saya selalu mengabaikan jika menjumpai teks Bahasa Inggris					
17	Buku pelajaran saya semuanya menggunakan teks Bahasa Inggris					
18	Saya selalu penasaran dengan maknanya jika menjumpai teks Bahasa Inggris					
19	Saya tetap tidak mengerti makna walau sudah mencari makna teks Bahasa Inggris di kamus					
20	Saya merasa kesulitan dengan memahami teks Bahasa Inggris					
21	Saya mengikuti bimbel untuk menambah kemampuan membaca Bahasa Inggris saya					
22	Saya tidak terbiasa dengan teks Bahasa Inggris					
23	Saya tidak memiliki banyak waktu untuk membaca teks Bahasa Inggris					
24	Saya merasa teks Bahasa Inggris sangat penting untuk saya					
25	Orang tua saya tidak menunjang fasilitas untuk pembelajaran Bahasa Inggris saya					
26	Saya merasa kemampuan Bahasa Inggris saya masih kurang					
27	Saya berkeinginan bisa membaca teks Bahasa Inggris dengan lancar					

Appendix 13

The Blue Print of Translation Ability Test (Main Data)

The Concept	Indicator	Number of Items	Total
Translation is the process of analyzing a source language text to find the target language meaning	Word to word translation: Is nearest with the source language. The word and sentences translated by using basic meaning and without concern of context.	1, 3, 4, 18, 23,	5
	Literal Translation: Is similarity translated by word-for-word translation then the translator make change in conformity with the target language grammar.	9, 15, 19, 20, 22, 25	6
	Idiomatic Translation: Is a group of words whose meaning is different from the meanings of the individual words.	2, 5, 10, 11, 26, 27	6
	Free Translation: Is generally mentioned that the source language text is replaced into the target language by using own word.	6, 7, 8, 12, 13, 14, 16, 17, 21, 24	10
Total			**27**

Appendix 14

Translation Ability (Main Data)

Choose the best answer by crossing (X) the option a, b, c, or d on your answer sheet!

1. "A dove quickly plucked a leaf of the tree", in Indonesian is?
   e. Seekor merpati mengambil sebuah daun di pohon
   f. Seekor merpati dengan cepat memetik sebuah daun di pohon
   g. Seekor merpati dengan cepat mematuk sebuah daun di pohon
   h. Seekor merpati dengan cepat membuang sebuah daun di pohon

2. "Pick me up at dawn" is an idiom that means?
   e. Letakkan aku di bawah
   f. Angkat aku dari bawah
   g. Jemput aku saat fajar
   h. Ambil aku setelah fajar

3. Tom   : I think that's the bad idea.
   Roy   : I guess so.

   The meaning of "I guess so"?
   e. Aku mengira-ngira
   f. Aku juga berfikir begitu
   g. Aku menebaknya juga
   h. Aku berharap begitu

4. Boy   : Hey, are you alright?
   Reva : I'm cold and starving.

   "I'm cold and starving", in Indonesian is?
   e. Aku flu dan lapar
   f. Aku kedinginan dan merasa lapar
   g. Aku flu dan kelaparan
   h. Aku kedinginan dan kelaparan

5. "I was just daydreaming" is an idiom that means?
   e. Aku hanya sedang melamun
   f. Aku hanya sedang mimpi di siang hari
   g. Aku hanya sedang tidak punya pekerjaan
   h. Aku hanya sedang merenung

6. The meaning of "I'm alone with no one nearby" in Indonesian is?
   e. Aku kesepian
   f. Aku sendirian tanpa ada teman
   g. Aku sendirian tiada yang menemani
   h. Aku sendirian dengan seseorang yang dekat

7. "There is a stranger next door", in Indonesian mean is?
   e. Ada orang asing di samping pintu
   f. Ada orang asing di rumah sebelah
   g. Ada yang aneh dengan pintu sebelah
   h. Ada yang aneh di rumah sebelah

8. Bob   : Oh my God, what have you done?
    Kevin : I'm so sorry, it's my bad.
    Bob   : I shouldn't take you on the first place.

    "I shouldn't take you on the first place", in Indonesian mean?
    e. Aku seharusnya meninggalkanmu
    f. Aku seharusnya tidak mengajakmu
    g. Aku seharusnya tidak mengajakmu dari awal
    h. Aku seharusnya tidak mengajakmu di tempat itu

9. Dave   : That was terrible idea, don't be hard feeling by the way.
    Stuart : Just forget it.
    "Don't be hard feeling" in Indonesian mean is?
    e. Jangan tersinggung   g. Jangan marah
    f. Jangan berfikir keras   h. Jangan berfikir aneh-aneh

10. "I have rainy nose", the idiom means?
    e. Aku punya hidung banyak   g. Ada hujan hidung
    f. Aku sedang flu   h. Penciumanku tajam

11. Jack   : Why so noisy in there, let me in!
    Elsa   : Don't add fuel to the fire. Just go

    The meaning of the following idiom is? "Don't add fuel to the fire"
    e. Jangan menambahkan bensin ke dalam api
    f. Jangan membuang amarah yang sia-sia
    g. Jangan memperburuk keadaan
    h. Redakanlah amarahmu

12. The meaning of "I have made of my mind" is?
    e. Aku sudah memutuskan   g. Aku sudah ada dalam pikiranku
    f. Aku sudah membuat pikiranku   h. Aku membuat kebijakan

13. "I don't belong here" in Indonesian mean is?
    e. Aku ingin di sini   g. Aku tidak diinginkan di sini
    f. Aku ingin pergi dari sini   h. Di sini bukan tempatku

14. "I'm much too young to fall" in Indonesian mean is?
    e. Aku sangat muda untuk terjatuh   g. Aku terlalu muda untuk bertahan
    f. Aku terlalu muda untuk menyerah h. Aku terlalu muda untuk mati

15. "Hardly anything there for you to see". The Indonesian meaning is?
    e. Tak ada apapun yang akan kau dapat   g. Ada banyak hal yang bisa kau dapatkan
    f. Tak ada apapun yang untuk kau lihat h. Ada banyak hal yang bisa kau lihat

16. "I'll share in your suffering" in Indonesian mean is?
    e. Aku akan menyebarkan penderitaanmu
    f. Aku akan membagikan penderitaanmu
    g. Aku akan berbagi denganmu dalam penderitaan
    h. Aku akan berbagi dengan penderitaanmu

17. Rio   : I'm so weak, please carry me!
    Roy   : I'll put you on your feet and walk yourself
    The meaning of "I'll put you on your feet" in Indonesian is?
    e. Aku akan menuntunmu   g. Aku akan memberimu kaki
    f. Aku akan menggendongmu   h. Aku akan menegakkanmu

18. "I ain't gonna live forever" in Indonesian mean is?
    e. Aku tidak ingin hidup selamanya   g. Aku bukanlah hidup yang abadi
    f. Aku tidak ingin pergi selamanya   h. Aku ingin menjadi abadi

19. "Never an honest word" in Indonesian mean is?
    e. Tidak ada sebuah kejujuran   g. Jangan pernah berkata jujur
    f. Tidak ada perkataan yang jujur   h. Jangan pernah mengatakan sebuah kejujuran

20. Rock   : I'm counting on you.
    Jett   : I won't fail you

    The Indonesian meaning of "I'm counting on you" is?
    a. Aku menyerahkanmu   c.   Aku mengandalkanmu
    b. Aku menghitungmu   d.   Aku memikirkanmu

21. The Indonesian meaning of "Dead men tell no tales" is?
    e. Orang mati memberitahu sebuah   g. Orang mati tidak bisa bercerita
        cerita   h. Orang mati menceritakan cerita
    f. Orang mati sedang bercerita   kosong

22. Matt   : As I said before, how about that?
    Mack   : You telling me nothing.
    The meaning of "You telling me nothing" in Indonesian is?
    e. Kau memberitahuku kehampaan   g. Kau tidak memberitahuku ketiadaan
    f. Kau memberitahuku apapun   h. Kau tidak memberitahuku apapun

23. "The more I see the less I know" in Indonesian meaning is?
    e. Semakin aku melihat semakin aku tidak mengerti
    f. Aku mengetahui lebih tapi pengetahuanku kurang
    g. Semakin aku melihat semakin aku tahu
    h. Aku melihat lebih dimana kekuranganku

24. Tim   : Don't leave me to die here, please.
    Phil   : I'll carry on my own life. Bye.

"I'll carry on my own life" is an idiom that means?
e. Aku akan membawamu ke dalam hidupku
f. Aku akan membawa kehidupanku sendiri
g. Aku akan menjaga dalam kehidupanku
h. Aku akan mngurusi hidupku sendiri

25. "I don't need you either need him" in Indonesian meaning is?
e. Aku tidak membutuhkanmu juga tidak membutuhkan dia
f. Aku tidak membutuhkanmu tapi membutuhkan dia
g. Aku tidak membutuhkanmu dan dia
h. Aku tidak membutuhkanmu karena ada dia

26. Amy   : What a strange man! Where it headed to?
    Bella   : Let find out.

    "Where it headed to?" is an idiom that means?
e. Dimana kepalanya?   g. Kemana tujuannya?
f. Kemana arah kepalanya?   h. Kemana arahnya?

27. Mark   : Why are you in hurry?
    Phil   : Let's go, we have a tail.

    The idiom "Let's go, we have a tail" means?
e. Ayo pergi, kita punya sebuah ekor
f. Ayo pergi, kita diikuti
g. Ayo pergi, ada yang mengikuti
h. Ayo pergi, kita punya pengikut

Appendix 15

Key Answer of Translation Ability Main Data

No	Answer
1	B
2	C
3	B
4	D
5	A
6	C
7	B
8	C
9	A
10	B
11	C
12	A
13	D
14	D
15	B

No	Answer
16	C
17	D
18	A
19	B
20	C
21	C
22	D
23	A
24	D
25	A
26	C
27	B

Appendix 16

The Blue Print of Reading Comprehension (Main Data)

The Concept	Indicator		Number of Items	Total
Reading comprehension is a process to understand information and ideas of the author within the text, which involves the experience and knowledge of the reader	1. Literal comprehension in order to understand, remember, or recall the information explicitly contained in a passage.	Finding details	2, 4, 5, 6, 8, 10, 12, 13, 17, 20, 36	11
	2. Inferential comprehension in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition.	Inferring main idea	1, 3, 14	3
		Inferring referents of pronouns	7, 9, 11, 15, 18, 24, 25, 26, 27, 28, 31, 35	12
		Drawing conclusion	16, 29, 30, 32	4
	3. Critical comprehension in order to compare information in a passage with the readers' own knowledge and values.	Making judgment	19, 21, 22, 23, 33, 34	6
Total				**36**

Appendix 17

Reading Comprehension Test (Main Data)

Choose the right answer by crossing a, b, c, or d on your **answer sheet**!

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

(https://www.ets.org/toefl/pbt/prepare/sample_questions/reading_comprehension_practice_section3)

3. What is the main idea of the passage?

   a. In modern society we must make more time for our neighbors.
   b. The traditions of society are timeless.
   c. An accepted way of measuring time is essential for the smooth functioning of society.
   d. Society judges people by the times at which they conduct certain activities.

4. In line 4, the phrase "this tradition" refers to

   a. the practice of starting the business day at dawn
   b. friendly relations between neighbors
   c. the railroad's reliance on time schedules
   d. people's agreement on the measurement of time

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village nearly 800 miles from where it begins. <u>It</u> is massive in size and extremely complicated to operate. The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags, makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

<u>Resting</u> on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-down route is

determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

One of the largest in the world, the pipeline cost approximately $8 billion and is by far the biggest and most expensive construction project ever <u>undertaken</u> by private industry. In fact, no single business could raise that much money, so 8 major oil companies formed a consortium in order to share the costs. Each company controlled oil rights to <u>particular</u> shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today, despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating.

(https://www.ets.org/toefl/pbt/prepare/sample_questions/reading_comprehension_practice_section3)

12.   The passage primarily discusses the pipeline's

a. operating costs   c. consumers

b. employees   d. construction

13.   The word "it" in line 3 refers to

a. pipeline   c. state

b. ocean   d. village

14.   According to the passage, 84 million gallons of oil can travel through the pipeline each

a. day   c. month

b. week   d. year

15.   The author mentions all of the following as important in determining the pipeline's route EXCEPT the

a. climate   c. local vegetation

b. lay of the land itself   d. kind of soil and rock

16.   The word "undertaken" in third paragraph is closest in meaning to

a. removed   c. transported

b. selected   d. attempted

17.   How many companies shared the costs of constructing the pipeline?

a. 3   c. 8

b. 4   d. 1

18. The word "particular" in third paragraph is closest in meaning to

a. peculiar   b. specific

c. exceptional   d. equal

19. What time will the festival begin?

    a. 10 A.M.   c. 1 P.M.

    b. 11 A.M.   d. 2 P.M.

20. In line 2, the word <u>feature</u> is closest in meaning to …

    a. look   c. include

    b. keep   d. entertain

21. What job will be done the day before the festival begins?

    a. Making posters   c. Cleaning up the gym

    b. Setting up the gym   d. Helping the performers

22. Who is told to talk to Ms. Braxton?

    a. Parents   c. Teachers

    b. Students   d. Performers

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody <u>pays heed to</u> them. However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other

images <u>depict</u> birds and, most noticeably, horses, which appear in more than300 wall images, by far outnumbering all other animals.

Early artists drawing these animals accomplished a monumental and difficult task. <u>They</u> did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.

14. Which title best summarizes the main idea of the passage?

    a. Wild Animals in Art

    b. Hidden Prehistoric Paintings

    c. Exploring Caves Respectfully

    d. Determining the Age of French Caves

15. In line 2, the words <u>pays heed to</u> are closest in meaning to …

    a. discovers   c. notices

    b. watches   d. buys

16. Based on the passage, what is probably true about the south of France?

    a. It is home to rare animals.   c. It is known for horse-racing events.

    b. It has a large number of caves.   d. It has attracted many famous artists.

17. According to the passage, which animals appear most often on the cave walls?

    a. Birds   c. Horses

    b. Bison   d. Wild cats

18. In line 6, the word <u>depict</u> is closest in meaning to …

    a. show   c. count

    b. hunt   d. draw

19. Why was painting inside the Lascaux complex a difficult task?

    a. It was completely dark inside.

    b. The caves were full of wild animals.

    c. Painting materials were hard to find.

d. Many painting spaces were difficult to reach.

20. According to the passage, all of the following have caused damage to the paintings EXCEPT …

    a. temperature changes   c. water

    b. air movement   d. light

21. What does the passage say happened at the Lascaux caves in 1963?

    a. Visitors were prohibited from entering.   c. Another part was discovered.

    b. A new lighting system was installed.   d. A new entrance was created.

The following passage refers to questions 22 through 28.

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

(*https://www.testprepreview.com/modules/reading1.htm*)

22. **The Curies' … collaboration helped to unlock the secrets of the atom.**

    a. friendly
    b. competitive

    c. courteous
    d. industrious

23. **Marie had a bright mind and a … personality.**

    a. strong
    b. lighthearted

    c. humorous
    d. strange

24. **When she learned that she could not attend the university in Warsaw, she felt …**

    a. hopeless
    b. annoyed

    c. depressed
    d. worried

25. **Marie … by leaving Poland and traveling to France to enter the Sorbonne.**

    a. challenged authority
    b. showed intelligence

    c. behaved
    d. was distressed

26. **… she remembered their joy together.**

    a. Dejectedly
    b. Worried

    c. Tearfully
    d. Happily

27. **Her … began to fade when she returned to the Sorbonne to succeed her husband.**

    a. misfortune
    b. anger

    c. wretchedness
    d. disappointment

28. **Even though she became fatally ill from working with radium, Marie Curie was never …**

    a. Troubled
    b. worried

    c. disappointed
    d. sorrowful

What needs to be set right is our approach to work. It is a common sight in our country of employees reporting for duty on time and at the same time doing little work. If an assessment is made of time they spent in gossiping, drinking tea, eating "pan" and smoking cigarettes, it will be shocking to know that the time devoted to actual work is negligible. The problem is the standard which the leadership in administration sets for the staff. Forgot the ministers because they mix politics and administration. What do top bureaucrats do? What do the below down officials do? The administration set up remains week mainly because the employees do not have the right example to follow and they are more concerned about being in the good books of the bosses than doing work.

29. The employees in our country …
    a. are quite punctual but not duty conscious
    b. are not punctual, but somehow manage to complete their work
    c. are somewhat lazy but good natured
    d. are not very highly qualified
30. According to the writer, the administration in India …
    a. is by and large effective
    b. is very strict and firm
    c. is affected by red tape
    d. is more or less ineffective
31. The word 'assessment' means …
    a. Enquiry
    b. Report
    c. Evaluation
    d. Summary
32. The leadership in administration …
    a. sets a fine example to the employees
    b. is of a reasonably high standard
    c. is composed of idealists
    d. is of a very poor standard

Speech is great blessings but it can also be great curse, for while it helps us to make our intentions and desires known to our fellows, it can also if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of unusual word, or of an ambiguous word, and so on, may create an enemy where we had hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated may strike an uneducated listener as pompous. Unwittingly, we may use a word which bears a different meaning to our listener from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one which demands careful handling. Only a fool will express himself alike to all kinds and conditions to men.

33. The best way to win a friend is to avoid … in speech
    a. Irony
    b. Pomposity
    c. Verbosity
    d. Ambiguity
34. If one used the same style of language with everyone, one would sound …
    a. Flat
    b. Boring
    c. Foolish
    d. Democratic
35. A 'slip of the tongue' means something said …
    a. wrongly by choice
    b. Unintentionally
    c. without giving proper thought
    d. to hurt another person
36. Speech can be curse, because it can …
    a. Hurts others
    b. Lead to carelessness
    c. Create misunderstanding
    d. Reveal our intention

Good Luck

Appendix 18

Key Answer of Reading Comprehension Test (Main Data)

1 C	10 A	19 D	28 C
2 D	11 C	20 D	29 A
3 D	12 B	21 A	30 D
4 A	13 B	22 A	31 C
5 A	14 B	23 B	32 D
6 C	15 C	24 B	33 D
7 D	16 B	25 A	34 C
8 C	17 C	26 A	35 C
9 B	18 A	27 C	36 C

Appendix 19

N	result	r-table	rxy	Σx
1	VALID	0.381	0.5209	121
2	VALID	0.381	0.4805	117
3	VALID	0.381	0.6404	103
4	VALID	0.381	0.8325	99
5	VALID	0.381	0.4372	114
6	VALID	0.381	0.466	98
7	VALID	0.381	0.5122	83
8	VALID	0.381	0.4592	98
9	VALID	0.381	0.8424	105
10	VALID	0.381	0.5914	101
11	VALID	0.381	0.4442	91
12	VALID	0.381	0.6762	87
13	VALID	0.381	0.4178	93
14	VALID	0.381	0.4444	70
15	VALID	0.381	0.4977	86
16	VALID	0.381	0.5477	89
17	VALID	0.381	0.4334	88
18	VALID	0.381	0.5556	90
19	VALID	0.381	0.7411	102
20	VALID	0.381	0.7237	87
21	INVALID	0.381	0.1309	100
22	VALID	0.381	0.4087	80
23	VALID	0.381	0.9304	101
24	VALID	0.381	0.4298	91
25	VALID	0.381	0.3869	117
26	VALID	0.381	0.9124	97
27	INVALID	0.381	0.0498	90
28	VALID	0.381	0.3858	65
29	INVALID	0.381	0.0701	102
30	VALID	0.381	0.5849	126

BUTIR ITEM (items 1–27)

Σy (per item, 27→1): 120, 108, 121, 114, 96, 100, 104, 110, 103, 123, 110, 108, 90, 108, 123, 108, 99, 105, 99, 101, 107, 98, 111, 102, 109, 112, 114

Σy total = 2903

Appendix 20

N (BUTIR ITEM)	Σx	rxy	r-table	result
1	21	0.6	0.38	VALID
2	22	0.567	0.38	VALID
3	24	0.604	0.38	VALID
4	21	0.616	0.38	VALID
5	23	0.635	0.38	VALID
6	19	0.628	0.38	VALID
7	12	0.433	0.38	VALID
8	24	0.56	0.38	VALID
9	24	0.495	0.38	VALID
10	20	0.525	0.38	VALID
11	18	0.451	0.38	VALID
12	20	0.478	0.38	VALID
13	21	0.435	0.38	VALID
14	21	0.732	0.38	VALID
15	23	0.423	0.38	VALID
16	18	0.029	0.38	INVALID
17	23	0.384	0.38	VALID
18	19	0.478	0.38	VALID
19	23	0.558	0.38	VALID
20	16	0.425	0.38	VALID
21	16	0.495	0.38	VALID
22	15	-0.52	0.38	INVALID
23	16	0.439	0.38	VALID
24	20	-0.1	0.38	INVALID
25	17	0.5	0.38	VALID
26	18	0.437	0.38	VALID
27	20	0.572	0.38	VALID
28	25	0.509	0.38	VALID
29	18	0.451	0.38	VALID
30	23	0.442	0.38	VALID

Σy (per student column, 1–27): 24, 26, 25, 13, 14, 25, 25, 27, 14, 17, 25, 26, 26, 15, 26, 26, 12, 25, 27, 25, 27, 15, 26, 24, 27, 13, 23 — Total Σy = 600

Appendix 21

THE VALIDITY OF STUDENTS' READING COMPREHENSION TEST

N	result	r-table	rxy	Σx
1	VALID	0.38	0.541	15
2	VALID	0.38	0.541	18
3	VALID	0.38	0.705	19
4	VALID	0.38	0.448	20
5	VALID	0.38	0.447	19
6	INVALID	0.38	-0.35	15
7	VALID	0.38	0.585	15
8	VALID	0.38	0.55	15
9	VALID	0.38	0.653	17
10	VALID	0.38	0.408	19
11	INVALID	0.38	0.104	13
12	VALID	0.38	0.508	17
13	VALID	0.38	0.485	19
14	VALID	0.38	0.418	19
15	VALID	0.38	0.528	20
16	VALID	0.38	0.434	22
17	VALID	0.38	0.39	17
18	VALID	0.38	0.523	19
19	VALID	0.38	0.499	17
20	VALID	0.38	0.578	20
21	VALID	0.38	0.475	24
22	INVALID	0.38	0.236	19
23	VALID	0.38	0.514	15
24	VALID	0.38	0.391	24
25	VALID	0.38	0.715	19
26	VALID	0.38	0.619	19
27	VALID	0.38	0.675	23
28	VALID	0.38	0.69	18
29	VALID	0.38	0.429	23
30	VALID	0.38	0.748	20
31	VALID	0.38	0.498	12
32	VALID	0.38	0.588	18
33	VALID	0.38	0.507	21
34	VALID	0.38	0.434	21
35	VALID	0.38	0.43	18
36	VALID	0.38	0.389	20
37	INVALID	0.38	0.274	19
38	VALID	0.38	0.508	17
39	VALID	0.38	0.465	21
40	VALID	0.38	0.4	22

Column headers (BUTIR ITEM): 27, 26, 25, 24, 23, 22, 21, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Σy row: 748, 28, 33, 31, 27, 32, 33, 28, 35, 12, 11, 18, 23, 20, 11, 31, 10, 37, 35, 37, 25, 34, 35, 35, 27, 35, 30, 35

Appendix 22

Questionnaire of Students' Reading Interest of English Text

N	BUTIR ITEM																											Σy	x	x-xbar	(x-xbar)^2
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27				
1	5	4	3	4	5	2	3	4	3	3	3	4	3	3	4	2	4	4	2	2	3	3	2	4	1	5	5	84	62.22	-7.74	59.8732
2	5	4	4	4	3	2	4	3	4	3	3	3	4	3	5	2	3	3	3	2	3	3	2	4	1	5	5	89	65.93	-4.03	16.2738
3	5	4	2	3	5	3	4	4	4	4	3	4	4	4	3	3	3	3	3	3	2	3	4	4	3	4	5	94	69.63	-0.33	0.10914
4	4	4	3	3	3	2	2	4	3	3	4	4	3	4	3	2	3	3	3	2	2	3	3	4	3	3	5	76	56.30	-13.66	186.697
5	4	4	3	3	3	2	4	2	4	4	3	3	2	3	3	3	3	3	2	2	3	3	3	4	3	5	5	99	73.33	3.37	11.3794
6	5	4	3	4	3	4	4	4	4	4	4	4	3	4	3	4	4	4	3	3	4	4	2	4	4	4	5	96	71.11	1.15	1.32506
7	4	4	3	3	4	3	3	3	3	3	2	2	4	3	5	1	3	4	4	3	3	3	2	3	1	1	5	85	62.96	-7.00	48.9585
8	4	4	4	4	5	3	4	4	4	5	2	4	5	3	2	4	4	4	4	4	4	5	4	5	1	1	5	96	71.11	1.15	1.32506
9	5	5	5	5	5	3	3	3	4	5	4	4	5	3	3	4	5	4	3	2	3	4	5	5	1	1	5	106	78.52	8.56	73.2482
10	4	4	4	4	3	3	3	3	3	4	3	3	4	3	2	3	4	4	2	3	2	4	3	5	1	5	5	90	66.67	-3.29	10.846
11	4	4	3	2	4	4	3	3	3	3	1	3	4	3	4	4	5	5	3	2	3	2	3	3	1	4	5	82	60.74	-9.22	84.9947
12	5	4	4	5	4	3	5	4	3	4	4	5	3	3	3	3	3	3	3	3	4	2	3	3	4	4	5	94	69.63	-0.33	0.10914
13	4	4	4	5	4	3	3	4	4	3	4	4	4	3	3	3	5	4	3	2	3	2	3	4	3	5	5	104	77.04	7.08	50.0845
14	4	4	4	4	5	3	3	4	4	4	4	3	4	3	3	3	5	4	2	3	4	4	5	3	2	1	5	91	67.41	-2.55	6.51573
15	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	4	2	2	4	4	2	5	5	93	68.89	-1.07	1.14728
16	4	5	4	4	4	3	4	5	4	5	3	3	3	4	4	2	4	4	2	3	2	4	4	4	2	5	5	98	72.59	2.63	6.93054
17	4	4	4	4	3	3	4	4	4	4	3	4	4	3	3	4	4	4	2	2	3	4	4	3	2	5	5	99	73.33	3.37	11.3794
18	5	4	4	5	3	4	4	3	4	4	4	3	2	3	3	3	5	3	2	2	3	3	3	3	2	5	5	87	64.44	-5.52	30.4214
19	4	5	3	4	3	3	4	4	3	3	3	4	4	4	4	4	5	4	2	1	3	3	3	5	2	5	5	95	70.37	0.41	0.1684
20	5	4	3	3	3	4	4	4	3	3	4	4	4	3	3	4	5	2	2	2	5	4	3	5	2	2	5	96	71.11	1.15	1.32506
21	5	5	4	4	4	4	4	3	4	4	4	4	4	4	4	3	5	4	4	3	3	4	5	4	2	2	5	105	77.78	7.82	61.1176
22	5	5	4	4	2	3	5	4	4	5	2	4	4	5	4	3	4	3	3	4	3	5	2	5	2	2	5	99	73.33	3.37	11.3794
23	5	5	4	4	3	4	4	4	5	4	4	4	4	4	2	5	5	4	3	3	2	3	5	4	5	4	5	108	80.00	10.04	100.802
24	4	5	5	5	5	4	4	4	4	5	4	4	4	3	3	3	4	4	3	2	4	5	2	4	2	5	5	104	77.04	7.08	50.0845
25	4	4	4	4	2	3	4	4	4	4	4	4	4	4	2	1	4	4	2	2	4	3	4	3	2	4	5	91	67.41	-2.55	6.51573
																															833.01

Normality of Students' Reading Interest of English Text Questionnaire

no.	x	f	fx	Fk	F/n	Z	P≤Z	L
1	56.296	1	56.3	1	0.04	-2.37	0.0089	0.0311
2	60.741	1	60.74	2	0.08	-1.60	0.0548	0.0252
3	62.222	1	62.22	3	0.12	-1.34	0.0901	0.0299
4	62.963	1	62.96	4	0.16	-1.21	0.1131	0.0469
5	64.444	1	64.44	5	0.2	-0.96	0.1685	0.0315
6	65.926	1	65.93	6	0.24	-0.70	0.242	-0.002
7	66.667	1	66.67	7	0.28	-0.57	0.2843	-0.004
8	67.407	2	134.8	9	0.36	-0.44	0.33	0.03
9	68.889	2	137.8	10	0.4	-0.19	0.4247	-0.025
10	69.63	2	139.3	12	0.48	-0.06	0.4761	0.0039
11	70.37	1	70.37	13	0.52	0.07	0.5279	-0.008
12	71.111	3	213.3	16	0.64	0.20	0.5793	0.0607
13	72.593	1	72.59	17	0.68	0.46	0.6772	0.0028
14	73.333	3	220	20	0.8	0.58	0.719	0.081
15	77.037	2	154.1	22	0.88	1.23	0.8907	-0.011
16	77.778	1	77.78	23	0.92	1.35	0.9115	0.0085
17	78.519	1	78.52	24	0.96	1.48	0.9306	0.0294
18	80	1	80	25	1	1.74	0.9591	0.0409
sigma		25	1749					0.081

xbar = 69.96
SD= 5.772
L table = 0.173

n = 25
x bar = 70
SD = 5.8
L tabel = 0.2
median = 70

jika Lo < L tabel maka berdistribusi normal
normal   0.081 < 0.173
range   23.704
mode   73.333

Appendix 23

Test of Students' Translation Ability

N	BUTIR ITEM 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	Σy	x	x-xbar	(x-xbar)^2
1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	18	66.7	-6.52	42.48867
2	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	19	70.4	-2.81	7.92214
3	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	20	74.1	0.89	0.790433
4	0	1	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	18	66.7	-6.52	42.48867
5	0	1	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	18	66.7	-6.52	42.48867
6	0	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	17	63	-10.22	104.49
7	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	20	74.1	0.89	0.790433
8	0	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	18	66.7	-6.52	42.48867
9	1	1	0	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	19	70.4	-2.81	7.92214
10	0	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	20	74.1	0.89	0.790433
11	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0	17	63	-10.22	104.49
12	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	1	20	74.1	0.89	0.790453
13	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	22	81.5	8.30	68.83316
14	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	21	77.8	4.59	21.09361
15	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	70.4	-2.81	7.92214
16	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	19	70.4	-2.81	7.92214
17	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	92.6	19.41	376.6547
18	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	0	1	15	55.6	-17.63	310.7973
19	0	0	1	0	1	0	0	0	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	1	0	1	0	19	70.4	-2.81	7.92214
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	23	85.2	12.00	144.0044
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	25	92.6	19.41	376.6547
22	1	0	0	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	22	81.5	8.30	68.8316
23	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	22	81.5	8.30	68.83316
24	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	19	70.4	-2.81	7.92214
25	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	20	74.1	0.89	0.790453
																															1928.121

Normality Students' Translation Ability Test

no.	x	f	fx	Fk	F/n	Z	P≤Z	L
1	55.56	1	55.6	1	0.04	-2.01	0.022	0.0178
2	62.96	3	189	4	0.16	-1.16	0.123	0.037
3	66.67	3	200	7	0.28	-0.74	0.23	0.0504
4	70.37	6	422	13	0.52	-0.32	0.375	0.1455
5	74.07	5	370	18	0.72	0.10	0.56	0.1602
6	77.78	1	77.8	19	0.76	0.52	0.699	0.0615
7	81.48	3	244	22	0.88	0.94	0.826	0.0536
8	85.19	1	85.2	23	0.92	1.37	0.915	0.0053
9	92.59	2	185	25	1	2.21	0.986	0.0136
sigma		25	1830					0.1602

xbar = 73.2
SD= 8.78
Liable = 0.17

n = 25
x bar = 73.19
SD = 8.782
L tabel 0.173
mediar 70.37
posisi pada data ke 13 adalah 70.37
data dari yang terkecil ke besar.

jika Lo < L tabel maka berdistribusi normal
normal 0.1602 < 0.173

range 37.04
mode 70.37

Appendix 24

Test of Students' Reading Comprehension

Summary columns (BUTIR ITEM table, items 1–36 per student omitted for legibility):

N	Σy	x	x-xbar	(x-xbar)²
1	21	58.3	-15.67	245.44
2	26	72.2	-1.78	3.1605
3	25	69.4	-4.56	20.753
4	23	63.9	-10.11	102.23
5	25	69.4	-4.56	20.753
6	29	80.6	6.56	42.975
7	28	77.8	3.78	14.272
8	27	75	1.00	1
9	32	88.9	14.89	221.68
10	25	69.4	-4.56	20.753
11	20	55.6	-18.44	340.2
12	27	75	1.00	1
13	31	86.1	12.11	146.68
14	22	61.1	-12.89	166.12
15	30	83.3	9.33	87.111
16	27	75	1.00	1
17	33	91.7	17.67	312.11
18	17	47.2	-26.78	717.05
19	28	77.8	3.78	14.272
20	30	83.3	9.33	87.111
21	32	88.9	14.89	221.68
22	28	77.8	3.78	14.272
23	30	83.3	9.33	87.111
24	27	75	1.00	1
25	23	63.9	-10.11	102.23

Total: 2992

Normality of Students' Reading Comprehension Test

no.	x	f	fx	Fk	F/n	Z	P≤Z	L
1	47.222	1	47.2	1	0.04	-2.45	0.0071	0.0329
2	55.556	1	55.6	2	0.08	-1.69	0.0455	0.0345
3	58.333	1	58.3	3	0.12	-1.43	0.0764	0.0436
4	61.111	1	61.1	4	0.16	-1.18	0.119	0.041
5	63.889	2	128	6	0.24	-0.92	0.1788	0.0612
6	69.444	3	208	9	0.36	-0.42	0.3372	0.0228
7	72.222	1	72.2	10	0.4	-0.16	0.4364	-0.036
8	75	4	300	14	0.56	0.09	0.5359	0.0241
9	77.778	3	233	17	0.68	0.35	0.6368	0.0432
10	80.556	1	80.6	18	0.72	0.60	0.7257	-0.006
11	83.333	3	250	21	0.84	0.85	0.8023	0.0377
12	86.111	1	86.1	22	0.88	1.11	0.8665	0.0135
13	88.889	2	178	24	0.96	1.36	0.9131	0.0469
14	91.667	1	91.7	25	1	1.61	0.9463	0.0537
sigma		25	1850					0.0612

xbar = 74
SD = 10.9
Ltable = 0.17

n = 25
x bar 74
SD = 10.94
L tabl 0.173
median 75

jika Lo < L tabel maka berdistribusi normal
normal
0.0612 < 0.173

posisi pada data ke 13 adalah 75
data dari yang terkecil ke besar.

range 44.444
mode 75

Appendix 25

LINEARITY AND SIGNIFICANCE FOR VARIABEL X1 TO Y

NO.	X1	Y	X1^2	Y^2	X1Y
1	62.22	58.333	3871.6	3402.78	3629.63
2	65.93	72.222	4346.23	5216.05	4761.32
3	69.63	69.444	4848.29	4822.53	4835.39
4	56.3	63.889	3169.27	4081.79	3596.71
5	73.33	69.444	5377.78	4822.53	5092.59
6	71.11	80.556	5056.79	6489.2	5728.4
7	62.96	77.778	3964.33	6049.38	4897.12
8	71.11	75	5056.79	5625	5333.33
9	78.52	88.889	6165.16	7901.23	6979.42
10	66.67	69.444	4444.44	4822.53	4629.63
11	60.74	55.556	3689.44	3086.42	3374.49
12	69.63	75	4848.29	5625	5222.22
13	77.04	86.111	5934.71	7415.12	6633.74
14	67.41	61.111	4543.76	3734.57	4119.34
15	68.89	83.333	4745.68	6944.44	5740.74
16	72.59	75	5269.68	5625	5444.44
17	73.33	91.667	5377.78	8402.78	6722.22
18	64.44	47.222	4153.09	2229.94	3043.21
19	70.37	77.778	4951.99	6049.38	5473.25
20	71.11	83.333	5056.79	6944.44	5925.93
21	77.78	88.889	6049.38	7901.23	6913.58
22	73.33	77.778	5377.78	6049.38	5703.7
23	80	83.333	6400	6944.44	6666.67
24	77.04	75	5934.71	5625	5777.78
25	67.41	63.889	4543.76	4081.79	4306.58
sigma	1748.9	1850.0	123177.5	139892.0	130551.4

LINEARITY AND SIGNIFICANCE FOR VARIABEL X1 TO Y

a	b	JK (t)	JK reg (a)	JKreg (b/a)	JKreg(res)	JKreg (e)	JK TC
-21.204177	1.36092	139892.0	136900	1542.8283	1449.1	1355.45	93.7

RJK E	RJK res	RJK TC
677.726337	63.0064	4.461635

menghitung JKreg(b/a) = b{$\sum xy-((\sum x)(\sum y)/n)$}

SUMBER VARIASI	DB	JK	RJK	Fo	Ft $\alpha = 0.05$
TOTAL	25	141341.1			
Regresi(a)	1	136900	136900		
Regresi (b/a)	1	1542.828	1542.83	24.486853	3.44
Residu	23	1449.1	63.0064		
Tuna Cocok	7	93.7	13.3849	0.1579978	2.66
Error	16	1355.453	84.7158		

db Regresi Total = N = 25
db Regresi (a) = 1
db Regresi (b/a) = 1
db Sisa = N – 2 = 25 – 2 = 23
db Tuna Cocok = N - K = 25 – 18 = 7
db Kekeliruan = K - 2 = 18 – 2 = 16

1. Because Fo (24.48) is higher than Ft (3.44), the regression is significant.
2. Because Fo (0.15799) is lower than Ft (2.66), the regression is linear.

Appendix 26

LINEARITY AND SIGNIFICANCE FOR VARIABEL X2 TO Y

NO.	X2	Y	X2^2	Y^2	X2 Y
1	66.667	58.333	4444.44	3402.78	3888.889
2	70.37	72.222	4951.99	5216.05	5082.305
3	74.074	69.444	5486.97	4822.53	5144.033
4	66.667	63.889	4444.44	4081.79	4259.259
5	62.963	69.444	3964.33	4822.53	4372.428
6	74.074	80.556	5486.97	6489.2	5967.078
7	66.667	77.778	4444.44	6049.38	5185.185
8	70.37	75	4951.99	5625	5277.778
9	62.963	88.889	3964.33	7901.23	5596.708
10	74.074	69.444	5486.97	4822.53	5144.033
11	62.963	55.556	3964.33	3086.42	3497.942
12	74.074	75	5486.97	5625	5555.556
13	81.481	86.111	6639.23	7415.12	7016.461
14	77.778	61.111	6049.38	3734.57	4753.086
15	70.37	83.333	4951.99	6944.44	5864.198
16	70.37	75	4951.99	5625	5277.778
17	92.593	91.667	8573.39	8402.78	8487.654
18	55.556	47.222	3086.42	2229.94	2623.457
19	70.37	77.778	4951.99	6049.38	5473.251
20	85.185	83.333	7256.52	6944.44	7098.765
21	92.593	88.889	8573.39	7901.23	8230.453
22	81.481	77.778	6639.23	6049.38	6337.449
23	81.481	83.333	6639.23	6944.44	6790.123
24	70.37	75	4951.99	5625	5277.778
25	74.074	63.889	5486.97	4081.79	4732.51
sigma	1829.6	1850.0	135829.9	139892.0	136934.2

LINEARITY AND SIGNIFICANCE FOR VARIABEL X2 TO Y

a	b	JK (t)	JK reg (a)	JKreg (b/a)	JKreg(res)	JKreg (e)
15.4872573	0.79952	139892.0	136900	1232.50525	1759.5	2207.819

JK TC	RJK E	RJK res	RJK TC
-448.3	1103.91	76.4987	-21.34995

menghitung JKreg(b/a) = b{Σxy-((Σx)(Σy)/n)}

SUMBER VARIASI	DB	JK	RJK	Fo	Ft
					α = 0,05
TOTAL	25	1416651.4			
Regresi(a)	1	136900	136900		
Regresi (b/a)	1	1232.505	1232.5053	16.111454	3.44
Residu	23	1759.47	76.498698		
Tuna Cocok	16	-448.3	-28.0218	-0.0888445	3.49
Error	7	2207.819	315.4027		

db Regresi Total = N = 25
db Regresi (a) = 1
db Regresi (b/a) = 1
db Sisa = N - 2 = 25 - 2 = 23
db Tuna Cocok = N - K = 25 - 9 = 16
db Kekeliruan = K - 2 = 9 - 2 = 7

1. Because Fo (16.11) is higher than Ft (3.44), the regression is significant.
2. Because Fo (-0.08884) is lower than Ft (3.49), the regression is linear.

HYPOTHESIS

The Answer of First, Second and Third Hypothesis

NO.	X1	X2	Y	X1^2	X2^2	Y^2	X1 X2	X1 Y	X2 Y
1	62.22	66.7	58.3	3871.6	4444.4	3402.8	4148.1	3629.6	3888.9
2	65.93	70.4	72.2	4346.2	4952	5216	4639.2	4761.3	5082.3
3	69.63	74.1	69.4	4848.3	5487	4822.5	5157.8	4835.4	5144
4	56.3	66.7	63.9	3169.3	4444.4	4081.8	3753.1	3596.7	4259.3
5	73.33	63	69.4	5377.8	3964.3	4822.5	4617.3	5092.6	4372.4
6	71.11	74.1	80.6	5056.8	5487	6489.2	5267.5	5728.4	5967.1
7	62.96	66.7	77.8	3964.3	4444.4	6049.4	4197.5	4897.1	5185.2
8	71.111	70.4	75	5056.8	4952	5625	5004.1	5333.3	5277.8
9	78.52	63	88.9	6165.2	3964.3	7901.2	4943.8	6979.4	5596.7
10	66.67	74.1	69.4	4444.4	5487	4822.5	4938.3	4629.6	5144
11	60.74	63	55.6	3689.4	3964.3	3086.4	3824.4	3374.5	3497.9
12	69.63	74.1	75	4848.3	5487	5625	5157.8	5222.2	5555.6
13	77.04	81.5	86.1	5934.7	6639.2	7415.1	6277.1	6633.7	7016.5
14	67.41	77.8	61.1	4543.8	6049.4	3734.6	5242.8	4119.3	4753.1
15	68.89	70.4	83.3	4745.7	4952	6944.4	4847.7	5740.7	5864.2
16	72.59	70.4	75	5269.7	4952	5625	5108.4	5444.4	5277.8
17	73.33	92.6	91.7	5377.8	8573.4	8402.8	6790.1	6722.2	8487.7
18	64.44	55.6	47.2	4153.1	3086.4	2229.9	3580.2	3043.2	2623.5
19	70.37	70.4	77.8	4952	4952	6049.4	4952	5473.3	5473.3
20	71.11	85.2	83.3	5056.8	7256.5	6944.4	6057.6	5925.9	7098.8
21	77.78	92.6	88.9	6049.4	8573.4	7901.2	7201.6	6913.6	8230.5
22	73.33	81.5	77.8	5377.8	6639.2	6049.4	5975.3	5703.7	6337.4
23	80	81.5	83.3	6400	6639.2	6944.4	6518.5	6666.7	6790.1
24	77.04	70.4	75	5934.7	4952	5625	5421.1	5777.8	5277.8
25	67.41	74.1	63.9	4543.8	5487	4081.8	4993.1	4306.6	4732.5
∑	1749	1830	1850	123178	135830	139892	128615	130551	136934

1

rx1y   0.7180915 r-table 0.396, kontribusi variabel X1 terhadap Y = r^2 x 100%= 51.56%.

Signifikansi korelasi X1 terhadap Y dihitung dengan rumus Uji-t.

t hitung=   4.9484193

berdasarkan perhitungan tersebut, dengan ketentuan tingkat kesalahan α = 0.05 dan db= n-2= 25-2= 23 sehingga diperoleh nilai t tabel = 2.069

ternyata t hitung > t tabel atau 4.9484 > 2.069, maka dapat disimpulkan bahwa korelasi variabel x1 terhadap Y adalah signifikan.

2

rx2y   0.6418232 r-table 0.396 kontribusi variabel x2 terhadap Y = r^2 x 100%= 41.19%.

Signifikansi korelasi X2 terhadap Y dihitung dengan rumus Uji-t.

t hitung=   4.0139076

berdasarkan perhitungan tersebut, dengan ketentuan tingkat kesalahan α = 0.05 dan db= n-2= 25-2= 23 sehingga diperoleh nilai t tabel = 2.069

ternyata t hitung > t tabel atau 4.0139 > 2.069, maka dapat disimpulkan bahwa korelasi variabel x2 terhadap Y adalah signifikan.

3

Rx1x2y   0.99543 r-table 0.396 kontribusi variabel x1 dan x2 terhadap Y = r^2 x 100%= 99.08%.

untuk mengetahui keberartian korelasi ganda x1 dan x2 terhadap Y dihitung uji F.

F hitung=   1195.2574

f tabel= 3.44

ternyata F hitung > F tabel (1195.25 > 3.44) adalah signifikan