A CORRELATIONAL STUDY ON TRANSLATION ABILITY AND READING HABIT TOWARD WRITING SKILL FOR THE ELEVENTH GRADE STUDENTS OF MAN 2 SURAKARTA IN THE ACADEMIC YEAR 2016/2017

THESIS

Submitted as a Partial Requirements for the degree of *Sarjana*

In Islamic Education and Teacher Training Faculty

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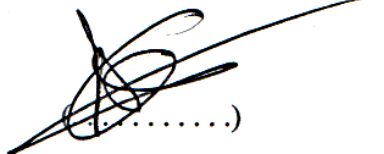Chairman I   : <u>Novianni Anggraini, S.Pd., M.Pd</u> (. . . . .)
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MOTTOS

Education is the most powerful weapon which you can use to change the world.

-Nelson Mandela

Life is not about how high we dream but how far we act, learn about it!

-The Writer

You'll Never Walk Alone

-Liverpool FC

DEDICATION

This thesis is dedicated to:

My beloved grandfather (Citro Wirejo) and my grandmother (Supirah)

My beloved late father (Muhammad Zaini Khusni Tamrin alm) and my late mother (Maryunah almh)

My beloved brother (Asrori Arofat) and sister (Fatihah Zain Nur Rahmawati)

All friends, relative, and lectures that helped and have supported me

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes for some corrections, suggestions, or criticism to correct and improve this thesis. The researcher also hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 10 February 2017

The researcher

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CERTIFICATE OF ORIGINALITY

This is to certify that:

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Study Program	: English Education Department
Faculty	: Islamic Education and Teacher Training Faculty

I hereby declare that the *thesis* above is my own original work and written by myself carried out as parts of the requirement to accomplish a undergraduate degree in English Education Department in Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, source and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institute, nor it been submitted as part of requirement for the degree except as fully acknowledged within the text.

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Surakarta, 14 February 2017

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ABSTRACT

Yasin Abdul Fatah. 2017. *"A CORRELATIONAL STUDY ON TRANSLATION ABILITY AND READING HABIT TOWARD WRITING SKILL FOR THE ELEVENTH GRADE STUDENTS OF MAN 2 SURAKARTA IN THE ACADEMIC YEAR 2016/2017"*. Thesis, English Education Department, Islamic Education and Teacher Training Faculty, IAIN Surakarta.

Advisor   : Dr. H. Giyoto, M.Hum
The key word   : Correlation, Writing, Reading, Translation.

The objectives of this research are to find out the correlation between (1) students' translation ability and writing skill (2) reading habit and writing skill (3) students' translation ability and reading habit toward writing skill.

The research was carried out at MAN 2 Surakarta, from December 2016 up to January 2017. The research method was a quantitative correlation research. The population of research all the sacond graders of MAN 2 Surakarta 2016/2017 school year. Consist of 189 students and it consist of six classes namely X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPA 5, and X IPA 6. The sample of research consist of 30 students. Sampling is a technique cluster random sampling. Technique of collecting data is: questionnaires and test. The questionnaire for students' reading habit, the test for translation ability and writing skill. The technique which was used to analyze data was pre-requisite test and hypothesis testing that they are simple and multiple linear regression.

The result of the study shows that (1) There is a positive correlation between students' translation ability and writing skill because the coefficient of correlation r-obtained is higher than r-table (0,903> 0,361). (2) There is a positive correlation between reading habit and writing skill because the coefficient of correlation r-obtained is higher than r-table (0,917> 0,361). (3) There is a positive correlation between students' translation ability and reading habit simultaneously toward writing skill because the coefficient of correlation r-obtained is higher than r-table (0,917> 0,361). From the result of the research, it can be concluded that there is positive correlation between students' translation ability and reading habit toward writing skill. Therefore, translation ability and reading habit have contribution in increasing students' writing skill.

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CHAPTER I

INTRODUCTION

A. **The Background of the Study**

There are four basic skills that should be mastered when someone is learning language. Widdowson (1978: 57) states that the aims of language teaching course are very often defined with reference to the four language skills: understanding speech, speaking, reading and writing. Furthermore, he argues that listening and reading are known as the receptive skills while speaking and writing are known as the productive skills". It means that the language users require the ability to receive spoken and written language in listening and reading activity and the language users require the ability to produce language both spoken and written language in speaking and writing activity. Listening, reading, speaking and writing are related and integrated to each other. Basically, the purpose of teaching EFL students is to develop communicative competence in spoken and written forms.

In relation to communicative competence, it is important to emphasize that written communication is very different from spoken communication (Hedge, 1996: 27). Jeremy Harmer (2004: 33) stated that writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. Therefore, the writers should use all sorts of linguistic devices to make their message or meaning clear. To

communicate the message, they want readers to understand because they do not have face to face contact with their reader.

Meanwhile, Byrne (1997:1) states that "writing is the act of forming graphic symbols, making marks on a flat surface of some kind, arranged according to certain conventions to form words and words have to be arranged to form sentences ". By this statement, it can known that the importance of writing for language learning. It is supported by Raimes (1983: 3) who argues that writing reinforces the grammatical structures, Idioms, and vocabulary. When the students write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

Translation is the replacement of textual material in one language the source language by equivalent textual material in another language the target language (Catford in A. Widyamartaya, 2002:12). A process of translation activity deals with textual material and transfer the text from one language into another language. Hence, students acquire some benefits from a process of translation activity to improve their writing skill. Schäffner (in M. Aqel 2013: 2) gives lists the benefits of translation; (a) expand the students' vocabulary in L2, (b) develop their style, (c) improve their understanding of how languages work, (d) consolidate L2 structures for active use and (e) monitor and improve the comprehension of L2". It means that the student get benefits from translation activity to support and to solve their difficulties in a process of writing in EFL learning.

Translation might provide a guided practice in reading English text. Before starting translating it, the reader should read carefully and analyzed in detail to determine the contents in terms of what, how and why it is said" (Leonardi in Dagiliene, 2012: 125). Furthermore, Maasoum & Mahdiyan (2012: 264) believe that when EFL learners read a text, either consciously or unconsciously they tend to translate it in order to make it meaningful to themselves; this condition is called mental translation. Based on the statements above, it can be known that translation has relationship with reading. In terms of writing skill, reading and translation are one unite which is can't divorce from activity that involve writing in English as Foreign Language learning process.

Reading is the important skill for language learners. Brown (2003:185) Stated that "Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability". Therefore, the reason of the researcher chooses reading skill is because reading belongs to the basic language skills in English, just as important as speaking, listening, and writing. Besides, reading is closely related with other subjects. Most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, handout, etc. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. Because of that, reading is very important for the students.

Reading habit is an important activity for the students. According to Sangkaeo (in Annamalai and Muniandy, 2011:33) "reading habit refers to the

behavior which are expresses the likeness of reading and tastes of reading". In line with Sangkaeo, Iftanti (2012: 150) describes that "a habit of reading is established by having frequent repetition of reading practices in a course of time". Theoretically, reading activity could improve the students' writing skill. From statements above, it can be concluded that if students have a reading behavior and having reading activity frequently, it is the indicator that students have a good reading interest. According to Cleary (in Annamalai and muniandy, 2011:33) "an individual's interest to read is determined by the considerable extent of the amount and intensity of pursuing the reading activity". It can be clearly seen that reading interest will be able to grow students' reading habit.

Basically, the most important thing in learning English is vocabulary. For EFL students, reading habit in English book or certain medium can enrich English vocabulary. It can help the student solve difficulties in learning writing. If students do not have a good reading habit, they will get problem in writing activity. One of the criteria of a good writing is having a certain range of vocabulary. So, mastering vocabulary is an essential key to improve writing skill (Hedge, 1998:8). Based on the theories above, the writer concludes that reading can affect the writing skill.

There are several things of reading habit which are related to writing skill. Theoretically, there are six general component skills and knowledge areas which are involved in the process of reading. Some of them that related it are vocabulary and structural knowledge, formal discourse structure knowledge, and then content/word background knowledge (Murcia, 2001: 154). Moreover,

Williams (1996:4) argues that the effective reader knows the language of the text, knows the content words, also knows the syntax (or grammar) of the language, the operation and effect of structural words, of word form, and of word order. The students of MAN 2 Surakarta have interested in reading habit because they are supported by good facilities. Being effective reader, the students have to realize the importance of why they have to increase reading interest to reach reading habit through the reasons why they must read. The reasons why someone read as stated by Davies (1993:133) who argues that:

> *Reading purpose for organizing reading and study, a reader wishes to identify the important content of text, to gain an idea of the author's viewpoint, (b) Reading for language learning, to learn vocabulary, to identify 'useful' structures or collocations, to use the text as a model for writing and to practice pronunciation.*

From the description above, it can be clearly seen that reading habit could give impact to writing skill. Theoretically, if the students have a good reading habit, their writing skill is also good, and vice versa.

Based on the theories above, it can be concluded that writing skill is affected by translation ability and reading habit. Then, it can be said that there is a significant correlation between translation ability and reading habit toward writing skill either partially or simultaneously. Therefore, the writer wants to prove empirically whether or not the positive correlation between translation ability and writing skill, the positive correlation between reading habit and writing skill and also, the writer wants to prove empirically whether there is a positive correlation between translation ability and reading habit

simultaneously, and writing skill are proved for students of eleventh grade MAN 2 Surakarta in the academic year 2016/2017.

In this research, the researcher chooses MAN 2 Surakarta because this school is the favorite school in Surakarta, this school have many facilities to fulfill the learning process, and this school is noted for the most students than the others Senior High School in Surakarta. So that, if the population is large, the sample of each class or cluster will be also large. The number of each class in MAN 2 Surakarta is about 30-40 students. Therefore, it can be categorized as a large class. Zauren (1988) in Dantes (2012: 41-42) stated that more and more sample that used in research, it will be better or excellent.

B. Problem Identification

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

1. The factors which affect the teacher's obstacle to deliver English subject in MAN 2 Surakarta.

2. The factors can influence students' writing skill for the eleventh grade students of eleventh grade MAN 2 Surakarta in the academic year 2016/2017.

3. The factors can influence students' translation ability for the eleventh grade students of eleventh grade MAN 2 Surakarta in the academic year 2016/2017.

4. The factors can make students interest in reading for the eleventh grade students of eleventh grade MAN 2 Surakarta in the academic year 2016/2017.

5. Whether the students' translation ability influence students' writing skill for the eleventh grade students of eleventh grade MAN 2 Surakarta in the academic year 2016/2017.

6. Whether the students' reading habit influence students' writing skill for the eleventh grade students of eleventh grade MAN 2 Surakarta in the academic year 2016/2017.

7. Any correlation translation ability, reading habit and writing skill for the eleventh grade students of eleventh grade MAN 2 Surakarta in the academic year 2016/2017.

C. Problem Limitation

Based on the problems listed above, it is impossible for the writer to handle all of the problems. So, in this study the writer would like to limit the problem as follows:

1. The study focuses on three variables. They are translation ability, reading habit and writing skill. In this study, the type of translation was focused on interlingual translation.

2. The study only focuses on their correlation, namely: the correlation between translation ability and writing skill, the correlation between reading habit and writing skill, and the correlation between

translation ability and reading habit simultaneously toward writing skill.

D. Problem Statements

Based on the background of the study, there are many problems that arise. Some problems that the writer can be identified are as follow:

1. Is there any positive correlation between translation ability and writing skill of the eleventh grade students of MAN 2 Surakarta in the academic year 2016/2017?

2. Is there any positive correlation between reading habit and writing skill of the eleventh grade students of MAN 2 Surakarta in the academic year 2016/2017?

3. Is there any positive correlation among translation ability and reading habit simultaneously, and writing skill of the eleventh grade students of MAN 2 Surakarta in the academic year2016/2017?

E. The Objectives of the Study

The objectives of the study are as follows:

1. To find whether or not there is a positive correlation between translation ability and writing skill.

2. To find whether or not there is a positive correlation between reading habit and writing skill.

3. To find whether or not there is a positive correlation between translation ability and reading habit simultaneously, and writing skill.

F. The Benefits of the Study

This research is intended to find out the correlation of translation ability and reading habit simultaneously and writing skill. The result of this study is expected to be able give some contribution to the teachers, students, and the other researchers. The following are the significant contribution for the study:

1. For students:

   a. To give information about the importance of translation ability, reading habit and writing skill.

   b. To be one of consideration for English students to improve students' translation ability and reading habit to support their writing skill.

   c. To realize more about the importance of translation ability to enhance their reading comprehension. Through those ways, it is expected the students' writing skill will enhance.

2. For teachers:

   a. To give information about the importance of translation ability and reading habit in teaching learning process especially in writing class to improve students' writing skill.

    b. To give input for English teachers to motivate their students to get satisfying comprehension in writing English text by having translation ability and reading habit.

3. For other researchers:

    a. It gives the information for others who want to study further, especially in English education to know the other factors affecting English writing skill.

    b. The result of this study will enhance the knowledge toward English, and hopefully this study will be helpful in determining the strategies in English teaching and learning process.

CHAPTER II

REVIEW OF RELATED THEORIES

A. **Review of Writing Skill**

1. **The Definition of Writing Skill**

There are many definitions of writing proposed by some linguists based on their own view. Byrne (1997:1) states that "writing is the act of forming graphic symbols, making marks on a flat surface of some kind, arranged according to certain conventions to form words and words have to be arranged to form sentences". Whereas, writing is more complex activity and process, not only arrange words to sentences form but must consider several aspects of writing. Bell and Burnby as quoted by Nunan (1998: 36), "writing is an extremely complex cognitive activity in which a writer is requires demonstrating control of a number of variables simultaneously". Further, they say that:

> *At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation beyond the sentence; writer must be able to structure and integrate information in cohesive and coherent paragraph and texts.*

Widdowson (1996:62) states that "writing is described as the use of the medium to manifest the graphological and grammatical system of the language". Moreover, Jacob (in Reid, 1993: 236-237) states that student's writing ability refers to the students competence in applying the components of writing including content, organization, vocabulary, language use (grammar), and mechanism. From the statements, it can be seen that the

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components of writing are important aspect. Students must realize that to be a good writer must consider these aspects.

In addition, Heaton (1988:135) assumes that "writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements". In the context of writing process, the writer need consider about a good process in order to be a good written form. Peter Elbow (in Brown, 1994:321) describes that writing is two-step process. First, the writer figures out the meaning. Second, the writer put the meaning into the language or transaction of meaning into language. It means that the writer should understand what he or she wants to say by making planning or outline to control the idea. Generally, writing considered as an organic, which needs process to develop with suitable words and coherence with the idea without lost of throwing words away. The process of writing is important element in order to become successful writer and it can be ignored.

Based on the theories above, it can be concluded that writing skill in this study is defined as complex cognitive activity including the act of express and arranging the ideas into written form that have to be arranged according to certain conventions, which involves content, organization, vocabulary, grammar, and mechanics.

2. **Aspects of Writing**

a. **Macro and Micro skills in Writing**

Brown (1994: 325-327) arranges lists of micro skills and macro skills of writing involve the following aspects:

1) Micro skills

    a) Produce graphemes and orthographic patterns of English.

    b) Produce writing at an efficient rate of speed to suit the purpose.

    c) Produce an acceptable core of words and use appropriate word order patterns.

    d) Use acceptable grammatical system (e.g. tense, agreement, and pluralization), patterns and rules.

    e) Express a particular meaning in different grammatical forms.

    f) Use cohesive devices in written discourse.

2) Macro skills

    a) Use the rhetorical forms and conventions of written discourse.

    b) Appropriately accomplish the communicative function of written texts according to form and purpose.

    c) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

    d) Distinguish between literal and implied meanings when writing.

    e) Correctly convey culturally specific references in the written text.

f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrase and synonyms, soliciting per and instructor feedback for revising and editing.

Based on micro skill and macro skill above, the students should be concerned with some indicators of writing as follows:

1) Content

It includes clarity of subject, substantive development of thesis, and relevance to assigned topic.

2) Organization

It includes fluency of expressions, succinctness, well organization, logical sequence, cohesiveness, and coherence

3) Vocabulary

The word choice should deal with sophisticated range, appropriate register, and effective word/idiom choice and usage word form mastery

4) Language use

It constructing correct sentences which includes word order, pronouns, preposition and the grammar accuracy is most related to tenses used in particular text.

5) Mechanism

Pay attention with punctuation, spelling, capitalization, and paragraphing.

Moreover, according to Ur (1996: 162), writing should maintain between micro and macro skills or aspects. The difference of these two skills is on the stress of each skill. Micro skill stresses on specific written form all about level of word and sentences including spelling, punctuation, and etc, and macro skill emphasizes on content and organization.

Another classification is stated by Matthews, et al (1985: 71) that which states writing skills have some specific skills which are grouped under five heading. They are:

1) Graphical or Visual skills

   a) Writing graphemes

   It is the use of letters of the alphabet in upper or lower case as appropriate joined in the standard way. This skill is especially difficult for students whose first language is written in a different alphabet.

   b) Spelling

   Students may apply the phonetic convention of their native language to spelling English words.

  c) Punctuation and capitalization

   Students' attention needs to be drawn to the fact that conventions differ from language to language.

  d) Format

   The format in writing the layout of a letter or memo differs from one language to another

2) Grammatical Skills

These refer to the students' ability to use a variety of sentence patterns and constructions.

3) Expressive or Stylistic Skills

These refer to the students' ability to express precise meanings in a variety of styles or registers. In order to do this, they will not only have to be able to select appropriate vocabulary, but also appropriate sentence patterns and structures for the written medium.

4) Rhetorical Skills

These are the students' ability to use linguistic cohesion devices such as connectives, reference words ellipsis, and so on, in order to link part of text into logically related sequences.

5) Organization Skills

These are similar to those involved in theoretical skills above, but here they concern with the organization of piece of information into paragraphs and texts. This involves the sequencing of ideas as well

as the students' ability to reject irrelevant information and summarize relevant points.

3. The Kinds of Writing

There are four types of writing used by a writer to express and communicate the content. They are:

a. Description

A description is a verbal picture of a person, place, or thing. In describe someone or something, the writer needs to give the readers a picture in words, the writer has to make the word picture as vivid and real as possible.

b. Narration

Narration is storytelling, whether are relate a single story or several related ones. It's telling what persons do and say in a given situation in orderly and unified way. In narrative writing, there is something happened that is chronologically.

c. Exposition

In exposition the writer provides information about and explains a particular subject. It deals with facts, often scientific or historical. Pattern of development within exposition include giving example, detailing a process of doing or making something, analyzing cause and effect, comparing, and contrasting, defining a term or concept, and dividing something into parts or classifying it into categories, particularly if a process is being explained step by step.

d. Persuasion

Persuasion is an opinion, trying to get other to accept the writer's view. Persuasive writing is defined as the form of writing in which the writer is trying to get the readers to believe in what he/she is writing. The writer must anticipate in advance the questions that may arise in the readers.

4. **The Purpose of Writing**

There are many purposes of writing. The purpose of writing is what the writer intends to express on his composition. This purpose will influence what language they choose and how to use it. Mc Mahan et al. (1996: 8) state that there are several purposes of writing, as follows:

a. To express the writer's feeling

The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so called expressive writing.

b. To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

c. To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

Meanwhile, Brookes and Grundy (2000:3) define some purposes of writing in general. They are:

a. Transcending the here and now

When someone want to communicate with someone in different or other place, but their working hours overlap barely, while there are exactly ways through letters, faxes, or e-mail to communicate. It shows that writing transcends time and space.

b. The problem of volume

Human have limited memory to remember on a long term, therefore the written form is the most convenient to solve problem of volume, for example: addresses, telephone numbers, and diary. People can't remember that all for a long term.

c. Filtering and shaping experience

The writers think about what to write and how to represent their experience. They may well find that writing helps the writer to come to terms with their experience and understand it better.

5. Process of Writing

Harris (1993: 45-60) there are three stages in the process of writing, they are:

a. Assembling strategies

Consist of some classroom activities such as listing questions, brainstorming, research (including, reading and note making), diagrams, planning (using grids and planning sheets), considering text type, purpose, and readership. In planning stage, learner needs to consider all ideas, however unsettling, in order to select and create the substance out of which he will shape his subjects. Selecting something to write about is very much needed.

b. Creating and developing the text

In this stage is process of creating and developing text. This is a procedure up a preliminary sketch. It is a series of strategies designed to organize and develop a sustained piece of writing. Once planning has enabled the writer to identify several subjects and encourage them to gather information on those subjects from different perspective, they need to determine what they can best accomplish in writing.

c. Editing

This process involves the careful checking of the text to ensure that there are no errors that will impede communication errors of spelling, punctuation, word choice, and word order.

In line with Harris, Hedge (1988: 21:23) states that the process of writing also divided into three process namely pre-writing, writing and rewriting, and editing:

a. Pre-writing

The good write generates plans for writing at this stage though. Learner could draw a scale from comparatively spontaneous writing to very carefully planned writing and place different kinds of writing. However even when quite elaborate outlines are prepared, good writers change their ideas as they write and reshape their plans.

b. Writing and rewriting

The second phase of activity is the writing itself and with good writers this consist of making a first draft, but writing the first draft is often interrupted as the writer stops to read over and review, to get an idea of how the text is developing, to revise plans, and bringing in new ideas or rearrange these already expressed. There is good deal of recycling in the process from planning to drafting, reviewing, revising.

c. Editing

The post writing stage consist of reading through and trying to apply a reader's perspective in order to assess how clearly readers might follow the ideas. The editing process makes the final readjustment and accuracy so that the text is maximally accessible to the reader.

6. Teaching writing

Although the teacher needs to deploy some or all of usual roles when the students are ask to write, the one that are especially important are as follow:

a. Motivator

One of our principal roles in writing task will be motivate the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. This may require special and prolonged effort or our part for longer process-writing sequences.

Where the students are involved in a creative writing activity it is usually the case that some find easier to generate ideas than others. During poem-writing activities, for example, we may need to suggest lines to those who cannot think anything, or at least prompt them with our own ideas.

b. Resource

Especially during more extended writing task, we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their works as it progress, offering advice and suggestion in a constructive and tactful way. Because writing tasks longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or group.

c. Feedback provider

Giving feedback on writing task demands special care. Teachers should respond positively and encouragingly to the

content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stages of their studies, and on the tasks they have undertaken.

7. **The Assessing of Writing**

Writing skill is a power or ability which is emphasizing in process of writing. Writing skill can be measured through a test. According to Genesee and Upshur (1997:141) "test is a method for collecting information. Test is task or set of tasks which elicits observable behavior from the test taker. Task may consist of one task or more". Moreover, according to Reid (1993:235-240), there are two types of grading writing. It can be useful tools for evaluating student s writing, but each has different purposes.

a. Analytic scoring

Analytic scoring separates various factors and skills and so can be used by teacher and students to diagnose writing strengths and weaknesses. Analytic scoring is used to assess the writing of ESL (English Second Language) students that can also be used to provide the learners with feedback about their writing. Using the analytic scoring, the teacher will score the students' writing based on the components of writing, such as content, organization, vocabulary, language use or grammar, and mechanics.

b. Holistic scoring

Holistic scoring assesses the overall competence of a piece of writing. Here, the teacher as evaluator read each paper without marking anything, then rates the paper as a whole (holistically), and assigning a single score within a given range. So, using this type of scoring, the teacher will give the score of a whole text in the range of 1 until 6. Each range has its own criterion.

Considering the important aspects of writing, there are some aspects for scoring. The aspects of scoring are content, organization, paragraph unity, vocabulary, language use, and mechanism. Therefore, Smith in Reid (1993:247) states that the criteria of good writing as follows:

1) Content

a) The paper is focused on particular subject

b) The purpose of the paper is clear to its reader

c) The thesis is well supported

2) Organization

a) The introduction gets the reader's attention and prepares the reader for what is coming

b) The organization is easy to follow

c) There is clear transition from one idea to the next

d) Individual paragraphs are coherent

e) All details develop the purpose of the paper

f) The conclusion draws the paper to a close, summarizes main points, and reemphasizes the paper purpose

3) Style

a) Sentences reflects a variety of syntactic structures

b) Vocabulary reflects a concern for audience and purpose of paper

4) Correctness

a) Mechanics are correct: accurate punctuation, capitalization, spelling, and grammar.

b) Words are used accurately and appropriately

c) Sentences are complete and correct.

Further, Jacobs (in Reid, 1993: 236-237) give the table about detailed model of analytical scoring rubric. The scoring of each component is as follows:

Table 2.1 The Scoring Rubric of Writing

	Score	Criteria	Comment
CONTENT	30-27	Excellent to very good	Knowledgeable, substantive development of text
	26-22	Good average	Sure knowledge of subject, Adequate range
	21-17	Fair poor	Limited knowledge of subject, little substance

	16-13	Very poor	Does not show knowledge of subject, Non substantive
ORGANIZATION	20-18	Excellent to very good	Fluent expression, Ideas clearly stated/supported
	17-14	Good average	Somewhat choppy, Loosely organized but main ideas stand out
	13-10	Fair poor	Non fluent, Ideas confused or disconnected
	9-7	Very poor	Does not communicate, no organization
VOCABULARY	20-18	Excellent very good	Sophisticated range, Effective word/idiom choice
	17-14	Good average	Adequate range, Occasional errors of word/idiom form, choice, and usage.
	13-10	Fair to poor	Limited range, Frequent errors of word/idiom form, choice, and usage
	9-7	Very poor	Essentially translation, Little knowledge of English vocabulary

LANGUAGE USE	25-22	Excellent very good	Effective complex constructions
	21-18	Good average	Effective but simple construction
	17-11	Fair to poor	Major problems in simple/complex constructions
	10-5	Very poor	Virtually no mastery of sentence construction rules
MECHANISM	5	Excellent to very good	Demonstrates mastery of conventions
	4	Good average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization
	2	Very poor	No mastery of conventions, Dominated by errors of spelling

B. Review of Translation Ability

1. The Definition of Translation

There are some experts who give opinions the definitions of translation. Richards et al. (1985: 299) Translation as the process of changing speech or writing from one language (Sourch Language) into another language (Target Language). Furthermore, Bassnett and Guire (1991:2) also say that "Translation involves the rendering of a Source Language (SL) text into the Target Language (TL)". From both definitions above, it can be seen that both of them have similar focus on a replacement process of a message or material from the source language into the same message or material in the target language.

Meanwhile, Catford (in A. Widyamartaya, 2002:12) gives a definition of translation as follows: "translation is the replacement of textual material in one language (the source language/SL) by equivalent textual material in another language (the target language/TL)". Moreover, Nida & Taber (1969:12) state that: "translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style". From the statements above, it can be seen that the all definitions focus on process. Basically, they have same perception about translation, they see it as a process of transferring message or material from source language into target language, still maintain equivalent message or meaning in target language.

In addition, Bell (1991: 5) argues that "translation is the expression

in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences. It seems that translation as the process of analyzing a source language to find target language, considering the element of linguistic studies and target language culture and emphasize that the important thing in translation is equivalent meaning.

Thus, from the theories are given by the experts, essentially they have similarity in aspects of translation, it can be concluded as follows: (1) focus on the process of analyzing and transferring a source language (a written or oral form, thoughts, ideas, informations, and messages) into the target language meaning. (2) Reproducing equivalence in message, material, and meaning from the source language into the target language.

From the definitions above, it can be concluded that translation is a process of transferring or reproducing from written source language to written target language meaning which have the closest equivalence. In this research, the researcher only restricts translation only in transferring written English messages into Bahasa Indonesia.

2. **The Process of Translation**

A translator must comprehend about process of transferring the message from the source language into the target language. According to Nida and Taber (1969:33), there are three steps in process of translation.

a. Analysis

For the first, the translator analyzes structurally clearest forms in source language. The translator should have knowledge and master the linguistics structure of the source and receptor language. The translator analyzes combination, meaning of words and grammatically. In the text analysis, translator also should know the meaning of difficult vocabulary, strange words and to pay attention on the title, paragraph used, clause, idioms, collocations, etc.

b. Transfer

After finishing the process of analysis, the next process is transferring material which is source language into the mind of translator and recasting within a target language. In other word, the translator should replace the ideas from the source language into the target language without change the meaning of source language. In replacing the message, the translator has to be careful because it is difficult to build and arrange the sentences from the source language into the target language.

c. Restructuring

For the last stage, the purpose of the restructuring is to get the final acceptable message fully in the receptor or target language. There are ways to find out equivalence meaning or message about the result of translation. The translator should try to decide the essence message of the source language and then re composition, it means, the translator can

translate text freely with own words or sentence in order to provide the most appropriate communication in the target language.

The process of translation can be seen in the diagram below:
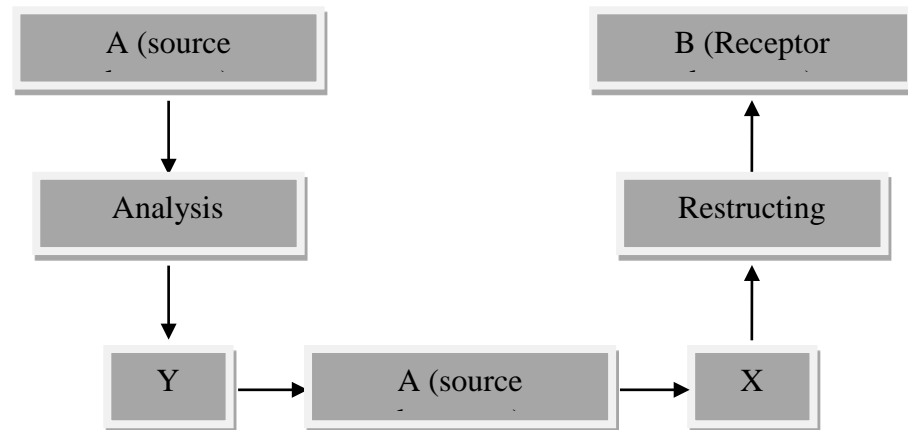
Figure 2.1. The process of translation according to Nida and Taber

3. **Principles of Translation**

Duff (1996:10), there are some general principles which are relevant to all translation, as follows:

a. Meaning

The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be "transposed".

b. Form

The ordering of words and ideas in the translation should match the original as closely as possible. But differences in language structure

often require text the words. When in doubt, underline in the original text the words on which the main stress falls.

c. Register

Languages often differ greatly in their levels of formality in a given context. To resolve these differences, the translator must distinguish between formal and fixed expression.

d. Source language influence

One of the most frequent criticisms of translation is that 'it doesn't sound natural". This is because the translator's thoughts and choice of words are too strongly molded by the original text. A good way of shaking off the source language influence is to set the text aside and translate a few sentences aloud, from memory. This will suggest natural patterns of thought in the first language, which may not come to mind when the eye is fixed on the source language text.

e. Style and clarity

The translator should not change the style of the original. But if the text is sloppily written, or full of tedious repetitions, the translator may, for the reader's sake, correct the defects.

f. Idiom

Idiomatic expressions are notoriously untranslatable. These include similes, metaphors, proverbs and sayings, jargon, slang, and colloquialism, and phrasal verbs. If the expression cannot be directly translated, try any of the following:

1) Retain the original word, in converted commas: "*yuppie*"

2) Retain the original expression, with a literal explanation in brackets.

3) Use a close equivalent

4) Use a non-idiomatic or plain prose translation. The golden rule is: if the idiom does not work in the L1, do not force it into the translation.

4. Types of Translation

Nababan (1999: 29), who argues that there are three common types of translation. They are:

a. Word for word translation

This is also called interlinear translation, with the target language immediately below the source language words. The main use of this type is either to understand the mechanics of the source language or to construe a difficult text as a pre translation process. The source language word-order is preserved and the words translated singly by their most common meanings, out of context. But overall, this type is not recommended to be applied in translation since the result is often has no sense and awkward especially in translating idiomatic expression.

b. Literal translation

Dealing with literal translation, Catford (1965: 25) suggests that:

Literal translation lies between these extremes (free translation and word for word translation), it may starts as it were, from word for word translation but make changes in conformity with the TL grammar (e.g. inserting words, changing structures at any ranks,

etc.); his make it a group-group or clause-clause translation.

From definition above it can be inferred that in this type, the translator tries to preserve the source language grammatical structures by translating the lexical words singly. Then, if there is still awkwardness about the result he deserves to do some adjustment or modification based on the target language grammatical structures.

c. Free translation

In this type, the translator emphasizes on the equivalence of meaning and often ignoring the SL grammatical structure. He has a freedom to express the message from SL into TL long as the main idea of the message does not deviate from the original. This type is usually found in idiomatic expression and literary translation.

For more explanation about the types of translation look at the example below, so we can see the difference among them.

Source language: His heart in the right place.

Word for word translation   : *kepunyaannya hati adalah dalam itu benar tempat*

Literal translation   : *hatinya berada ditempat yang benar*

Free translation   : *dia baik hati*

Taken from Nababan(1993: 33)

5. Translation Procedures

Translation procedures are the technical devices used to transfer the meaning of a text in one language into a text in other language. The purpose

of the translation is related to transferring meaning contained in one language into another language. The procedures of translation can be in a certain form, they are as follows:

a. Transcription

This means rendering the sounds of a source language into target language form, for example:

Indonesia	English
Bambu	*Bamboo*
Orang hutan	*Orangutan*

b. Transliteration

This process of rendering the letters of one alphabet into the letters of another with a different alphabetical system, for example: Arabic into Latin. However, no transliteration takes place between Indonesian and English since both uses the Latin alphabets.

c. Borrowing

A lot of types of borrowing are made from one language to another. A procedure which is often used when the target language has no equivalent for the source language units is to adopt them without change but sometimes with spelling or pronunciation adjustment as follows:

Indonesia	English
Sandal	*sandal*
Radio	*radio*
Monitor	*monitor*

d. Literal

This is one to one structural and conceptual correspondence. It may include borrowings and word to word translation, for example:

Indonesia	**English**
3 pensil	*3 pencils*
Guru telah datang	*Teacher has come*

e. Transposition

It involves replacing a grammatical structure in the source language with one of a different type in the target language in order to achieve the same effect, for example:

English	**Indonesia**
You should know that I would have come if I had known	*Perlu diketahui bahwa saya tentu datang kalau tahu, sayang saya tidak tahu maka tidak datang*

f. Modulation

Modulation requires a charge in lexical elements, a shift in the point of view. Transposition and modulation may take place at the same time, for instance:

English	**Indonesia**
Time is money	*Waktu sangatlah berharga*
I miss you so bad	*Aku sangat merindukanmu*

g. Adaption

It involves modifying the concept, or using a situation analogous to the source language situation though not identical to it.

6. **Assessing Translation**

Lado (1961:265) says that the most valid and practical technique to test the ability of translation is a performance test. The students are given some selected sentences and then they are asked to translate them in the target language. The testing of translation from the source language to the target language can be in the form of isolated sentences and text imitation. According to Duff (1996:7), good translation must develop three qualities to all language learning as follows:

a. Accuracy

Exactness to understanding about the message of the source language and then, express the message into the target language.

b. Clarity

It refers to the clear choice in target language. The form of language usage should be easy to understand as the source language itself.

c. Naturalness

Naturalness is needed in translation. Translation is a natural and necessary activity. The result of translation should not sound "strange" or foreign but it should "flow easily" or sound natural so the readers can understand them easily.

From the discussion earlier, the testing of translation from the source language to the target language can be in the form of isolated sentences and text imitation. In this study, the translation test is limited on translate English text into Indonesian text. It can be in the form of phrases, short sentences, complex sentences, idioms, and reading passage. Translation can be viewed as a learning strategy, it means using the first language as a base for understanding and producing the second language. From the previous discussion, the testing of translation from the source language into the target language can be in form of isolated sentence and text imitation. In the present study, the writer intends to limit the translation test only on translating English text into Indonesia text.

C. Review of Reading Habit

1. The Definition of Reading Habit

There are some statements in relation to the definition of reading habit. Williams (1984:12) who says "reading is a process whereby one looks at understands what has been written". Simanjuntak (1988: 14) argues that reading is the meaningful interpretation of printed or written symbols. While, Foluke (2012:153) "Reading is a way of making meaning from printed or written materials which requires the reader to be an active participant. From both statements, reading can be viewed as interactive activity between the reader and the text or the medium of print where the reader interacts dynamically with the text to acquire the message or meaning. In analyze of reading habit, it is important to emphasize about understanding of "habit"

because it can help to decide of students' reading habit indicators. Hornby (1995:533) stated that "Habit is a thing that a person does often and almost without thinking, and that is hard to stop doing". Habit is a tendency to repeat an act again and again (Webster's Dictionary, 2004: 423).

Furthermore, Sangkaeo (in Noor 2011:2) states that reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading. Meanwhile, Iftanti (2012: 150) a habit of reading is established by having frequent repetition of reading practices in a course of time.

From the explanation above, it can be inferred that reading habit in this study is defined as a behavior or attitude which is acquired by frequent repetition in reading which involves attitude, frequency, motivation, books read and time spent on reading.

2. **The indicators of Reading Habit**

Iftanti (2012:159) The indicators of the EFL students's good English reading habits are:

a. They are eager to read English

b. They spend most of their time reading English texts

c. They have strong interest to read English regularly

d. They keep motivated to read English despite the difficulties

e. They are strategic readers

f. They have strong willingness to go to libraries and bookstores to find their own reading materials

g. They consider books as valuable properties so that they always want to possess their own reading texts

h. They have positive beliefs about reading English

i. They make use of the Internet as vast resourceful information of any kinds

j. And they claim themselves to have good English reading habits.

Meanwhile, Ogunrombi (1995) suggest some aspect that influence reading habit such as parents' active participation would promote students interest in reading, Students would spend more time on reading materials if reading activities are actively promoted and reading atmosphere created in school. It shows that motivation arise from students' environment. Unconsciously, students' reading habit is built by their own willingness through support from their environment.

From the theories above, it can be seen that there are several indicators of reading habit. Thus, this research will use reading habit indicators as mentioned above which includes attitude toward reading, reading frequency, the number of book, time spent on reading, motivation.

3. **The Purposes of Reading**

When people read, they read for a purpose. Purpose determines how people read a text. Wallace (1992: 6-7) states that there are some purposes of reading based on personal reason for reading, they are:

a. Reading for survival

Reading for survival is the most common purpose why people read to

written symbols. It is reading to materials common to a person's everyday live. It involves an immediate response to a situation. For example read a street signs, recipes, labels, admonition signs, etc.

b. Reading for pleasure

It refers to reading activity whereby the purpose is primarily that of enjoyment. It occurs when the reader reads something because he truly wants to read it pure for joy. An important by product of reading for pleasure in any language is fluency

c. Reading for learning

Reading for learning is usually goal oriented. It is typically occurs in academic context. In this case, the reader begin to read a text because he needs to learn considerable amount of information and to expand general knowledge of the world which he considers important from the text.

D. Review on Related Researches

The study focuses on the correlation between three variables: translation ability, reading habit, and writing skill. There are some researchers which creates similar issues with the writer research:

1. The First article is entitled "EFL Learners beliefs about Translation and its Use as a Strategy in Writing" is written by Bagheri and Fazel (2011).This research is about relationship translation and writing in EFL learners. Further, this study explores the use of translation by Iranian university students, particularly with regard to their beliefs concerning translation and

using it as a strategy in writing. Based on the result of their research, many English teachers hold the belief that translation comes in useful solely in the initial stages of learning. At the academic level, it is believed that English without translation should be used as students are believed to know English well enough to improve their writing skills without reverting to their mother tongue. As the findings of their study indicated, the use of translation can be a valuable resource or means which can pave the way for the development of the writing skill. Bagheri and Fazel in their research give suggestion that teachers need to be attentive to, and conscious of students' beliefs. Moreover, the findings of this study can provide teachers with insight into the role of translation in the students' learning process and ways to integrate this insight into their instruction. It would also be prudent to raise their level of conscious awareness about the pros and cons of translating, and to encourage them to view translation as an effective strategy, but to use it cautiously and judiciously.

2. The second article "Investigating the Relationship of Reading and Writing Ability in the English Language Program at King Faisal University" is an article written by Abdullah Ibrahim Al-Saadat (2004). This article focuses on correlation study between reading and writing ability. The research was carried out in department of foreign Language, college of education King Faisal University, Al-Hasa, Kingdom of Saudi Arabia. Based on the result of his research, indicate clearly the existence of strong relationship between students' abilities in reading and their abilities in writing. Further, he state

that this findings is in accordance with earlier findings of previous studies mentioned in introduction of this article which argued that input in reading affects the development of writing abilities and input in writing affects the development of reading abilities. It means all theories which argue about there is correlation reading and writing also occurs in this research. Moreover, this study indicates that reading and writing form important relations with each other. They share many cognitive skills and are viewed as mutually reinforcing interactive processes. Thus, poor reading will be followed by low writing skill. Conversely, high reading will be followed by high writing skill. The overriding implication of these findings is that reading and writing be taught together at more advanced second language contexts, as is the situation in the department of foreign languages at King Faisal University. The integration of literacy skills develops strategic approaches to academic tasks. Just as learners need to become better readers in order to become better writers, they can become better readers by becoming better writers. It means reading and writing are closely related. Reading activity for students to link the content, organization, vocabulary, and also improve students' language use. That is why reading related to writing and has strong correlation to improve students' writing skill.

3. The third article is entitled "L2 Reading- Writing Correlation in Japanese EFL High School students" written by Fumihiko Ito (2011). This research concerning the relationship among both L1 and L2 reading and writing skill. A total number of 68 native Japanese EFL high school students participated

in this study. This exploratory study investigated the relationship between L2 (target language) reading and persuasive essay quality in EFL Japanese high school students. To investigate further the relationship between the two variables, L2 reading and writing skills, the researcher regressed the dependent variable of L2 writing scores against the independent variable of L2 reading scores. The preliminary findings in this study support the existing evidence of some effect of L2 reading skills on the quality of L2 composition in EFL high school students, although any teaching implications based on the findings should be carefully treated. Moreover, these results imply some effect of L2 readings on the quality of L2 composition in Japanese EFL high school students. Fumihiko in her article also give suggestion that in order to generalize the findings from this research and to guide curriculum development in L2 reading and writing effectively, further investigations examining other populations with different proficiency levels and educational background are strongly recommended. Furthermore, the researcher argues that if the results of future studies comparing L2 reading and composition quality of other populations of EFL students with little essay writing experience are similar to those in this study, it could be concluded that L2 reading cause the improvement of L2 writing quality.

Based on three articles above, it is known that translation ability and reading habit have important role in improving EFL students skill in learning language, especially in writing skill. The articles above have relevancy with the

writer's study. The relation of article number 1, 2, 3 with the writers study is all those articles try to indicate the correlation between students' translation ability and reading in learning language especially toward writing skill. In the article number 1, it has been explained that the use of translation can be a valuable resource or means which can pave the way for the development of the writing skill. English without translation should be used as students are believed to know English well enough to improve their writing skills without reverting to their mother tongue. In the article number 2, the researcher mentioned that this research indicates clearly the existence of strong relationship between students' abilities in reading and their abilities in writing. This study indicates that reading and writing form important relations with each other. They share many cognitive skills and are viewed as mutually reinforcing interactive processes. The integration of literacy skills develops strategic approaches to academic tasks. Just as learners need to become better readers in order to become better writers, they can become better readers by becoming better writers. In the article number 3, the research concerning the relationship among both L1 and L2 reading and writing skill. These results imply some effect of L2 reading skill on the quality of L2 composition in EFL high school students. The result of the research is L2 reading cause the improvement of L2 writing skill. Further, those article give assumption that the writer's study which tries to find the correlation of translation ability, students' reading habit, and writing skill can be predicted have a positive correlation.

E. Rationale

1. The Correlation between Translation ability and Writing Skill

Writing skill is one of skills in language learning which is the most difficult skill because it requires mastery in great field of language element much more than other skills. Writing is not only arranging the symbols or alphabet into good words or sentences, but writing is more than it. The writers have to use all sorts of linguistic devices to make their message or meaning clear and to communicate the message. Writing requires a great deal of skills and conventions such as writing readiness and grammatical rules for the students to become proficient and effective writers. There are some important aspect to show students writing skill covering content, organization (cohesive, coherence), etc), vocabulary, language use (tenses), and mechanics (punctuation, spelling, etc).

Translation is viewed from the average of students' perspective becomes one of the factors which positively affect students' writing skill. Developing skills in translation is a natural and logical part of improving language proficiency. When process of translating, students' also observing and learning about sentence structures, context, content, organization, and punctuation. In this case, they absorb knowledge about graphology and grammatically system from the text or written form. Besides, by having good knowledge of text organization, students can minimize their mistakes in writing. Insight of text organization is the comprehending in making arrangement of any form in written text that concern with paragraph

development. This aspect is important thing that can't be ignored by students.

Translation can be viewed as a strategy for student to develop and construct the meaning in another language that allows them to relate their knowledge of the subject matter in their mother tongue to make easy the process of comprehending the text. Translation considered as an effective way to learn new vocabulary. Unconsciously, they absorb new vocabulary when students translate text from source language into target language. Through translation with new words are linked to their mother tongue equivalent, it eases students to memorize new words meaning and probably they will keep it longer in their mind.

From earlier paragraphs, it can be assumed that good translation ability is very beneficial in the writing skill process that may lead students achieve at higher level of writing. If they have lack or poor translation ability, they will face problems in finding the meaning of the English text, using appropriate vocabularies, using correct grammatical structure, and using correct mechanics (spelling and punctuation). So, it can be predicted that there is a correlation between translation ability and writing skill.

2. **The Correlation between Reading Habit and Writing Skill**

Reading habit also makes a significant contribution to the students' writing skill. Writing is expressing idea in someone's mind in the written text. Writer need some ideas or mature concept before write into certain

media. One of ways to get some ideas and language knowledge is reading activity Reading enriches vocabulary, sentences election and way of presentation that can use in writing. With detailed reading activity, a person absorbs conventions of how ideas can be transformed into written form.

The students have to increase the reading activity as much as possible to support their writing skill. The students will not lack of idea if they supply their mind with knowledge and much information, so. The students should read the material from any genres and topic. It is very useful to enrich students' knowledge and broaden their mind. Nobody can be successful without learning. One of the ways to be a good writer is reading habit.

Reading is always deals with a lot of new vocabulary in the text. Vocabulary is a set of words in language. One of the criteria of a good writing is having a certain range of vocabulary. One of the most important things in effective writing is a careful choice of vocabulary. It can be concluded that mastering vocabulary is an essential key to improve writing skill.

Reading habit is not only process about the reader read the text material but more about it, to be reader also become analyzer in written form. When EFL students read the text, they try to transfer meaning or message from source language into target language. It means that students also analysis or identifying about language structure, context, content,

punctuation and symbols in written form, so it can be useful in writing activity.

Thus, reading habit can be considered as one of certain habits which aid students' writing skill. Reading habit gives significant effect for students' writing activity. It means that high reading habit will be followed by high writing skill which is shown by readable and good writing text. Conversely, poor reading habit will be followed by low writing skill which is shown by unreadable and bad writing text.

3. **The Correlation between Translation Ability and Reading habit toward Writing Skill**

Students' translation ability and reading habit are assumed simultaneously have correlation to writing skill. Reading is an important aspect in the success of learning in general. Students have to increase reading activity as much as possible to support their writing skill. Students do not lack of ideas if they supply their mind with knowledge and much information, so students should read the material from any genres and topics. It is very useful to enrich students' knowledge and broaden their mind. Reading enriches vocabulary, sentences election, knowledge about language style, grammar, context, mechanism and way of presentation that they can use in writing. Nobody can be successful without learning. One of the ways of learning to be writer is reading habit.

Translation considered as an important and effective way to learn new vocabulary which is beneficial to enhance the students' writing skill. When the students translate text, they also read the text. In this case, there is interaction between translator and the text. In this process is reading, it always deals with a lot of new vocabulary in the text. As we know to make a good writing, one of aspect is vocabulary mastery. Writing needs a lot of words to construct a sentence into a passage. If this aspect can be comprehended, they could express the thoughts in writing fluently.

When the students have a habit in reading, they tend to read more like addict. It can improve their vocabulary mastery. Simultaneously, through translation students are assisted to find the meaning of words or expression within their context appropriately and they are also familiarizing to accurately positioning those words and expressions based on the system of the language to which the words and expression. Thus, it can be said that the students' vocabulary mastery that is the crucial thing or aspect to increase the writing skill is appropriately enriched through translation and reading habit at the same time.

From the theoretical reviews discussed previously, writing skill is influenced by translation ability and reading habit. Students who read a lot and have broad knowledge of some field will have better writing skill. So, it can be predicted that reading habit contributes to writing skill. Besides, students who have good translation ability will easily understand

information and ideas of the written text. So, it can also be predicted that translation ability contributes to writing skill.

So, in brief, it can be concluded that translation ability and reading habit simultaneously support the students' writing skill. The higher translation ability and reading habit, so will better their writing skill. They will support each other when they are built together simultaneously in order to make significant contribution to students' writing skill.

F. Hypotheses

Based on the theories and rationale as explained before, the hypotheses can be formulated as follows:

1. There is a positive correlation between translation ability and writing skill.

2. There is a positive correlation between reading habit and writing skill.

3. There is a positive correlation between translation ability, and reading habit simultaneously toward writing skill.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Study

In this study, the researcher used correlation method. Research method is defined as a way to analyze the problem in a research. Halonen & Santock (1999: 20) define that correlation method is a method which goal is to describe the relationship between two or more events or characteristics.

There are three results of a correlational study: a positive correlation, a negative correlation, and no correlation. The term coefficient correlation means numbers that vary from -1.00 through zero to +1.00; they tell the direction and closeness, or tightness of the relationship between two variables (Maltby et al, 1995: 17). According to Nunan (1998: 39), there are three possible results of correlational study:

1. Positive correlations The result will be positive correlations when both variables increase and decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.

2. Negative correlations The result will be negative correlations when indicates that as the amount of one variable improves, whereas the other decreases. A correlation coefficient close to -1.00 indicates strong negative correlations.

3. No correlation It means that there is no relationship among the variables. A correlation coefficient of 0 indicates no correlation. There are three variables of this research. The three variables can be divided into two

independent variables and one dependent variable. Below are the variables which are used in this study:

a. The independent variables.

   1) Translation ability of the eleventh grade students of MAN 2 Surakarta in the academic year 2016/2017.

   2) Reading habit of the eleventh grade students of MAN 2 Surakarta in the academic year2016/2017.

b. The dependent variable.

   1) Writing skill of the eleventh grade students of MAN 2 Surakarta in the academic year 2016/2017. The relationship of the three variables can be seen in the diagram as follows:
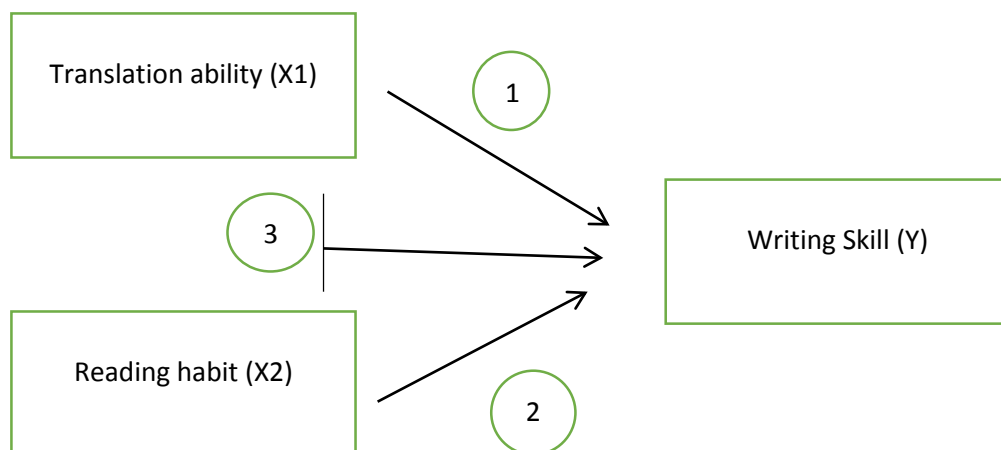
Where:

1. Correlation between translation ability and writing skill

2. Correlation between reading habit and writing skill

3. Correlation between translation ability, reading habit

simultaneously, and writing skill.

Figure 3.1: Diagram of the relationship between Translation ability (X1), reading habit (X2) and writing skill (Y).

B. Place and Time of the Study

    1. Place

This research was carried out for students of eleventh grade MAN 2 Surakarta in the academic year 2016/2017.

    2. Time

The time of the research was held from December 2016 until January 2017.

C. Subject of the Study

    1. Population

Arikunto (2006:130) says that population is the whole of the research's subject. It is all the possibility subjects that the researcher is interested to study and to take the data related to the variables. Moreover, Hallonen and Santrock (1999: 18) define that population as the complete group of organism from which the sample is selected. From the definition above, it can be concluded that population is the complete group of objects in a research that could be consist of organism that have certain characteristics. In this study, the population was all the eleventh grade students of MAN 2 Surakarta in the academic year 2016/2017.

2. Sample

Arikunto (2006:131) said that sample is representative of population in research. In this research, the researcher took two classes randomly from the six classes of the second grade students of MAN 2 Surakarta in Academic Year of 2016/2017. The chosen class of the sample is XI IPA 2.

3. Sampling

Mason and Bramble (1997:113) reveal sampling as a process of taking a sample out of population. There were three classes in the population. In this study, the researcher used cluster random sampling to choose the sample of the data. Johnson and Christensen (2000:156) explain that cluster random sampling is a way of selecting sample randomly in clusters. To do the sampling in this research, the writer used cluster random sampling that gives all classes the equal chance of being selected for the sample. The steps of selecting the sample are as follows:

a. Made a list of the eleventh grade classes.

b. Give code to every class.

c. Write down each code on a piece of paper and enrolling it.

d. Putting the rolled paper into a box.

e. Shake the box

f. Taking one rolled paper randomly and the result will be the sample.

D. Techniques of Collecting the Data

In this research, the researcher uses questionnaire and test to collect the data. The questionnaire is used to collect the data of reading habit and test is used to collect the data of translation ability and writing skill. Collect the data includes some techniques which consist of several main aspects. They are:

1. The Instruments of Collecting the Data

a. Questionnaire

Questionnaire will use to get the data of students' reading habit. A questionnare is a technique of collecting data using some written questions that must be answered by the respondents (Sugiyono, 2009: 142).

The researcher will use questionnaire with table type. A close direct questionnaire is a questionnaire about respondent that must be answered by the respondent him/herself and there are several answers that have been provided so that the respondent only chooses the most appropriate answer. The researcher uses questionnaire to get the data about students' reading habit. A content of the question in the form of questionnaire is about characteristic of students' reading habit, there are 38 questions. Each question has four alternatives: **SS** for *Sangat Setuju*, **S** for *Setuju*, **TS** for *Tidak Setuju* and **STS** for *Sangat Tidak Setuju*.The score ranges from 1 to 4 can be seen at Table 3.1.

Table 3.1 The Way to Score the Questionnaire

Positive statement	Score	Negative statement
Sangat setuju	4	Sangat tidak setuju
Setuju	3	Tidak setuju
Tidak setuju	2	Setuju
Sangat tidak setuju	1	Sangat setuju

b. Test

Ur (1996: 33) a test is activity whose main purpose is to convey (usually to the tester) how well the taste knows or can do something. Furthermore, Brown (1994: 252) states that test is a method of measuring a person's ability and knowledge in a given area. A test is useful to help the teacher to measure the student's. Achievement, to know the student' progress to, motivate and direct students' learning and also to evaluated the teaching process, whether it is good or not.

Based on the definition above, it can be concluded that test is a method to measure persons' knowledge ability, skill, or performance using certain devices. In this study, translation ability and writing skill. Each instrument is briefly elaborated in the following paragraphs.

(1) Test of Translation ability

To measure whether students' translation ability is high or low, the researcher used a test. They are two types of test namely objective and essay test. The researcher uses the objective test type in form of multiple

choices with four options in each item consisted one correct answer and three destructors in collect. It consisted of 50 items of multiple choice questions for the try out, while for testing the sample, it consisted of 40 items. The researcher marks 1 for each item if the students answer correctly, and the researcher marks 0 if the students answer incorrectly. There were four aspects of translation ability that covering closest equivalence of meaning. Considering the dependent variable of this study is writing skill, so the writer used test of written language meaning which have the closest equivalence in idioms, phrase, simple sentence, and complex sentence. The researcher used an objective test in the form of multiple choices with four alternatives (A,B,C,D) to know the translation test about indicators such as idioms, phrase, simple sentence, and complex sentence.

(2) Test of writing skill

Writing skill test is intended to collect the data about the student' writing skill. The test is an essay test in the form of paragraph writing test. In this study, students are asked to choose one of topics and then developed the topic into paragraphs by considering the content, organization, vocabulary, language use, and mechanism.

It is applicable to make the criteria for scoring in order to be consisted and avoid the subjectivity of scoring. The writer needs someone who is regarded has enough capability in scoring writing (second examiner). There are five general categories which are often the

basis for the evolution the students' writing, including content, organization vocabulary, language use or grammar, and mechanism. Jacobs (in Reid, 1993: 236-237) proposes that numerical scores for each category, as follows:

Table 3.2. The Scoring Rubric of Writing

Score	Criteria	Comment
30-27	Excellent to very good	Knowledgeable, Substantive development of text
26-22	Good average	Sure knowledge of subject, Adequate range
21-17	Fair poor	Limited knowledge of subject, Little substance
16-13	Very poor	Does not show knowledge of subject, No substantive
20-18	Excellent to very good	Fluent expression, Ideas clearly stated/supported
17-14	Good average	Somewhat choppy, Loosely organized but main ideas stand out
13-10	Fair poor	Non fluent, Ideas confused or disconnected

9-7	Very poor	Does not communicate, No organization
20-18	Excellent very good	Sophisticated range , Effective word/idiom choice
17-14	Good average	Adequate range, Occasional errors of word/idiom form.
13-10	Fair to poor	Limited range, Frequent errors of word/idiom form, choice, and usage.
9-7	Very poor	Essentially translation, Little knowledge of English vocabulary
25-22	Excellent very good	Effective complex constructions
21-18	Good average	Effective but simple construction
17-11	Fair to poor	Major problems in simple/complex constructions
10-5	Very poor	Virtually no mastery of sentence construction rules

5	Excellent to very good	Demonstrates mastery of conventions
4	Good average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization
2	Very poor	No mastery of conventions, Dominated by errors of spelling.

The score for every single aspect is as follows:

Table 3.3. The Scoring of Writing

No	Aspect which are scored	Max. score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5
		Total 100

2. Try-out of the Instruments

Before testing the instruments of the research to the sample, the researcher conducted try out to make sure whether the instruments are valid and reliable or not before it was used. The instruments can be said to be good if it is valid and reliable while for writing skill instrument is readable. The try-out instruments were done by students who were chosen to join the try-out.

a. The Validity of the Instruments

An instrument can be valid if it can reflect what is being measured (Arikunto, 2002: 145). Cooper and Schindler (2003: 231) say that validity refers to the extent to which a test measures what we actually wish to measure. In this research, to determine the validity of the translation ability and writing skill test, the questionnaire of reading habit in order to know whether the instruments are appropriate or not, the researcher uses *Pearson 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 correlation between X and Y

N : the number of the students

$\sum X$: the sum of the scores of each item

$\sum Y$: the sum of the scores of each student

(Sudjana, 2002: 369)

The item of the test is considered as valid if the correlation coefficient (r_{xy}) at least the same as the r table of product moment. The number of students joining the try out is 30, with the significant level α = 0.05 and the r table is 0.361. The item of the test is considered as not valid if the correlation coefficient is lower than r table.

The criterion is as follow.

$r_o \geq$ r table = valid

$r_o <$ r table = invalid

(Budiyono, 2000: 69)

b. The Reliability of the Instruments

Johnson and Christensen (2000: 100) agree that reliability related to consistency of scores or responses which is achieved on different occasions. The researcher uses Split-Half Spearman Brown technique to measure the reliability of reading habit questionnaire. The formula is as follow:

$$r_{11} = \frac{2(r_{xy})}{(1 + r_{xy})}$$

r_{11} = the coefficient of reliability

r_{xy} = the coefficient of correlation

This result shows that the test is quite reliable.

Meanwhile, the researcher uses Alpa Cronbach formula to measure the reliability of the translation ability and writing skill test. The formula is as follow:

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

Where:

r_{11} : the coefficient of the reliability

K : number of items on the test

S_i^2 : the variance of each item

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

If the value of the r of instrument is higher than the t-table, it means the instrument is reliable. In this research the instrument of translation ability and reading habit toward writing skill according to Suharsimi Arikunto (2006: 276), the criteria of reliability coefficient are:

Tabel.3.4 Interpretation of r_{11} for Reliability Test

$0,80 < r_{11} = 1,00$	Very High Reliable
$0,60 < r_{11} = 0,80$	High Reliable
$0,40 < r_{11} = 0,60$	Medium Reliable
$0,20 < r_{11} = 0,40$	Low reliable

E. The Technique of Analyzing the Data

        After collecting data as stated above, the next step is to analyze them to know whether there is a positive correlational between translation ability and reading habit toward writing skill. In this research will use some technique to collecting the data. They are as follow:

1. Pre-requisite Test

        There are major prerequisite tests for the data to enter linear regression analysis:

   a. Normality Test

        Normality test is purposed to know whether the sample taken from the population has normal distribution or not. The researcher will use Liliefors with the procedure below:

      1) Hypothesis

        H_0 : sample causes from normal distributed population

        H_1 : sample does not causes from normal distributed population

        a) Test statistic

          L : maks $F(z_i) - S(z_i)$

          With :

          $F(z_i) = P(Z \leq z)$; $Z \sim N (0,1)$

          Z_i = standar skor = $\frac{x1-x}{s}$

          S = deviation standard

b) Critic zone

DK ={L L > $L_{a;n}$} with n = sample

c) Significance taraf : α = 0.005

d) Test result

H_0 can be accepted if L > $L_{a;n}$

(Budiyono, 2009:170)

b. The Linearity Test

Linearity testing is purpose to know whether variables which was done statistic analysis correlation show the linear relationship or not. The linearity test can be done by using the formula as follows:

1) Simple linear regression

Equation of simple linear regreassion is as follow:

$\hat{Y}$= a + bX

Where:

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

a= constant number

b= coefficient of regression

X= independent variable

Where:

b= $\dfrac{n\sum XY - (\sum X)(\sum Y)}{\sum X^2 - (\sum X)^2}$

$$a = \frac{\sum Y - b \sum Y}{n}$$

(Hasan, 2004: 64)

2) The linearity of single regression

$$F_o = \frac{MS_{lackoffit}}{MS_{error}}$$

$$MS_{lackoffit} = \frac{SS_{lackoffit}}{df}$$

$$MS_{error} = \frac{SS_{error}}{df}$$

$$SS_{error} = \sum \left\{ \sum Y_i^2 - \frac{(\sum Y_i)^2}{n} \right\}$$

$$SS_{lackoffit} = SS_{residue} - SS_{error}$$

Where:

F_o : the linearity of regression

MS_{If} : the variance due to linier regression

MS_e : the variance of error

The regression is linear if $F_{observed}$ (F_o) is lower than F_{table} (F_t), or $F_o < F_t$.

3) Multiple linier regression

The equation of multiple regression is $\hat{Y} = a_0 + a_1 X_1 + a_2 X_2$

$$F_o = \frac{SS_{regression/g}}{SS_{residue\,(n-g-1)}}$$

$$SS_{reg} \quad = a_1\sum x_1 y + a_2\sum x_2 y$$

$$SS_{total} = \sum y^2$$

$$SS_{res} \quad = SS_{total} - SS_{reg}$$

g = the number of independent variable

$$a_0 = \hat{Y} - a_1\bar{X}_1 - a_2\bar{X}_2$$

$$a_1 = \frac{\sum x_2^2 \sum x_1 y - \sum x_1 x_2 \sum x_2 y}{\sum x_1^2 \sum x_2^2 - (\sum x_1 x_2)^2}$$

$$a_2 = \frac{\sum x_1^2 \sum x_2 y - \sum x_1 x_2 \sum x_1 y}{\sum x_1^2 \sum x_2^2 - (\sum x_1 x_2)^2}$$

The multiple linear regression is significant if $F_{observed}$ (F_o) is higher than F_{table} (F_t), or $F_o > F_t$

2. Hypothesis Testing

a. Correlation between translation ability (X_1) and writing skill (Y)

The statistical of this hypothesis is

$H_o = r_{x1y} < = 0$

$H_a = r_{x1y} > 0$

Where:

H_o = null hypothesis

H_a = alternative hypothesis

r_{x1y} = the value of r test

When the value of r_{x1y} is 0 or lower than 0, it means that there is no correlation between translation ability and writing skill. And when the

value r_{xly} is higer than 0, it means that there is positive correlation or it has positive correlation between translation ability and writing skill. It means that Ho is rejected and therefore Ha is accepted.

The researcher used *Pearson's Product Moment* coefficient formula. The value of r_{xly} was compared with product moment table (r_t) at the level of significance 5% and n= the number of sample.

$$r_{y1} = \frac{N\sum X1\,Y - (\sum X1)(\sum Y)}{\sqrt{\{N\sum X1^2 - (\sum X1)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{y1} = the coefficient of correlation between X and Y

X1 = the independent variable

Y = the dependent variable

N = number of the sample

(Sugiyono, 2010: 228)

Furthermore, to find out whether or not significant, the researcher used *t-test* formula is as follow:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = the value of distribution t

r = the coefficient correlation between X1 and Y

n = the number of sample

(Sugiyono, 2010: 230)

b. Correlation between reading habit (X_2) and writing skill (Y)

The statistical of this hypothesis is

$H_o = r_{x2y} </= 0$

$H_a = r_{x2y} > 0$

Where:

H_o = null hypothesis

H_a = alternative hypothesis

r_{x2y} = the value of r test

When the value of r_{x2y} is 0 or lower than 0, it means that there is no correlation between reading habit and writing skill. And when the value r_{x2y} is higher than 0, it means that there is positive correlation or it has positive correlation between reading habit and writing skill. It means that Ho is rejected and therefore Ha is accepted.

The researcher used *Pearson's Product Moment* coefficient formula. The value of r_{x2y} was compared with product moment table (r_t) at the level of significance 5% and n= the number of sample.

$$r_{y2} = \frac{N\sum X2\,Y - (\sum X2)(\sum Y)}{\sqrt{\{N\sum X2^2 - (\sum X2)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{y2} = the coefficient of correlation between X and Y

X2 = the independent variable

Y = the dependent variable

N = number of the sample

(Sugiyono, 2010: 228)

If t_o>t_{ts}t (the correlation between X_2 and Y) is significant.

Furthermore, to find out whether or not significant, the researcher used *t-test* formula is as follow:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = the value of distribution t

r = the coefficient correlation between X1 and Y

n = the number of sample

(Sugiyono, 2010: 230)

If t_o>t_{ts}t (the correlation between X_2 and Y) is significant.

c. Correlation between translation ability(X_1) and reading habit (X_2) toward writing skill(Y).

The statistical of this hypohesis is

$H_o = R_o </= 0$

$H_a = R_o > 0$

Where:

H_o = null hypothesis

H_a = alternative hypothesis

R_o = the value of Rtest

The null hypothesis (H_o) is rejected and alternative hypothesis is accepted if the value of R_o is higher than r_t. Meanwhile, the alternative hypothesis is rejected and null hypothesis will be accepted if the value of R_o is lower or the same as r_t.

The researcher used *Multiple Linear Regression* to test this third hypothesis. And the formula is as follow:

$$R_{y12} = \frac{\sqrt{r^2 y_1 + r^2 y_2 - 2ry_1 ry_2 r_{12}}}{1 - r^2{}_{12}}$$

Where:

R_{y12} = the coefficient of correlation between X_1, X_2 and Y

r_{y1} = the coefficient of correlation between Y and X_1

r_{y2} = the coefficient of correlation between Y and X_2

r_{y1} = the coefficient of correlation between X_1 and X_2

(Sudjana, 2002: 385)

The result of the computation shows that the correlation coefficient (R) between translation ability (X_1) and reading habit (X_2) toward writing skill (Y) is 0,858. It means that R_{x1x2y} is greater than r table (0,858> 0,361).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This research is aimed to know the correlation between translation ability and reading habit toward writing skill at the eleventh grade students of MAN 2 Surakarta in academic year 2016/2017. This chapter will explain about the research finding and discussion that included the description of the data, the data analysis, and discussion. Further explanation of each subchapter will be explained in details.

A. The Description of the Data

This subchapter will explain about the description analysis of the students' reading habit, translation ability and reading comprehension. The description analysis of each data will be explained in details.

1. The Data of Students' Translation Ability

The data of Translation Ability were collected by using a test. The highest score of the test is 29 and the lowest score is 12, so the range is 17. The Total Score is 628. The mean of total score is 21.03. The median is 21.20 and the mode is 22. The variance 22.999. The standard deviation is 4.796. The frequency of the score of the students' Translation Ability is presented at the Table 4.1 and the histogram is given at figure 4.1

TABEL 4.1 Data of Students' Translation Abilty

		TA
N	Valid	30
	Missing	0
Mean		21.03
Std. Error of Mean		.876
Median		21.50
Mode		22
Std. Deviation		4.796
Variance		22.999
Skewness		-.197
Std. Error of Skewness		.427
Kurtosis		-.861
Std. Error of Kurtosis		.833
Range		17
Minimum		12
Maximum		29
Sum		631

Figure 4.1 Histogram Of Students' Translation Ability

TA

Mean = 20.93
Std. Dev. = 4.177
N = 30
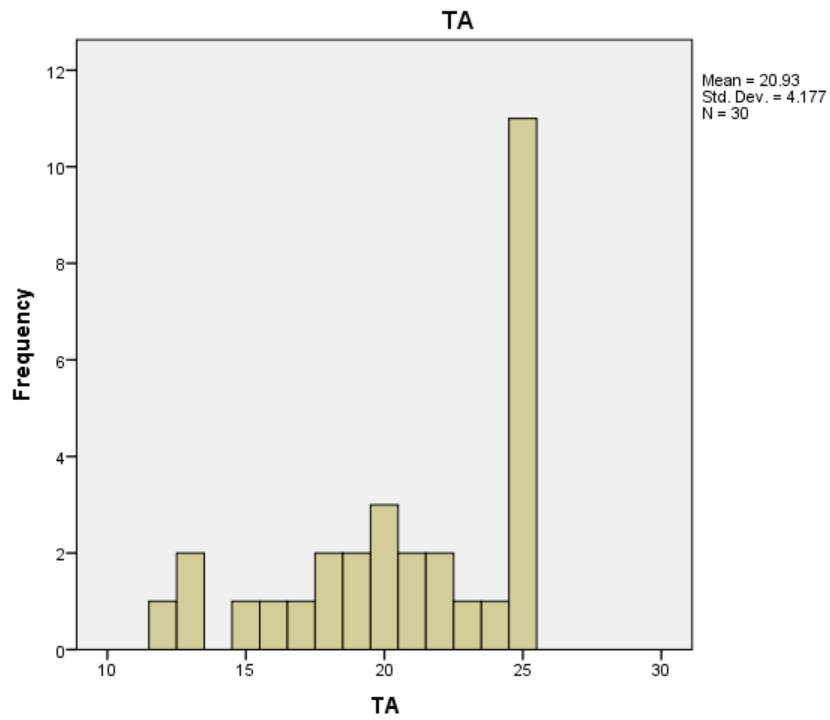
2. The Data of Reading Habit

The data of the Reading Habit were collected by using a questionnaire. The highest score of the questionnaire is 117 and the lowest score is 69, so the range is 48. The total score is 2566. The mean of total score is 85.53. The median is 85 and the mode is 77. The variance 85.913. The standard deviation is 9.269. The frequency of the score of the Reading Habit is presented at the Table 4.2 and the histogram is given at figure 4.2.

TABEL 4.2 Data of Reading Habit

		RH
N	Valid	30
	Missing	0
Mean		85.53
Std. Error of Mean		1.692
Median		85.00
Mode		77
Std. Deviation		9.269
Variance		85.913
Skewness		1.268
Std. Error of Skewness		.427
Kurtosis		3.400
Std. Error of Kurtosis		.833
Range		48
Minimum		69
Maximum		117
Sum		2566

Figure 4.2 Histogram Of Students' Reading Habit
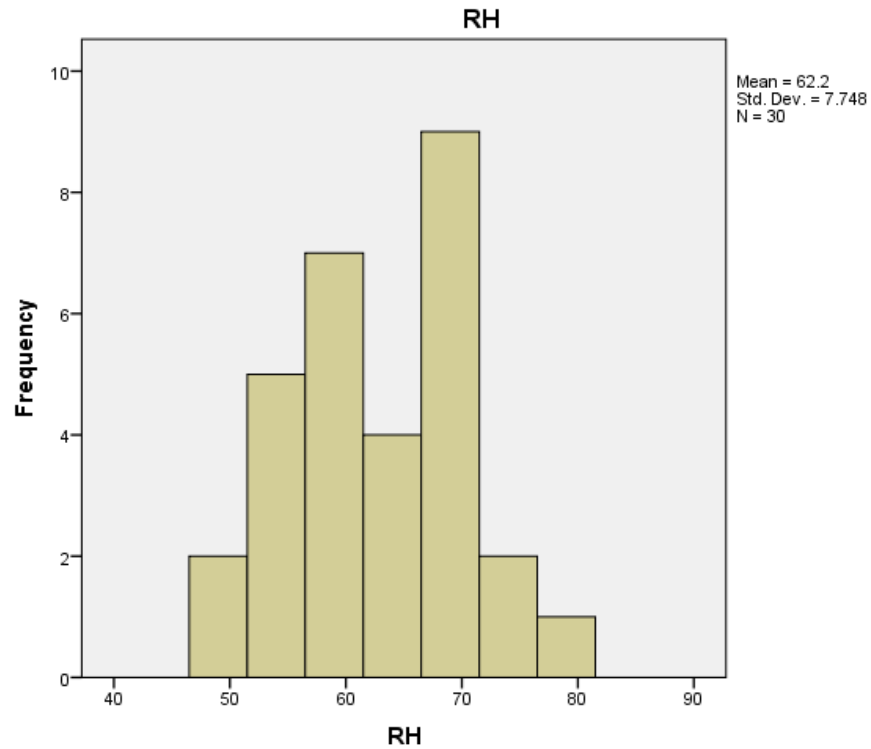
3. The Data of Writing Skill

The data of Writing Skill were collected by using a test. The highest score of the test is 30 and the lowest score is 16, so the range is 14. The Total Score is 727. The mean of total score is 24.23. The median is 24.5 and the mode is 25. The variance is 11.84. The standard deviation is 3.441. The frequency of the score of the Writing Skill is presented at the Table 4.3 and the histogram is given at figure 4.3

TABEL 4.3 Data of Writing Skill

		WS
N	Valid	30
	Missing	0
Mean		85.00
Std. Error of Mean		1.468
Median		85.00
Mode		95
Std. Deviation		8.043
Variance		64.690
Range		25
Minimum		70
Maximum		95
Sum		2550

Figure 4.3 1 Histogram Of Students' Writing Skill
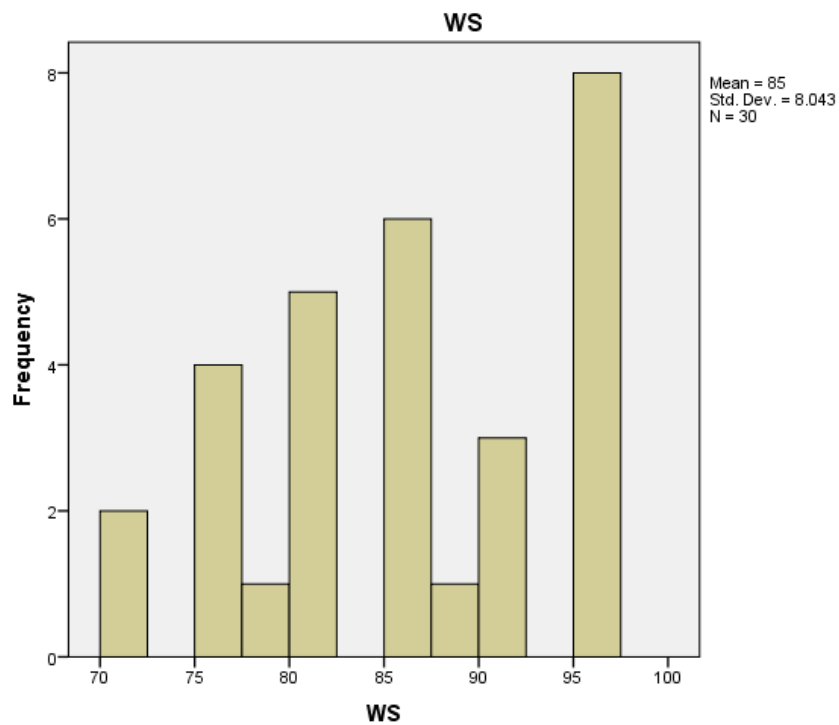
B. The Data Analysis

Before the hypotheses testing, it is necessary for the researcher to test the normality, linearity, and the significant of the variable data**.** This subchapter will explain about the data analysis that consist of the normality testing, linearity testing, significant testing, and the hypotheses testing. Each of the analysis will be explained in details.

1. **Normality Testing**

The normality of instruments were computed by *SPSS 20.0 for Windows*. Further explanation on normality of instruments are presented at the Tabel 4.4 as follows:

TABEL 4.4 Normality Testing of Instruments

No.	Variable	Asymp. Sig. (2-tailed) from Kolmogorov-Smirnov Z	Significant (α)	Conclusions
1.	X_1	**0,058**	> 0,05	Normal
2.	X_2	**0,064**	> 0,05	Normal
3.	Y	**0,085**	> 0,05	Normal

From the table above, it can be known that the variable data of students' translation ability (X1), reading habit (X2), and writing skill (Y)

are in normal distribution, because the significance of Kolmogorov Smirnov

(KS-Z) score are higher than 0,05.

2. **Linearity Testing**

The Linearity of instruments were computed by SPSS 20.0 for

Windows. Further explanation on linearity of instruments are presented at

the Table 4.5 as follows:

TABEL 4.5 Linearity Testing of Instruments

No.	Variables	Sig. Deviation From Linierity	Significant (α)	Conclusions
1.	X_1 and Y	**0,705**	> 0,05	Linier
2.	X_2 and Y	**0,561**	> 0,05	Linier

From the table above, it can be known that all of the variables are

linear. The sig. deviation linearity from the output of SPSS 20.0 for

Windows are higher than the significant 0,05. So, it can be concluded that

the relationship between two variables involved in the research, which

computed by statistical analysis correlation, have relationship linearity.

3. **The Significant Testing**

The Significant testing of instruments were computed by SPSS 20.0 for

Windows. Further explanation on significant of instruments are presented

at the table 4.6 as follows:

TABEL 4.6 Significant Testing of Instruments

No.	Variables	F-Change from the output of spss (F-obtained)	F-table	Conclusions
1.	X_1 and Y	**156,89**	> 3,25	Significant
2.	X_2 and Y	**195,93**	> 3,25	Significant
3.	X1 and X_2 toward Y	**98,250**	> 3,25	Significant

From the table above, it can be known that all of the variables are significant. The F change (F-obtained) from the output of SPSS 20.0 for Windows are higher than the F-table (df1= k-1=3-1= 2, df2= n-k= 30-3= 27). So, The F-table is 3,25. It can be concluded that the relationship between variables that involved in the research, which computed by statistical analysis correlation, have relationship significant.

Since the computation of normality, linearity, and significance testing shows that the data are in normal distribution and the regression is linier and significant, the researcher can continue to test the three hypotheses of the research stated on the previous analysis.

4. **The Hypotheses testing**

The correlation of instruments were computed by *SPSS 20.0 for Windows*. Further explanation on correlation of instruments are presented at the Table 4.7 as follows:

TABEL 4.7 Correlations of the Variables

No.	Variable	Correlation	Coefficient Determination (R)	Sig. (2-Tailed) from the output of SPSS	Conclusions
1.	X_1 and Y	**0,903**	81,54%	**0,000** (< 0,025)	There is a Positive significant Correlation
2.	X_2 and Y	**0,917**	84,08%	**0,000** (< 0,025)	There is a Positive significant Correlation
3.	X_1 and X_2 toward Y	**0,917**	84,08%	**0,000** (< 0,025)	There is a Positive significant Correlation

a. **First Hypotheses**

The first hypotheses says that there is a positive correlation between translation ability (X1) and writing skill (Y). To test the first hypotheses, the researcher analyzed the collected data using the Pearson Product Moment Formula with *SPSS 20,0 for windows*.

The statistical hypotheses of the second hypotheses are:

1) Ho : r xy = 0. It means there is no correlation between X1 and Y

2) Ho : r xy > 0 . It means there is a positive correlation between X1 and Y

From the table, it can be known that the correlation between translation ability (X1) and writing skill (Y) is 0,903. It means that Ho is rejected and therefore, there is a positive correlation between translation ability (X1) and writing skill (Y).

The coefficient of the sig. from the output of data is 0,000. The significant alpha is 0,05 : 2= 0,025 (two-tailed). The result is sig. 0,000 < 0,025. It means that there is a positive significant correlation between translation ability (X1) and writing skill (Y).

From the table above, it also can be known that the coefficient determination between translation ability (X1) and writing skill (Y) is 0,903. The contribution of translation ability (X_1) to the writing skill (Y) is that Y= R^2 x 100% = $(0,903)^2$ x100% = 0,8154 x 100% = 81,54%. It means that 81.54% variance of translation ability is influenced by the translation ability, while the other 18.46% is contributed by other factors.

b. **Second Hypotheses**

The second hypotheses says that there is a positive correlation between reading habit (X2) and writing skill(Y). To test the hypotheses, the researcher analyzed the collected data using the Pearson Product Moment Formula with *SPSS 20,0 for windows*.

The statistical hypotheses of the first hypotheses are:

1) Ho : rxy = 0. It means there is no correlation between X2 and Y

2) Ho : rxy > 0. It means there is a positive correlation between X2 and Y

From the table, it can be known that the correlation between reading habit (X2) and writing skill (Y) is 0,917. It means that Ho is rejected and therefore, there is a positive correlation between reading habit (X2) and writing skill (Y).

The coefficient of the sig. from the output of data is 0,000. The significant alpha is 0,05 : 2= 0,025 (two-tailed). The result is sig. 0,000 < 0,025. It means that there is a positive significant correlation between reading habit (X2) and writing skill (Y).

From the table above, it also can be known that the coefficient determination between reading habit (X2) and writing skill (Y) is 0,917. The contribution of reading habit (X_2) to the writing skill (Y) is that $Y= R^2$ x 100% = $(0,917)^2$ x100% = 0.8408 x 100% = 84.08%. It means that 84.08% variance of writing skill is influenced by reading habit, while the other 15.92% is contributed by other factors.

c. **Third Hypotheses**

The third hypotheses says that there is a positive correlation between students' translation ability (X1) and reading habit (X2) toward writing skill (Y). To test the hypotheses, the researcher used the Multiple Linear Regression Formula with *SPSS 20,0 for windows*.

The statistical hypotheses of the third hypotheses are:

1) Ho : R x1x2y = 0 . It means there is no correlation between X1 and X2 simultaneously toward Y

2) Ho : R x1x2y > 0 . It means there is a positive correlation between X1 and X2 simultaneously toward Y

From the table, it can be known that the correlation between students' translation ability (X1) and reading habit (X2) toward writing skill (Y) is 0,917. It means that Ho is rejected and therefore, there is a positive correlation between students' translation ability (X1) and reading habit (X2) toward writing skill (Y).

The coefficient of the sig. from the output of data is 0,000. The significant alpha is 0,05 : 2= 0,025 (two-tailed). The result is sig. 0,000 < 0,025. It means that there is a positive significant correlation between students' translation ability (X1) and reading habit (X2) toward writing skill (Y).

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C. Discussion of Research Result

1. Positive Correlation between Translation Ability and Writing Skill

From the testing of the first hypothesis, there is a positive correlation between translation ability and writing skill. The coefficient determination of the students' translation ability to writing skill is 81.54%. Then, it is also means that the improvement of the students' translation ability will be followed by the improvement of the students' writing skill.

The conclusion of this research is in line with the research which is conducted by Abbasi and Shabani (2011:5) who state that "being able to write appropriately and fluently means being able to translate well from one language into another one". Basically, translation ability is important requisite for EFL students in process of learning language especially in writing. It is also supported by Liao (2006:195) who emphasizes that translation can help students to check whether their comprehension is correct and it eases memory constrains in memorizing more words idioms, grammar, and sentence structure. From the Liao's statement, translation activity has benefits which are useful to increase the students writing skill.

Duff (1996:6) "translation help to understand better the influence of the one language on the other and correct errors of habit that creep in unnoticed (such as the misuse of particular words or structures". It seems that translation ability is one of the internal factors that determines the success in doing any activity including in writing skull. It is because the particular words and grammar have important role to be successful writer.

It is also strengthened by Murcia who states that "grammar in writing will help writer to develop their knowledge of linguistic resources and grammatical system to convey ideas meaningfully (Murcia, 2001:97). Upton (1997:3), "the students translation ability or their ability to transfer the second language appropriately into their mother tongue is apparently will be very helpful for them for the purpose of checking their comprehension in regard with avoiding misunderstanding the ideas or meaning on the L2 text. From the notions above, it can be inferred that improving students' translation ability is important requisite to build up student's writing skill in EFL students.

From the brief explanation above, it is evident that translation has positive correlation toward writing skill since there are some positive aspects which translation brings to writing skill. Finally, it can be concluded that students' translation ability affects EFL students' writing skill, better translation ability causes students' writing skill improve.

2. **Positive Correlation between Reading Habit and Writing Skill**

The research in this study reveals that there is a positive correlation between reading habit and writing skill. It can be obviously seen from the testing of the second hypothesis that there is a positive correlation between reading habit and writing skill. The coefficient determination of the students' reading habit toward writing skill is 84.08%. Then, it also means that the increase of the students' reading habit will be followed by the increase of their writing skill.

Reading is the appropriate input for acquisition of writing skills because it is generally assumed that reading passages will somehow function as primary models which writing skills can be learned (Krashen in Zainal and Husin, 2011:7). Thus, in order to increase writing skill, students should also build up and improving their reading habit. The earlier statement is supported by Zainal (2011:7) who said that generally the students faced the difficulties in writing without reading the text. They have no ideas what to write in the essay. Lack of vocabularies is also one of the constraints that they have in writing the essay. It means that the students did not lack of idea if they supply their mind with knowledge and much information because it is very useful to enrich students' knowledge and broaden their mind.

Krashen (in Al-Saadat, 2004:217) stresses that "increasing reading has generally been found to be more effective in producing gains in writing than increasing writing frequency". It seems if the students have a good reading habit, they will have more chance to gain the ideas and information from the text. They will have more opportunity to analyze and comprehend content and language use which in turn, can be used in writing activity.

Based on the explanation above, it can be simply said that reading habit is closely related to writing skill. The higher reading habit will achieve higher level in writing skill or the improvement of reading habit will be followed by the improvement of writing skill. Finally, it can be concluded that reading habit has positive correlation and give positive contribution toward writing skill.

3. **Positive Correlation between Translation Ability, Reading Habit Simultaneously and Writing Skill**

Based on the testing of the third hypothesis, it is found that there is a positive correlation between the students' translation ability (X_1) and reading habit (X_2) simultaneously and writing skill (Y). From the result of the computation, the coefficient determination of translation ability (X_1) to writing skill (Y) is 81.54%, while reading habit (X_2) to writing skill (Y) is 84.08%. In this study, translation ability gives less effective contribution than reading habit does. Thus, the total of coefficient determination of students' translation ability and reading habit toward writing skill is 84.08%. It means that translation ability and reading habit affect the students' writing skill as much as 84.08%, and 15,92% is contributed by other factors.

As cited in earlier paragraph, there are many other factors that are considered to give contribution toward writing skill. Therefore, in this study, the writer found that sometimes the respondents who get the low score in translation ability and reading habit achieve high score in writing skill. It occurs because the success of writing skill does not only depend on the students' translation ability and their reading habit. One of the other factors is grammatical competence. There are many other researchers who concluded that it has positive correlation and gives contribution to writing skill. Murcia (2003) in her research found that grammar is one of fundamental aspect that should be considered in writing process. So, even

though the students have low reading habit and translation ability, there is a possibility that they will achieve a good score in writing skill as long as they are supported by good grammatical competence.

Based on the earlier paragraph, it can be simply said that translation is closely related to writing skill. It is strengthened by Sager (in Bagheri, 2011:293) who state that "the closest of the four language skills to the translation process was the writing skill, since they shared similarities in terms of approach and features". Translation can help students improve their writing skill because it is a transfer of a text from one language into another (Dagiliene, 2012:125). Further, translation activities make students communicate both ways: into and from the foreign language. While translating, students are encouraged to notice differences in structure in target language, improving vocabulary mastery, to strengthen grammatical competence, to shape their own ways of thinking and to correct common mistakes that could otherwise remain unnoticed.

Simultaneously, through reading habit, students also get some benefits from this activity in terms of to build a good writing skill. While reading, EFL students are incited to observe differences in structure and to gain vocabulary, to strengthen language use, to shape their own way of thinking, and get some information from the text. Krashen (in Annamalai and Muniandy, (2011:32), argues that "through reading, reader develop a good writing style, an adequate vocabulary and advanced grammar. From the previous sentence, it can be concluded that reading habit plays an

important role in written communication skill. If students want to be a good writer, they must also have reading habit. Written communication skill is related to language learning process and supports it. In other words, written communication skill is a part of language education. So, reading habit as important aspect in basic education. It is linear with Noor (2011:1) who argues that "the achievement of quality basic education calls for the development of good reading habits".

From the explanations above, it is clear that translation ability and reading habit simultaneously build a good relationship and give positive contribution toward writing skill. So, in brief, it can be said that students' translation ability and reading habit simultaneously support students' writing skill.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the study which has been conducted, several conclusions that there is a positive correlation between translation ability and writing skill for the eleventh grade students of MAN 2 Surakarta in the academic year 2016/2017. The result of the computation shows that the correlation coefficient (r_{xly}) between translation ability (X_1) and writing skill (Y) is 0.648. After being calculated on the basis of the t-value, the value of t_o (t obtained) is 4.587. The value of t_t (t table) at the level of significance $\alpha = 0.05$ for n = 30 is 1.7. Because t_o (4.587) > t_t (1.70). It means that translation ability has contribution to their writing skill. It is predicted that the improvement of translation ability will be followed by the improvement of writing skill. Furthermore, based on the computation of single correlation, the students' translation ability will likely contribute 42.05% to their writing skill, while 57.95% of their writing skill is contributed by other factors.

There is a positive correlation between reading habit and writing skill for the eleventh grade students of MAN 2 Surakarta in the academic year 2016/2017. The result of the computation shows that the value of the correlation coefficient (r_{x2y}) between reading habit (X_2) and writing skill (Y) is 0.649. After being calculated on the basis of the t-value, the value of t_o (t obtained) is 4.596. The value of t_t (t table) at the level of significance $\alpha = 0.05$ for n = 30 is 1.70. Because t_o (4.596) > t_t (1.70). Based on the computation of single correlation,

the students' reading habit will contribute 42.14% to their writing skill while 57.86% of their writing skill is contributed by other factor. It means that students' reading habit has contribution to their writing skill. It also means that the improvement of reading habit will be followed by the improvement of writing skill.

There is a positive correlation between translation ability (X_1) and reading habit (X_2) simultaneously and writing skill (Y) of the eleventh grade students of MAN 2 Surakarta in the academic year 2016/2017. The result of the computation shows that the correlation coefficient (R_{x1x2y}) between translation ability (X_1) and reading habit (X_2) simultaneously and writing skill (Y) is 0.7326. After being calculated to the F-value, the value of Fo (F obtained) is 16.219. The value of F_t at the level of significance $\alpha = 0.05$ and df (degree of freedom) 2:28 for N = 31 is 3.34. Because F_o (16.219) is higher than F_t (3.34), F_o (16.219) > Ft (3.34). It means that the improvement of translation ability and reading habit simultaneously will be predictably followed by the improvement of writing skill. Furthermore, the effective contribution of translation ability (X_1) and reading habit (X_2) simultaneously toward writing skill (Y) is 53.67%. It means that students' translation ability and reading habit will likely contribute 53.67% to their writing skill, while 46.33% of their writing skill is contributed by other factors.

B. Implication

Based on the research result it has been concluded that translation ability and reading habit have a positive correlation to writing skill. The effective

contribution of translation ability and reading habit toward writing skill is 53.67%. It means that 53.67% variance of writing skill is influenced by the students' translation ability and reading habit while the other 46.33% is contributed by other factors. When the students want to improve writing skill, they should consider their translation ability and reading habit. It should be realized that the two variables cannot be neglected in terms of writing skill. It is because the improvement of translation ability and reading habit will be followed by the improvement of writing skill.

To increase the students' translation ability, teacher should consider that translation ability is an important aspect in the context of teaching EFL students. It is very beneficial in language learning especially to improve their writing skill. In writing class, teachers should ask the students to do some reading activities before ask them to make paragraph. After this activity, the teacher's guide students to find the equivalent replacement meaning in their mother tongue. By this activity, the students will be accustomed to put the appropriate meaning of the words based on the context of the text. Consequently, they will be more aware that an English words may have multiple meanings, depending on the context.

To improve the students' reading habit, teachers should emphasize to the students the importance to have a good reading habit. By reading activity, the students will get several benefits in the context of learning language especially in writing skill. Reading activity can improve students' mastery on vocabulary and can expose students to language use. The students will not lack

of idea if they supply their mind with knowledge and much information. In the classroom context, there are several ways that can be used by the teachers to promote the students' reading habit, such as recommend students about the interesting books and important books in terms of the material of the lesson. Teachers can ask the students to make a little library in the corner of the classroom, putting many kinds of books such as the bookson learning material, magazine, and story book in English or Indonesian language. It is because easy access to reading materials is one of the important factors in cultivating students' reading habit.

C. Suggestion

In regard to the implication above, the researcher proposes the following suggestions:

1. For Teachers

   a. Teachers should improve his/her professional skill, especially in translation ability. It can be learned through formal education improvement, upgrading, and training.

   b. Teachers should be aware of the importance of translation ability and reading habit as factors which will influence their students' writing skill. Thus, teachers should encourage students to analyze the different of English and their mother tongue and give student more opportunity to be exposed to authentic language inputs like reading activities.

   c. Teachers are expected to enhance the students' reading habit since it is one of the main factors that determine the success of learning in general

and writing skill in particular. In the classroom context, there are several ways that can be used by the teachers to promote the students' reading habit, such as teachers give students fun material through read the interesting book before writing activities in order to avoid students' boredom in writing class and also teachers can give students homework which they must read certain book and then make the resume of the book. However, unconsciously they have been increasing their reading habit through reading frequently.

d. Teachers should choose appropriate learning activities in writing class. In order to increase students' translation ability, teachers may consider some strategies in English learning process, such as:

1) Asking students to work in groups. Each group is asked to translate Indonesian to English, compare version, and then discuss why there are differences.

2) Asking student to look at "bad" translation in the text and discuss the cause of errors.

3) In final stage of discussion, teacher should give clarification by indication and offering their alternative translation. In addition, teachers guide students to find the equivalent replacement meaning in their mother tongue.

2. For EFL students

a. Students should build awareness of the existing of many factors that support their writing skill so that they can avoid the feeling of frustration

whenever the get bad score for writing skill, they can try strategies like increasing translation ability and reading habit to broaden their knowledge and enrich their vocabularies in order to improving writing skill.

b. Translation can be the best way in explaining the appropriate equivalent of terms and expressions which unfamiliar or only existing in certain fields. Therefore, students should omit their doubt about translating English text that they read into mother tongue for the sake of avoiding misunderstanding of the content of the text.

c. With their own willingness, students should build their reading habit. There are many ways to build their reading habit such as they should have attitude and motivation toward reading because it is the basic of build about habit in reading. Furthermore, they should spend their time to read the book, always observe the number of the book that had been read in every week. In the context of writing skill, reading can avoid students from lack of ideas and enrich their vocabularies. It is useful for their writing skill.

3. For the researchers

a. There are still may other factors besides translation ability and reading habit that could improve writing skill that the writer has not investigated yet, for other researchers who are willing to conduct the same kind of study. It is suggested to them to investigate other factors relating to writing skill such as verbal linguistic intelligence, grammatical

competence, the knowledge of text organization and writing motivation. The purpose is to find other predictor variables, which are supposed to increase students' writing skill.

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APPENDIX 1
LIST OF THE STUDENTS JOINING THE TEST
INITIAL NAME

NO	NOMOR INDUK	NAMA SISWA
1.	12439	A T R
2.	12440	A S A
3.	12441	A S A
4.	12442	A W
5.	12443	A P H
6.	12444	A C
7.	12445	C A S
8.	12446	D A
9.	12447	D H
10.	12448	E Y A
11.	12449	F A
12.	12450	F L P
13.	12451	F A D P
14.	12452	G I S
15.	12453	J S N F
16.	12454	J P
17.	12455	L K
18.	12456	L R
19.	12457	M N K S
20.	12458	M H
21.	12459	M G N
22.	12460	M I M
23.	12461	N K
24.	12462	N B L
25.	12463	N R M
26.	12464	N K
27.	12465	R P L
28.	12466	V A A
29.	12467	W M H
30.	12468	Y S A B F

APPENDIX 2
THE SCORE OF TRANSLATION ABILITY

NO	TA1	TA2	TA3	TA4	TA5	TA6	TA7	TA8	TA9	TA10	TA11	TA12	TA13	TA14	TA15	TA16	TA17	TA18	TA19	TA20	TA21	TA22	TA23	TA24	TA25	TA
1	0	0	1	1	1	1	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	16
2	1	0	0	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1	0	13
3	0	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	19
4	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	17
5	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
6	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	20
7	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	20
8	1	0	1	1	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	18
9	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	0	19
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
11	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
12	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
14	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	20
15	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
16	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	12
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	25
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
23	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
24	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	18
25	0	1	1	0	0	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	1	1	1	1	1	13
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
27	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	24
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
30	1	0	1	1	1	0	0	0	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	15

APPENDIX 3
THE SCORE OF READING HABIT AND WRITING SKILL

NO	RH1	RH2	RH3	RH4	RH5	RH6	RH7	RH8	RH9	RH10	RH11	RH12	RH13	RH14	RH15	RH16	RH17	RH18	RH19	RH20	RH	WS
1	2	2	2	3	2	3	3	4	2	2	3	4	3	3	4	3	3	2	3	4	57	75
2	2	1	2	3	3	4	3	3	3	4	3	4	4	5	3	3	2	1	4	3	60	80
3	2	2	1	3	5	4	4	3	4	3	3	4	3	3	2	3	3	3	1	1	57	80
4	3	2	2	1	2	4	3	3	4	3	3	3	2	2	2	2	2	2	3	4	52	78
5	2	5	4	5	3	4	2	4	4	3	3	3	5	3	4	3	3	4	4	5	73	95
6	2	3	3	3	4	4	3	4	4	5	3	3	4	3	3	4	3	5	4	2	69	90
7	2	2	3	3	3	4	4	4	4	3	4	3	4	3	5	5	3	4	4	3	70	88
8	3	3	3	5	4	3	2	3	2	3	2	1	3	1	2	1	2	3	3	3	52	70
9	2	1	1	3	4	3	3	4	4	2	4	3	3	3	2	4	4	4	5	4	63	85
10	3	3	2	3	3	4	3	5	4	3	4	3	4	3	3	4	3	2	2	2	63	82
11	2	2	1	5	5	4	4	5	4	5	3	3	3	1	2	3	3	2	1	1	59	80
12	1	3	4	3	3	4	3	3	3	5	3	3	5	4	4	3	5	3	3	4	69	75
13	3	4	4	3	3	4	3	4	4	3	4	3	5	4	4	5	5	5	5	5	80	95
14	4	3	3	4	2	4	2	4	3	3	3	2	3	3	3	3	3	4	3	4	63	90
15	3	4	3	3	2	2	5	3	3	3	3	3	3	3	2	3	3	4	3	3	61	85
16	2	3	1	3	3	2	3	1	2	3	3	2	2	4	3	5	3	3	2	2	52	75
17	2	2	1	5	5	4	4	5	4	5	4	4	3	1	2	4	3	3	3	3	67	95
18	2	2	1	5	5	4	4	5	4	5	4	4	3	1	2	4	3	3	3	3	67	95
19	2	2	1	5	5	4	4	5	4	5	4	4	3	1	2	4	3	3	3	3	67	95
20	3	4	3	3	3	2	5	2	5	5	3	2	2	3	2	3	3	2	2	4	61	85
21	3	3	2	3	5	3	2	4	1	2	2	2	2	3	3	3	3	2	2	1	51	82
22	2	3	2	5	4	4	2	4	3	1	3	2	1	2	1	2	2	4	3	2	52	85
23	2	1	1	3	3	4	2	4	4	3	2	1	1	3	4	3	3	4	3	4	55	75
24	3	3	2	1	3	3	2	1	2	2	3	2	4	3	3	2	3	1	3	3	49	70
25	2	2	1	5	5	4	4	5	4	4	4	3	3	2	2	3	3	1	1	1	59	85
26	2	3	4	5	3	3	3	4	5	5	3	3	5	3	3	4	5	3	4	5	75	95
27	2	3	3	3	3	3	3	2	4	3	2	3	4	2	3	4	4	4	3	4	62	85
28	2	2	1	5	5	4	4	5	4	5	4	4	3	1	2	4	3	3	3	3	67	95
29	2	2	1	5	5	4	4	5	4	5	4	4	3	1	2	4	3	3	3	3	67	95
30	3	3	3	4	5	3	2	3	5	4	3	3	4	3	3	2	4	3	3	4	67	90

APPENDIX 4
TABEL OF THE VALIDITY
(TRANSLATION ABILITY)

No.	r- Obtained	r- Tabel (Significant= 0,05 ; N=30)	Conclusions
1.	-0,286	0,3610	Invalid
2.	0,818	0,3610	Valid
3.	0,320	0,3610	Invalid
4.	0,510	0,3610	Valid
5.	-0,780	0,3610	Invalid
6.	0,623	0,3610	Valid
7.	0,834	0,3610	Valid
8.	0,788	0,3610	Valid
9.	0,524	0,3610	Valid
10.	0,698	0,3610	Valid
11.	0,947	0,3610	Valid
12.	0,374	0,3610	Valid
13.	0,618	0,3610	Valid
14.	-0,586	0,3610	Valid
15.	0,227	0,3610	Invalid
16.	0,489	0,3610	Valid
17.	0,568	0,3610	Valid
18.	0,367	0,3610	Invalid
19.	0,423	0,3610	valid
20.	0,361	0,3610	valid

APPENDIX 5
TABEL OF THE VALIDITY
(READING HABIT)

No.	r- Obtained	r- Tabel (Significant= 0,05 ; N=30)	Conclusions
1.	0,212	0,3610	Invalid
2.	0,432	0,3610	Valid
3.	0,423	0,3610	Valid
4.	0,468	0,3610	Valid
5.	0,423	0,3610	Valid
6.	0,212	0,3610	Invalid
7.	0,448	0,3610	Valid
8.	0,458	0,3610	Valid
9.	0,603	0,3610	Valid
10.	0,669	0,3610	Valid
11.	0,423	0,3610	Valid
12.	0,472	0,3610	Valid
13.	0,468	0,3610	Valid
14.	0,555	0,3610	Valid
15.	0,504	0,3610	Valid
16.	0,647	0,3610	Valid
17.	0,555	0,3610	Valid
18.	0,320	0,3610	Invalid
19.	0,223	0,3610	Invalid
20.	0,000	0,3610	Invalid
21.	0,366	0,3610	Valid
22.	0,135	0,3610	Invalid

23.	-0,002	0,3610	Invalid
24.	0,098	0,3610	Invalid
25.	0,355	0,3610	Invalid

APPENDIX 6
REALIBILITY

TA

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.850	25

RH

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.712	20

APPENDIX 7
NORMALITY

One-Sample Kolmogorov-Smirnov Test

		TA	RH	WS
N		30	30	30
Normal Parameters[a,b]	Mean	20.93	62.20	85.00
	Std. Deviation	4.177	7.748	8.043
Most Extreme Differences	Absolute	.202	.132	.160
	Positive	.165	.106	.107
	Negative	-.202	-.132	-.160
Kolmogorov-Smirnov Z		1.104	.724	.875
Asymp. Sig. (2-tailed)		.175	.671	.428

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX 8
LINEARITY

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
WS * RH	Between Groups	(Combined)	1567.000	15	104.467	4.733	.003
		Linearity	1132.362	1	1132.362	51.304	.000
		Deviation from Linearity	434.638	14	31.046	1.407	.266
	Within Groups		309.000	14	22.071		
	Total		1876.000	29			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
ws * TA	Between Groups	(Combined)	213.033	15	14.202	1.526	.218
		Linearity	139.261	1	139.261	14.959	.002
		Deviation from Linearity	73.772	14	5.269	.566	.851
	Within Groups		130.333	14	9.310		
	Total		343.367	29			

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.815[a]	.665	.640	4.825	.665	26.793	2	27	.000

a. Predictors: (Constant), RH, TA

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.815a	.665	.640	4.825	.665	26.793	2	27	.000

a. Predictors: (Constant), RH, TA

APPENDIX 9
MULTIKOLONIERITAS

Correlations

		TA	RH	WS
TA	Pearson Correlation	1	.403[*]	.540[**]
	Sig. (2-tailed)		.027	.002
	N	30	30	30
RH	Pearson Correlation	.403[*]	1	.777[**]
	Sig. (2-tailed)	.027		.000
	N	30	30	30
WS	Pearson Correlation	.540[**]	.777[**]	1
	Sig. (2-tailed)	.002	.000	
	N	30	30	30

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

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		TA	RH
TA	Pearson Correlation	1	.493[**]
	Sig. (2-tailed)		.006
	N	30	30
RH	Pearson Correlation	.493[**]	1
	Sig. (2-tailed)	.006	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 10
DESCRIPTIVE OF STATISTICS

		TA	RH	ws
N	Valid	30	30	30
	Missing	0	0	0
Mean		21.03	85.53	24.23
Std. Error of Mean		.876	1.692	.628
Median		21.50	85.00	24.50
Mode		22	77	25
Std. Deviation		4.796	9.269	3.441
Variance		22.999	85.913	11.840
Skewness		-.197	1.268	-.283
Std. Error of Skewness		.427	.427	.427
Kurtosis		-.861	3.400	-.292
Std. Error of Kurtosis		.833	.833	.833
Range		17	48	14
Minimum		12	69	16
Maximum		29	117	30
Sum		631	2566	727

TA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	3.3	3.3	3.3
	13	2	6.7	6.7	10.0
	15	1	3.3	3.3	13.3
	16	1	3.3	3.3	16.7
	17	1	3.3	3.3	20.0
	18	2	6.7	6.7	26.7
	19	2	6.7	6.7	33.3
	20	3	10.0	10.0	43.3
	21	2	6.7	6.7	50.0
	22	2	6.7	6.7	56.7
	23	1	3.3	3.3	60.0
	24	1	3.3	3.3	63.3
	25	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

RH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	49	1	3.3	3.3	3.3
	51	1	3.3	3.3	6.7
	52	4	13.3	13.3	20.0
	55	1	3.3	3.3	23.3
	57	2	6.7	6.7	30.0
	59	2	6.7	6.7	36.7
	60	1	3.3	3.3	40.0
	61	2	6.7	6.7	46.7
	62	1	3.3	3.3	50.0
	63	3	10.0	10.0	60.0
	67	6	20.0	20.0	80.0
	69	2	6.7	6.7	86.7
	70	1	3.3	3.3	90.0
	73	1	3.3	3.3	93.3
	75	1	3.3	3.3	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

WS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	6.7	6.7	6.7
	75	4	13.3	13.3	20.0
	78	1	3.3	3.3	23.3
	80	3	10.0	10.0	33.3
	82	2	6.7	6.7	40.0
	85	6	20.0	20.0	60.0
	88	1	3.3	3.3	63.3
	90	3	10.0	10.0	73.3
	95	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	TA[b]	.	Enter

a. Dependent Variable: WS

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540[a]	.292	.266	6.890

a. Predictors: (Constant), TA

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.234	6.535		9.677	.000
	TA	1.040	.306	.540	3.394	.002

a. Dependent Variable: WS

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	RH[b]	.	Enter

a. Dependent Variable: WS

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777[a]	.604	.589	5.153

a. Predictors: (Constant), RH

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.834	7.740		4.500	.000
	RH	.807	.124	.777	6.530	.000

a. Dependent Variable: WS

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	TA[b]	.	Enter

a. Dependent Variable: WS

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540[a]	.292	.266	6.890

a. Predictors: (Constant), TA

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.234	6.535		9.677	.000
	TA	1.040	.306	.540	3.394	.002

a. Dependent Variable: WS

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	RH[b]	.	Enter

a. Dependent Variable: WS

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777[a]	.604	.589	5.153

a. Predictors: (Constant), RH

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.834	7.740		4.500	.000
	RH	.807	.124	.777	6.530	.000

a. Dependent Variable: WS

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	RH, TA[b]	.	Enter

a. Dependent Variable: WS

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.815[a]	.665	.640	4.825

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1247.461	2	623.730	26.793	.000ᵇ
1	Residual	628.539	27	23.279		
	Total	1876.000	29			

a. Dependent Variable: WS

b. Predictors: (Constant), RH, TA

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	30.970	7.452		4.156	.000
1	TA	.521	.234	.271	2.224	.035
	RH	.693	.126	.668	5.486	.000

a. Dependent Variable: WS

APPENDIX 11
R TABLE

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

APPENDIX 12
T TABLE

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

APPENDIX 13
The Blue Print of Translation Ability

Operational Definition	Indicator	Number of item	Total of item
Translation is the process of analyzing a source language text to find the target language meaning	Word to word	1, 2, 5, 6, 7, 15	6
	literal	10, 11, 12, 13, 23, 24	6
	idiomatic	3, 4, 14, 16, 17, 20, 22, 25	8
	Faithful translation	8, 9, 18, 19, 21,	5
Total			**25**

The Blue Print of Students' Reading Habit Questionnaire

Operational Definition	Indicator	Number of item	Total of item
Reading Habit is the regular tendency in reading that is done by a person which involves reading frequency, motivation, skills, attitude, and facility.	Reading Frequency	4, 8, 10, 11, 13	5
	Motivation	5,6	2
	Skills	14, 15, 16, 20	4
	Attitude	1, 2, 3,12, 18, 19	6
	Facility	7,9,17	3
Total			20

APPENDIX 14
MATERIAL

TRANSLATION ABILITY

(Try Out)

Translation English Text into Indonesian Text

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

1. "A dove quickly plucked a leaf" in Indonesian is…

    a. Seekor angsa memetik sehelai daun

    b. Seekor angsa dengan cepat memetik sehelai daun.

    c. Seekor angsa mengambil sehelai daun

    d. Seekor angsa telah memetik sehelai daun

2. "A lion fail to catch a deer" in Indonesian is…

    a. Seekor serigala gagal menangkap seekor rusa

    b. Seekor serigala berhasil menangkap seekor rubah

    c. Seekor singa gagal menangkap seekor rubah

    d. Seekor singa gagal menangkap seekor rusa.

3. "Pick up" is an idiom that means…

    a. Mengambil.   c. Melepas

    b. Menendang   d. Menarik

4. "Took off" is an idiom that means…

    a. Menarik   c. Meminta

    b. Mengambil   d. Melepaskan

5. "You will turn into a butterfly" in Indonesian is…

    a. Kamu akan mendapatkan seekor kupu-kupu

    b. Kamu akan menginginkan seekor kupu-kupu

    c. Kamu akan menjadikan seekor kupu-kupu

    d. Kamu akan berubah menjadi seeekor kupu-kupu.

6. "Then, sing and dance for us now!" in Indonesian is…

    a. Kemudian, bernyanyi dan berdangsa sekarang!

    b. Kemudian, berdansa dan bernyanyilah untuk kita besuk!

    c. Lalu, bernyanyi dan berdangsalah untuk kita sekarang!.

    d. Lalu, bernyanyi dan berdangsalah sekarang!

7. "A boy walked on the road" in Indonesian is…

a. Seorang laki-laki berjalan memutari jalan

b. Seorang laki-laki berlari di jalan

c. Seorang laki-laki berjalan di jalan.

d. Seorang anak berjalan di sepanjang jalan

8. "I'm cold and hungry" in Indonesian is…

a. Aku dingin dan marah   c. Aku kedinginan dan marah

b. Aku merasa dingin dan marah   d. Aku dingin dan lapar

9. "It looks like I will go hungry again" in Indonesian is…

a. Itu terlihat seperti aku akan marah c. kelihatannya aku akan marah lagi

b. Itu terlihat seperti aku akan lapar lagi. d. Kelihatannya aku akan lapar

10. "Once upon a time" in Indonesian is…

a. Pada suatu hari.   c. Pada sebuah waktu

b. Pada saat   d. Pada saat itu

11. "He flew as high as he could" in Indonesian is…

a. Dia terbang sangat jauh sesuai yang dia inginkan

b. Dia terbang tinggi dan dia bisa

c. Dia terbang setinggi mungkin

d. Dia terbang setinggi yang dia bisa.

12. "He reached the broken oyster first" in Indonesian is…

a. Dia meraih kerang yang pecah

b. Dia mendapatkan kerang yang pecah itu

c. Dia meraih kerang yang pecah itu terlebih dahulu.

d. Dia pertama kali yang mendapatkan kerang pecah itu

13. "Take care of" is an idiom that means…

a. Mengambil   c. Meneliti

b. Mengurus.   d. Mengasihi

14. "Looking for" is an idiom that means…

a. Mencari.   c. Menonton

b. Melihat untuk   d. Menyaksikan

15. "A wolf felt very silly" in Indonesian is…

a. Seekor serigala merasa sangat bodoh.

b. Seekor serigala yang sangat malang

c. Seekor serigala yang begitu cerdik

d. Seekor serigala merasa sanngat malu

16. "Came back" is an idiom that means…

a. Datang   c. Kembali.

b. Pergi   d. Meningalkan

17. "Pass by" is an idiom that means…

a. Meninggalkan   c. Jalan pas

b. Jalan kecil   d. Berlalu.

18. "My friend, May I offer you some good advice?" in Indonesian is…

a. Temanku, bolehkah aku meminta beberapa saran?

b. Kawanku, bolehkah aku meminta saranmu?

c. Kawanku, bolehkah aku menawarkanmu beberapa saran bagus?.

d. Kawanku, bolehkah aku memberi saran padamu?

19. "You will be able to have your meal" in Indonesian is…

a. Kamu akan dapat makanan

b. Kamu akan mempunyai cukup makanan

c. Kamu akan bisa memasak makanan

d. Kamu akan dapat memiliki makananmu.

20. "Knocking out" is an idiom that means…

a. Mengetuk   c. Memukul habis.

b. Memanggil   d. Menendang

21. "The donkey kicked him in the face" in Indonesian is…

a. Keledai itu menendangnya di bagian muka.

b. Keledai itu memukulnya di bagian muka

c. Keledai itu menginjak mukanya

d. Keledai itu memukul dengan mukanya

22. "Come on!" is an idiom that means…

a. Jangan!   c. Pergi!

b. Ayo!.   d. Datanglah!

23. "If your voice is as fine as your looks, you could be the Queen of the Birds!" in Indonesian is…

a. Jika suaramu sebagus parasmu, kamu bisa menjadi seerang ratu burung.

b. Jika suaramu bagus seperti penglihatanmu, kamu bisa menjadi ratu burung

c. Jika suaramu bagus sesuai penglihatanmu, kamu bisa menjadi ratu burung

    d. Jika suaramu sebagus penglihatanmu, kamu bisa menjadi seorang ratu burung

24. "I'm more powerful than you are" in Indonesian is…

    a. Aku merasa lebih kuat dari kamu c. Aku lebih kuat daripada kamu.

    b. Aku merasa lebih kuat daripada kamu   d. Aku sekuat kamu

25. "Run away" is an idiom that means…

    a. Berlari di jalan   c. Berlari

    b. Berlari-lari   d. Melarikan diri.

26. "I'm not afraid of you" in Indonesian is…

    a. Aku tidak menakutimu   c. Aku tidak menakutkan

    b. Aku takut denganmu   d. Aku tidak takut denganmu.

27. "Jump up" is an idiom that means…

    a. Melompat-lompat.   c. Menendang-nendang

    b. Menginjak-injak   d. Menarik-narik

28. "Shell fell from a tree" in Indonesian is…

    a. Kerang dari pohon   c. Kerang jauh dari sebuah pohon

    b. Kerang jatuh dari sebuah pohon. d. Kerang itu jauh dari pohon

29. "It will produce more clouds" in Indonesian is…

    a. Itu akan mendapatkan banyak awan

    b. Itu akan mendapat lebih banyak angin

    c. Itu akan menghasikan lebih banyak awan.

    d. Itu akan menghasilkan lebih banyak angin

30. "Tell me what happen to your leg" in Indonesian is…

    a. Ceritakan padaku apa yang terjadi pada kakimu.

    b. Ceritakan padaku apakah kakimu sakit

    c. Beritahu aku tentang kakimu

    d. Beritahu aku apakah kakimu sakit

31. "The hungry crow thought that this was a very good idea" in Indonesian is…

    a. Burung gagak berpikir bahwa ini adalah sebuah ide yang bagus

    b. Burung gagak berpikir bahwa dia mempunyai ide yang bagus

    c. Burung gagak yang lapar mempunyai ide yang bagus

    d. Burung gagak yang lapar berpikir bahwa ini adalah sebuah ide yang bagus.

32. "A hungry crow saw an oyster on the beach" in Indonesian is…

    a. Seekor burung gagak yang lapar melihat sebuah kerang di laut

    b. Seekor burung gagak yang lapar melihat sebuah kerang di pantai.

c. Seekor burung gagak melihat sebuah kerang di tepi pantai

d. Seekor burung gagak melihat sebuah kerang di danau

33. "After walking for some time, she came to a spring" in Indonesian is…

    a. Setelah berjalan untuk beberapa waktu, dia datang ke sebuah muara air.

    b. Setelah berjalan-jalan selama beberapa waktu, dia segera ke mata air

    c. Setelah berjalan beberapa waktu, dia mendatangi hutan

    d. Setelah berjalan cukup jauh, dia segera ke hutan

34. "Seeing that, the ant was in trouble" in Indonesian is…

    a. Melihat hal itu, seekor semut berada dalam masalah

    b. Melihat hal tersebut, semut itu berada dalam masalah.

    c. Melihat itu, seekor semut bermasalah

    d. Melihatnya, semut itu telah bermasalah

THE KEY ANSWER OF TRANSLATION ABILITY

(Try Out)

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

THE QUESTIONNAIRE OF STUDENTS' READING HABIT
(Try out)

Pilihlah jawaban yang sesuai dengan menyilang (X) pilihan jawaban a, b, c, d, atau e pada pertanyaan-pertanyaan berikut!

1. Mata pelajaran bahasa inggris itu menyenangkan.
   a. Sangat Setuju   d. Tidak setuju
   b. Setuju   e. Sangat tidak setuju
   c. Biasa saja
2. Membaca buku berbahasa Inggris itu menyenangkan.
   a. Sangat Setuju   d. Tidak setuju
   b. Setuju   e. Sangat tidak setuju
   c. Biasa saja
3. Anda membaca setiap bacaan berbahasa inggris.
   a. Selalu   d. Jarang
   b. Sering   e. Tidak pernah
   c. Kadang-kadang
4. Meluangkan waktu untuk membaca bacaan berbahasa inggris itu penting.
   a. Sangat Setuju   d. Tidak setuju
   b. Setuju   e. Sangat tidak setuju
   c. Biasa saja
5. Membaca bacaan berbahasa inggris dapat memberikan kesenangan pada anda.
   a. Sangat Setuju   d. Tidak setuju
   b. Setuju   e. Sangat tidak setuju
   c. Biasa saja
6. Membaca buku penunjang bahasa inggris lain jika mengalami kesulitan dalam mengerjakan tugas dari guru itu penting.
   a. Selalu   d. Jarang
   b. Sering   e. Tidak pernah
   c. Kadang-kadang
7. Mempelajari bahasa inggris sangatlah penting.
   a. Sangat Setuju   d. Tidak setuju
   b. Setuju   e. Sangat tidak setuju
   c. Biasa saja
8. Anda membaca buku berbahasa Inggris setiap hari.
   a. Selalu   d. Jarang
   b. Sering   e. Tidak pernah
   c. Kadang-kadang
9. Anda mengunjungi perpustakaan sekolah untuk membaca buku berbahasa inggris setiap hari.
   a. Selalu   d. Jarang
   b. Sering   e. Tidak pernah

      c. Kadang-kadang

10. Anda selalu mengulang bacaan buku pelajaran bahasa inggris.
      a. Selalu   d. Jarang
      b. Sering   e. Tidak pernah
      c. Kadang-kadang

11. Anda menyediakan waktu perhari untuk membaca buku berbahasa Inggris.
      a. Selalu   d. Jarang
      b. Sering   e. Tidak pernah
      c. Kadang-kadang

12. Anda tertarik membaca setiap bacaan berbahasa Inggris yang anda temui.
      a. Sangat Setuju   d. Tidak setuju
      b. Setuju   e. Sangat tidak setuju
      c. Biasa saja

13. Menyempatkan waktu membaca bacaan bahasa inggris untuk menambah wawasan itu penting.
      a. Sangat Setuju   d. Tidak setuju
      b. Setuju   e. Sangat tidak setuju
      c. Biasa saja

14. Jika anda merasa kesulitan dalam memahami bacaan dalam bahasa inggris, anda segera mencari artinya.
      a. Selalu   d. Jarang
      b. Sering   e. Tidak pernah
      c. Kadang-kadang

15. Kemampuan anda menerjemahkan membantu anda dalam bacaan berbahasa inggris.
      a. Selalu   d. Jarang
      b. Sering   e. Tidak pernah
      c. Kadang-kadang

16. Kebiaaan membaca buku berbahasa inggris membantu anda meningkatkan prestasi sekolah anda.
      a. Sangat Setuju   d. Tidak setuju
      b. Setuju   e. Sangat tidak setuju
      c. Biasa saja

17. Anda paham isi bacaan yang anda baca. (teks berbahasa inggris)
      a. Selalu   d. Jarang
      b. Sering   e. Tidak pernah
      c. Kadang-kadang

18. Anda memperhatikan guru anda ketika menerangkan isi teks barbahasa inggris.
      a. Selalu   d. Jarang
      b. Sering   e. Tidak pernah
      c. Kadang-kadang

19. Anda berusaha meningkatkan kebiasaan membaca teks berbahasa inggris.
      a. Selalu   d. Jarang
      b. Sering   e. Tidak pernah
      c. Kadang-kadang

20. Dengan membaca anda merasa bertambah ilmu pengetahuan.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

21. Untuk menambah ilmu pengetahuan bahasa inggris, anda sering membaca buku berbahasa inggris.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

22. Anda senang jika guru memberi tugas untuk membaca teks berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

23. Anda berusaha keras mencari tahu jika tidak memahami sebuah bacaan berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

24. Anda mempunyai tujuan pada saat anda membaca buku.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

25. Fasilitas belajar di sekolah anda mendukung minat baca anda.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

26. Perpustakaan sekolah anda menyediakan berbagai macam jenis buku bacaan berbahasa inggris.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

27. Orang tua anda telah menyediakan fasilitas untuk mendukung minat baca anda.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

28. Anda memiliki tempat khusus untuk membaca.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

29. Anda mempuyai anggaran khusus (menyisihkan uang saku atau dari orang tua) untuk membeli buku bacaan berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah

      c. Kadang-kadang

30. Anda mempuyai grup atau banyak teman yang sama-sama suka membaca bacaan berbahasa inggris.

      a. Selalu   d. Jarang

      b. Sering   e. Tidak pernah

      c. Kadang-kadang

TRANSLATION ABILITY

(TEST)

Translation English Text into Indonesian Text

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

35. "A dove quickly plucked a leaf" in Indonesian is…

   e. Seekor angsa memetik sehelai daun

   f. Seekor angsa dengan cepat memetik sehelai daun.

   g. Seekor angsa mengambil sehelai daun

   h. Seekor angsa telah memetik sehelai daun

36. "A lion fail to catch a deer" in Indonesian is…

   e. Seekor serigala gagal menangkap seekor rusa

   f. Seekor serigala berhasil menangkap seekor rubah

   g. Seekor singa gagal menangkap seekor rubah

   h. Seekor singa gagal menangkap seekor rusa.

37. "Pick up" is an idiom that means…

   c. Mengambil.   c. Melepas

   d. Menendang   d. Menarik

38. "Took off" is an idiom that means…

   c. Menarik   c. Meminta

   d. Mengambil   d. Melepaskan

39. "Then, sing and dance for us now!" in Indonesian is…

   e. Kemudian, bernyanyi dan berdangsa sekarang!

   f. Kemudian, berdansa dan bernyanyilah untuk kita besuk!

   g. Lalu, bernyanyi dan berdangsalah untuk kita sekarang!.

   h. Lalu, bernyanyi dan berdangsalah sekarang!

40. "A boy walked on the road" in Indonesian is…

   e. Seorang laki-laki berjalan memutari jalan

   f. Seorang laki-laki berlari di jalan

   g. Seorang laki-laki berjalan di jalan.

   h. Seorang anak berjalan di sepanjang jalan

41. "I'm cold and hungry" in Indonesian is…

   c. Aku dingin dan marah   c. Aku kedinginan dan marah

   d. Aku merasa dingin dan marah   d. Aku dingin dan lapar

42. "It looks like I will go hungry again" in Indonesian is…

    c. Itu terlihat seperti aku akan marah c. kelihatannya aku akan marah lagi

    d. Itu terlihat seperti aku akan lapar lagi. d. Kelihatannya aku akan lapar

43. "Once upon a time" in Indonesian is…

    c. Pada suatu hari.   c. Pada sebuah waktu

    d. Pada saat   d. Pada saat itu

44. "He flew as high as he could" in Indonesian is…

    e. Dia terbang sangat jauh sesuai yang dia inginkan

    f. Dia terbang tinggi dan dia bisa

    g. Dia terbang setinggi mungkin

    h. Dia terbang setinggi yang dia bisa.

45. "He reached the broken oyster first" in Indonesian is…

    e. Dia meraih kerang yang pecah

    f. Dia mendapatkan kerang yang pecah itu

    g. Dia meraih kerang yang pecah itu terlebih dahulu.

    h. Dia pertama kali yang mendapatkan kerang pecah itu

46. "Looking for" is an idiom that means…

    c. Mencari.   c. Menonton

    d. Melihat untuk   d. Menyaksikan

47. "A wolf felt very silly" in Indonesian is…

    e. Seekor serigala merasa sangat bodoh.

    f. Seekor serigala yang sangat malang

    g. Seekor serigala yang begitu cerdik

    h. Seekor serigala merasa sanngat malu

48. "Came back" is an idiom that means…

    c. Datang   c. Kembali.

    d. Pergi   d. Meningalkan

49. "Pass by" is an idiom that means…

    c. Meninggalkan   c. Jalan pas

    d. Jalan kecil   d. Berlalu.

50. "My friend, May I offer you some good advice?" in Indonesian is…

    e. Temanku, bolehkah aku meminta beberapa saran?

    f. Kawanku, bolehkah aku meminta saranmu?

g. Kawanku, bolehkah aku menawarkanmu beberapa saran bagus?.

h. Kawanku, bolehkah aku memberi saran padamu?

51. "You will be able to have your meal" in Indonesian is…

    e. Kamu akan dapat makanan

    f. Kamu akan mempunyai cukup makanan

    g. Kamu akan bisa memasak makanan

    h. Kamu akan dapat memiliki makananmu.

52. "Knocking out" is an idiom that means…

    c. Mengetuk   c. Memukul habis.

    d. Memanggil   d. Menendang

53. "The donkey kicked him in the face" in Indonesian is…

    e. Keledai itu menendangnya di bagian muka.

    f. Keledai itu memukulnya di bagian muka

    g. Keledai itu menginjak mukanya

    h. Keledai itu memukul dengan mukanya

54. "Come on!" is an idiom that means…

    c. Jangan!   c. Pergi!

    d. Ayo!.   d. Datanglah!

55. "If your voice is as fine as your looks, you could be the Queen of the Birds!" in Indonesian is…

    e. Jika suaramu sebagus parasmu, kamu bisa menjadi seerang ratu burung.

    f. Jika suaramu bagus seperti penglihatanmu, kamu bisa menjadi ratu burung

    g. Jika suaramu bagus sesuai penglihatanmu, kamu bisa menjadi ratu burung

    h. Jika suaramu sebagus penglihatanmu, kamu bisa menjadi seorang ratu burung

56. "I'm more powerful than you are" in Indonesian is…

    c. Aku merasa lebih kuat dari kamu c. Aku lebih kuat daripada kamu.

    d. Aku merasa lebih kuat daripada kamu   d. Aku sekuat kamu

57. "Run away" is an idiom that means…

    c. Berlari di jalan   c. Berlari

    d. Berlari-lari   d. Melarikan diri.

58. "I'm not afraid of you" in Indonesian is…

    c. Aku tidak menakutimu   c. Aku tidak menakutkan

    d. Aku takut denganmu   d. Aku tidak takut denganmu.

59. "Jump up" is an idiom that means…

c. Melompat-lompat.

d. Menginjak-injak

c. Menendang-nendang

d. Menarik-narik

THE KEY ANSWER OF TRANSLATION ABILITY
(TEST)

21. B	31. C	41. A
22. D	32. A	42. C
23. A	33. A	23. D
24. D	34. C	24. D
25. C	35. D	25. A
26. C	36. C	
27. D	37. D	
28. B	38. C	
29. A	39. A	
30. D	40. B	

THE QUESTIONNAIRE OF READING HABIT
(TEST)

Pilihlah jawaban yang sesuai dengan menyilang (X) pilihan jawaban a, b, c, d, atau e pada pertanyaan-pertanyaan berikut!

31. Mata pelajaran bahasa inggris itu menyenangkan.
   d. Sangat Setuju   d. Tidak setuju
   e. Setuju   e. Sangat tidak setuju
   f. Biasa saja

32. Membaca buku berbahasa Inggris itu menyenangkan.
   d. Sangat Setuju   d. Tidak setuju
   e. Setuju   e. Sangat tidak setuju
   f. Biasa saja

33. Anda membaca setiap bacaan berbahasa inggris.
   d. Selalu   d. Jarang
   e. Sering   e. Tidak pernah
   f. Kadang-kadang

34. Meluangkan waktu untuk membaca bacaan berbahasa inggris itu penting.
   d. Sangat Setuju   d. Tidak setuju
   e. Setuju   e. Sangat tidak setuju
   f. Biasa saja

35. Membaca buku penunjang bahasa inggris lain jika mengalami kesulitan dalam mengerjakan tugas dari guru itu penting.
   d. Selalu   d. Jarang
   e. Sering   e. Tidak pernah
   f. Kadang-kadang

36. Anda membaca buku berbahasa Inggris setiap hari.
   d. Selalu   d. Jarang
   e. Sering   e. Tidak pernah
   f. Kadang-kadang

37. Anda mengunjungi perpustakaan sekolah untuk membaca buku berbahasa inggris setiap hari.
   d. Selalu   d. Jarang
   e. Sering   e. Tidak pernah
   f. Kadang-kadang

38. Anda selalu mengulang bacaan buku pelajaran bahasa inggris.
   d. Selalu   d. Jarang
   e. Sering   e. Tidak pernah
   f. Kadang-kadang

39. Anda menyediakan waktu perhari untuk membaca buku berbahasa Inggris.
   d. Selalu   d. Jarang

      e.   Sering   e. Tidak pernah

      f.   Kadang-kadang

40. Anda tertarik membaca setiap bacaan berbahasa Inggris yang anda temui.

      d.   Sangat Setuju   d. Tidak setuju

      e.   Setuju   e. Sangat tidak setuju

      f.   Biasa saja

41. Menyempatkan waktu membaca bacaan bahasa inggris untuk menambah wawasan itu penting.

      d.   Sangat Setuju   d. Tidak setuju

      e.   Setuju   e. Sangat tidak setuju

      f.   Biasa saja

42. Jika anda merasa kesulitan dalam memahami bacaan dalam bahasa inggris, anda segera mencari artinya.

      d.   Selalu   d. Jarang

      e.   Sering   e. Tidak pernah

      f.   Kadang-kadang

43. Kemampuan anda menerjemahkan membantu anda dalam bacaan berbahasa inggris.

      d.   Selalu   d. Jarang

      e.   Sering   e. Tidak pernah

      f.   Kadang-kadang

44. Kebiaaan membaca buku berbahasa inggris membantu anda meningkatkan prestasi sekolah anda.

      d.   Sangat Setuju   d. Tidak setuju

      e.   Setuju   e. Sangat tidak setuju

      f.   Biasa saja

45. Anda memperhatikan guru anda ketika menerangkan isi teks barbahasa inggris.

      d.   Selalu   d. Jarang

      e.   Sering   e. Tidak pernah

      f.   Kadang-kadang

46. Anda berusaha meningkatkan kebiasaan membaca teks berbahasa inggris.

      d.   Selalu   d. Jarang

      e.   Sering   e. Tidak pernah

      f.   Kadang-kadang

47. Dengan membaca anda merasa bertambah ilmu pengetahuan.

      d.   Sangat Setuju   d. Tidak setuju

      e.   Setuju   e. Sangat tidak setuju

      f.   Biasa saja

48. Untuk menambah ilmu pengetahuan bahasa inggris, anda sering membaca buku berbahasa inggris.

      d.   Sangat Setuju   d. Tidak setuju

      e.   Setuju   e. Sangat tidak setuju

      f.   Biasa saja

49. Anda senang jika guru memberi tugas untuk membaca teks berbahasa inggris.

      d.   Selalu   d. Jarang

      e.   Sering   e. Tidak pernah

      f.   Kadang-kadang

50. Anda berusaha keras mencari tahu jika tidak memahami sebuah bacaan berbahasa inggris.

      d.   Selalu   d. Jarang

      e.   Sering   e. Tidak pernah

      f.   Kadang-kadang

APPENDIX 15
INSTRUMENTS OF TRANSLATION TEST

No : 2B

Kelas : XI IPA 2

TRANSLATION ABILITY

25

(TEST)

Translation English Text into Indonesian Text

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

1. "A dove quickly plucked a leaf" in Indonesian is…

   a. Seekor angsa memetik sehelai daun

   b. Seekor angsa dengan cepat memetik sehelai daun.

   c. Seekor angsa mengambil sehelai daun

   d. Seekor angsa telah memetik sehelai daun

2. "A lion fail to catch a deer" in Indonesian is…

   a. Seekor serigala gagal menangkap seekor rusa

   b. Seekor serigala berhasil menangkap seekor rubah

   c. Seekor singa gagal menangkap seekor rubah

   d. Seekor singa gagal menangkap seekor rusa.

3. "Pick up" is an idiom that means…

   a. Mengambil.   c. Melepas

   b. Menendang   d. Menarik

4. "Took off" is an idiom that means…

   a. Menarik   c. Meminta

   b. Mengambil   d. Melepaskan

5. "Then, sing and dance for us now!" in Indonesian is…

   a. Kemudian, bernyanyi dan berdangsa sekarang!

   b. Kemudian, berdansa dan bernyanyilah untuk kita besuk!

   c. Lalu, bernyanyi dan berdangsalah untuk kita sekarang!.

   d. Lalu, bernyanyi dan berdangsalah sekarang!

6. "A boy walked on the road" in Indonesian is…

   a. Seorang laki-laki berjalan memutari jalan

   b. Seorang laki-laki berlari di jalan

   c. Seorang laki-laki berjalan di jalan.

d. Seorang anak berjalan di sepanjang jalan

7. "I'm cold and hungry" in Indonesian is…

a. Aku dingin dan marah   c. Aku kedinginan dan marah

b. Aku merasa dingin dan marah ~~d.~~ Aku dingin dan lapar

8. "It looks like I will go hungry again" in Indonesian is…

a. Itu terlihat seperti aku akan marah c. kelihatannya aku akan marah lagi

~~b.~~ Itu terlihat seperti aku akan lapar lagi. d. Kelihatannya aku akan lapar

9. "Once upon a time" in Indonesian is…

~~a.~~ Pada suatu hari.   c. Pada sebuah waktu

b. Pada saat   d. Pada saat itu

10. "He flew as high as he could" in Indonesian is…

a. Dia terbang sangat jauh sesuai yang dia inginkan

b. Dia terbang tinggi dan dia bisa

c. Dia terbang setinggi mungkin

~~d.~~ Dia terbang setinggi yang dia bisa.

11. "He reached the broken oyster first" in Indonesian is…

a. Dia meraih kerang yang pecah

b. Dia mendapatkan kerang yang pecah itu

~~c.~~ Dia meraih kerang yang pecah itu terlebih dahulu.

d. Dia pertama kali yang mendapatkan kerang pecah itu

12. "Looking for" is an idiom that means…

~~a.~~ Mencari.   c. Menonton

b. Melihat untuk   d. Menyaksikan

13. "A wolf felt very silly" in Indonesian is…

~~a.~~ Seekor serigala merasa sangat bodoh.

b. Seekor serigala yang sangat malang

c. Seekor serigala yang begitu cerdik

d. Seekor serigala merasa sanngat malu

14. "Came back" is an idiom that means…

a. Datang   ~~c.~~ Kembali.

b. Pergi   d. Meningalkan

15. "Pass by" is an idiom that means…

    a. Meninggalkan   c. Jalan pas

    b. Jalan kecil   d. Berlalu.

16. "My friend, May I offer you some good advice?" in Indonesian is…

    a. Temanku, bolehkah aku meminta beberapa saran?

    b. Kawanku, bolehkah aku meminta saranmu?

    c. Kawanku, bolehkah aku menawarkanmu beberapa saran bagus?.

    d. Kawanku, bolehkah aku memberi saran padamu?

17. "You will be able to have your meal" in Indonesian is…

    a. Kamu akan dapat makanan

    b. Kamu akan mempunyai cukup makanan

    c. Kamu akan bisa memasak makanan

    d. Kamu akan dapat memiliki makananmu.

18. "Knocking out" is an idiom that means…

    a. Mengetuk   c. Memukul habis.

    b. Memanggil   d. Menendang

19. "The donkey kicked him in the face" in Indonesian is…

    a. Keledai itu menendangnya di bagian muka.

    b. Keledai itu memukulnya di bagian muka

    c. Keledai itu menginjak mukanya

    d. Keledai itu memukul dengan mukanya

20. "Come on!" is an idiom that means…

    a. Jangan!   c. Pergi!

    b. Ayo!.   d. Datanglah!

21. "If your voice is as fine as your looks, you could be the Queen of the Birds!" in Indonesian is…

    a. Jika suaramu sebagus parasmu, kamu bisa menjadi seerang ratu burung.

    b. Jika suaramu bagus seperti penglihatanmu, kamu bisa menjadi ratu burung

    c. Jika suaramu bagus sesuai penglihatanmu, kamu bisa menjadi ratu burung

  d. Jika suaramu sebagus penglihatanmu, kamu bisa menjadi seorang ratu burung

22. "I'm more powerful than you are" in Indonesian is…

  a. Aku merasa lebih kuat dari kamu c. Aku lebih kuat daripada kamu.

  b. Aku merasa lebih kuat daripada kamu d. Aku sekuat kamu

23. "Run away" is an idiom that means…

  a. Berlari di jalan   c. Berlari

  b. Berlari-lari   d. Melarikan diri.

24. "I'm not afraid of you" in Indonesian is…

  a. Aku tidak menakutimu   c. Aku tidak menakutkan

  b. Aku takut denganmu   d. Aku tidak takut denganmu.

25. "Jump up" is an idiom that means…

  a. Melompat-lompat.   c. Menendang-nendang

  b. Menginjak-injak   d. Menarik-narik

TRANSLATION ABILITY

(TEST)

Translation English Text into Indonesian Text

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

1. "A dove quickly plucked a leaf" in Indonesian is...

    a. Seekor angsa memetik sehelai daun

    b. Seekor angsa dengan cepat memetik sehelai daun.

    c. Seekor angsa mengambil sehelai daun

    d. Seekor angsa telah memetik sehelai daun

2. "A lion fail to catch a deer" in Indonesian is...

    a. Seekor serigala gagal menangkap seekor rusa

    b. Seekor serigala berhasil menangkap seekor rubah

    c. Seekor singa gagal menangkap seekor rubah

    d. Seekor singa gagal menangkap seekor rusa.

3. "Pick up" is an idiom that means...

    a. Mengambil.   c. Melepas

    b. Menendang   d. Menarik

4. "Took off" is an idiom that means...

    a. Menarik   c. Meminta

    b. Mengambil   d. Melepaskan

5. "Then, sing and dance for us now!" in Indonesian is...

    a. Kemudian, bernyanyi dan berdangsa sekarang!

    b. Kemudian, berdansa dan bernyanyilah untuk kita besuk!

    c. Lalu, bernyanyi dan berdangsalah untuk kita sekarang!.

    d. Lalu, bernyanyi dan berdangsalah sekarang!

6. "A boy walked on the road" in Indonesian is...

    a. Seorang laki-laki berjalan memutari jalan

    b. Seorang laki-laki berlari di jalan

    c. Seorang laki-laki berjalan di jalan.

d. Seorang anak berjalan di sepanjang jalan

7. "I'm cold and hungry" in Indonesian is…

   a. Aku dingin dan marah   c. Aku kedinginan dan marah

   b. Aku merasa dingin dan marah   d. Aku dingin dan lapar

8. "It looks like I will go hungry again" in Indonesian is…

   a. Itu terlihat seperti aku akan marah   c. kelihatannya aku akan marah lagi

   b. Itu terlihat seperti aku akan lapar lagi. d. Kelihatannya aku akan lapar

9. "Once upon a time" in Indonesian is…

   a. Pada suatu hari.   c. Pada sebuah waktu

   b. Pada saat   d. Pada saat itu

10. "He flew as high as he could" in Indonesian is…

   a. Dia terbang sangat jauh sesuai yang dia inginkan

   b. Dia terbang tinggi dan dia bisa

   c. Dia terbang setinggi mungkin

   d. Dia terbang setinggi yang dia bisa.

11. "He reached the broken oyster first" in Indonesian is…

   a. Dia meraih kerang yang pecah

   b. Dia mendapatkan kerang yang pecah itu

   c. Dia meraih kerang yang pecah itu terlebih dahulu.

   d. Dia pertama kali yang mendapatkan kerang pecah itu

12. "Looking for" is an idiom that means…

   a. Mencari.   c. Menonton

   b. Melihat untuk   d. Menyaksikan

13. "A wolf felt very silly" in Indonesian is…

   a. Seekor serigala merasa sangat bodoh.

   b. Seekor serigala yang sangat malang

   c. Seekor serigala yang begitu cerdik

   d. Seekor serigala merasa sanngat malu

14. "Came back" is an idiom that means…

   a. Datang   c. Kembali.

   b. Pergi   d. Meningalkan

15. "Pass by" is an idiom that means...

    a. Meninggalkan

    b. Jalan kecil

    c. Jalan pas

    d. Berlalu.

16. "My friend, May I offer you some good advice?" in Indonesian is...

    a. Temanku, bolehkah aku meminta beberapa saran?

    b. Kawanku, bolehkah aku meminta saranmu?

    c. Kawanku, bolehkah aku menawarkanmu beberapa saran bagus?.

    d. Kawanku, bolehkah aku memberi saran padamu?

17. "You will be able to have your meal" in Indonesian is...

    a. Kamu akan dapat makanan

    b. Kamu akan mempunyai cukup makanan

    c. Kamu akan bisa memasak makanan

    d. Kamu akan dapat memiliki makananmu.

18. "Knocking out" is an idiom that means...

    a. Mengetuk

    b. Memanggil

    c. Memukul habis.

    d. Menendang

19. "The donkey kicked him in the face" in Indonesian is...

    a. Keledai itu menendangnya di bagian muka.

    b. Keledai itu memukulnya di bagian muka

    c. Keledai itu menginjak mukanya

    d. Keledai itu memukul dengan mukanya

20. "Come on!" is an idiom that means...

    a. Jangan!

    b. Ayo!.

    c. Pergi!

    d. Datanglah!

21. "If your voice is as fine as your looks, you could be the Queen of the Birds!" in Indonesian is...

    a. Jika suaramu sebagus parasmu, kamu bisa menjadi seerang ratu burung.

    b. Jika suaramu bagus seperti penglihatanmu, kamu bisa menjadi ratu burung

    c. Jika suaramu bagus sesuai penglihatanmu, kamu bisa menjadi ratu burung

d. Jika suaramu sebagus penglihatanmu, kamu bisa menjadi seorang ratu burung

22. "I'm more powerful than you are" in Indonesian is…

a. Aku merasa lebih kuat dari kamu c. Aku lebih kuat daripada kamu.

b. Aku merasa lebih kuat daripada kamu   d. Aku sekuat kamu

23. "Run away" is an idiom that means…

a. Berlari di jalan

b. Berlari-lari

c. Berlari

d. Melarikan diri.

24. "I'm not afraid of you" in Indonesian is…

a. Aku tidak menakutimu

b. Aku takut denganmu

c. Aku tidak menakutkan

d. Aku tidak takut denganmu.

25. "Jump up" is an idiom that means…

a. Melompat-lompat.

b. Menginjak-injak

c. Menendang-nendang

d. Menarik-narik

Kelas : XI IPA 2

13

TRANSLATION ABILITY
(TEST)
Translation English Text into Indonesian Text

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

1. "A dove quickly plucked a leaf" in Indonesian is…
   a. Seekor angsa memetik sehelai daun
   b. Seekor angsa dengan cepat memetik sehelai daun.
   c. Seekor angsa mengambil sehelai daun
   d. Seekor angsa telah memetik sehelai daun

2. "A lion fail to catch a deer" in Indonesian is…
   a. Seekor serigala gagal menangkap seekor rusa
   b. Seekor serigala berhasil menangkap seekor rubah
   c. Seekor singa gagal menangkap seekor rubah
   d. Seekor singa gagal menangkap seekor rusa.

3. "Pick up" is an idiom that means…
   a. Mengambil.   c. Melepas
   b. Menendang   d. Menarik

4. "Took off" is an idiom that means…
   a. Menarik   c. Meminta
   b. Mengambil   d. Melepaskan

5. "Then, sing and dance for us now!" in Indonesian is…
   a. Kemudian, bernyanyi dan berdangsa sekarang!
   b. Kemudian, berdansa dan bernyanyilah untuk kita besuk!
   c. Lalu, bernyanyi dan berdangsalah untuk kita sekarang!.
   d. Lalu, bernyanyi dan berdangsalah sekarang!

6. "A boy walked on the road" in Indonesian is…
   a. Seorang laki-laki berjalan memutari jalan
   b. Seorang laki-laki berlari di jalan
   c. Seorang laki-laki berjalan di jalan.

d. Seorang anak berjalan di sepanjang jalan

7. "I'm cold and hungry" in Indonesian is…

    a. Aku dingin dan marah   c. Aku kedinginan dan marah

    b. Aku merasa dingin dan marah   d. Aku dingin dan lapar

8. "It looks like I will go hungry again" in Indonesian is…

    a. Itu terlihat seperti aku akan marah   c. kelihatannya aku akan marah lagi

    b. Itu terlihat seperti aku akan lapar lagi. d. Kelihatannya aku akan lapar

9. "Once upon a time" in Indonesian is…

    a. Pada suatu hari.   c. Pada sebuah waktu

    b. Pada saat   d. Pada saat itu

10. "He flew as high as he could" in Indonesian is…

    a. Dia terbang sangat jauh sesuai yang dia inginkan

    b. Dia terbang tinggi dan dia bisa

    c. Dia terbang setinggi mungkin

    d. Dia terbang setinggi yang dia bisa.

11. "He reached the broken oyster first" in Indonesian is…

    a. Dia meraih kerang yang pecah

    b. Dia mendapatkan kerang yang pecah itu

    c. Dia meraih kerang yang pecah itu terlebih dahulu.

    d. Dia pertama kali yang mendapatkan kerang pecah itu

12. "Looking for" is an idiom that means…

    a. Mencari.   c. Menonton

    b. Melihat untuk   d. Menyaksikan

13. "A wolf felt very silly" in Indonesian is…

    a. Seekor serigala merasa sangat bodoh.

    b. Seekor serigala yang sangat malang

    c. Seekor serigala yang begitu cerdik

    d. Seekor serigala merasa sanngat malu

14. "Came back" is an idiom that means…

    a. Datang   c. Kembali.

    b. Pergi   d. Meningalkan

15. "Pass by" is an idiom that means...

    a. Meninggalkan   c. Jalan pas

    b. Jalan kecil   d. Berlalu.

16. "My friend, May I offer you some good advce?" in Indonesian is...

    a. Temanku, bolehkah aku meminta beberapa saran?

    b. Kawanku, bolehkah aku meminta saranmu?

    c. Kawanku, bolehkah aku menawarkanmu beberapa saran bagus?.

    d. Kawanku, bolehkah aku memberi saran padamu?

17. "You will be able to have your meal" in Indonesian is...

    a. Kamu akan dapat makanan

    b. Kamu akan mempunyai cukup makanan

    c. Kamu akan bisa memasak makanan

    d. Kamu akan dapat memiliki makananmu.

18. "Knocking out" is an idiom that means...

    a. Mengetuk   c. Memukul habis.

    b. Memanggil   d. Menendang

19. "The donkey kicked him in the face" in Indonesian is...

    a. Keledai itu menendangnya di bagian muka.

    b. Keledai itu memukulnya di bagian muka

    c. Keledai itu menginjak mukanya

    d. Keledai itu memukul dengan mukanya

20. "Come on!" is an idiom that means...

    a. Jangan!   c. Pergi!

    b. Ayo!.   d. Datanglah!

21. "If your voice is as fine as your looks, you could be the Queen of the Birds!" in Indonesian is...

    a. Jika suaramu sebagus parasmu, kamu bisa menjadi seerang ratu burung.

    b. Jika suaramu bagus seperti penglihatanmu, kamu bisa menjadi ratu burung

    c. Jika suaramu bagus sesuai penglihatanmu, kamu bisa menjadi ratu burung

d. Jika suaramu sebagus penglihatanmu, kamu bisa menjadi seorang ratu burung

22. "I'm more powerful than you are" in Indonesian is...

a. Aku merasa lebih kuat dari kamu &. Aku lebih kuat daripada kamu.

b. Aku merasa lebih kuat daripada kamu   d. Aku sekuat kamu

23. "Run away" is an idiom that means...

a. Berlari di jalan   c. Berlari

b. Berlari-lari   d. Melarikan diri.

24. "I'm not afraid of you" in Indonesian is...

a. Aku tidak menakutimu   c. Aku tidak menakutkan

b. Aku takut denganmu   d. Aku tidak takut denganmu.

25. "Jump up" is an idiom that means...

a. Melompat-lompat.   c. Menendang-nendang

b. Menginjak-injak   d. Menarik-narik

APPENDIX 16
INSTRUMENTS OF READING HABIT QUESTIONNAIRE

Chandra Ade Saputra
007 / XI IPA 2

70

THE QUESTIONNAIRE OF READING HABIT
(TEST)

Pilihlah jawaban yang sesuai dengan menyilang (X) pilihan jawaban a, b, c, d, atau e pada pertanyaan-pertanyaan berikut!

1. Mata pelajaran bahasa inggris itu menyenangkan.
   a. Sangat Setuju   d. Tidak setuju (X)
   b. Setuju   e. Sangat tidak setuju
   c. Biasa saja

2. Membaca buku berbahasa Inggris itu menyenangkan.
   a. Sangat Setuju   d. Tidak setuju (X)
   b. Setuju   e. Sangat tidak setuju
   c. Biasa saja

3. Anda membaca setiap bacaan berbahasa inggris.
   a. Selalu   d. Jarang
   b. Sering   e. Tidak pernah
   c. Kadang-kadang (X)

4. Meluangkan waktu untuk membaca bacaan berbahasa inggris itu penting.
   a. Sangat Setuju   d. Tidak setuju
   b. Setuju   e. Sangat tidak setuju
   c. Biasa saja (X)

5. Membaca buku penunjang bahasa inggris lain jika mengalami kesulitan dalam mengerjakan tugas dari guru itu penting.
   a. Selalu   d. Jarang
   b. Sering   e. Tidak pernah
   c. Kadang-kadang (X)

6. Anda membaca buku berbahasa Inggris setiap hari.
   a. Selalu   d. Jarang
   b. Sering (X)   e. Tidak pernah
   c. Kadang-kadang

7. Anda mengunjungi perpustakaan sekolah untuk membaca buku berbahasa inggris setiap hari.
   a. Selalu   d. Jarang
   b. Sering (X)   e. Tidak pernah
   c. Kadang-kadang

8. Anda selalu mengulang bacaan buku pelajaran bahasa inggris.
   a. Selalu   d. Jarang
   b. Sering (X)   e. Tidak pernah

    c. Kadang-kadang

9. Anda menyediakan waktu perhari untuk membaca buku berbahasa Inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

10. Anda tertarik membaca setiap bacaan berbahasa Inggris yang anda temui.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

11. Menyempatkan waktu membaca bacaan bahasa inggris untuk menambah wawasan itu penting.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

12. Jika anda merasa kesulitan dalam memahami bacaan dalam bahasa inggris, anda segera mencari artinya.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

13. Kemampuan anda menerjemahkan membantu anda dalam bacaan berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

14. Kebiaaan membaca buku berbahasa inggris membantu anda meningkatkan prestasi sekolah anda.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

15. Anda memperhatikan guru anda ketika menerangkan isi teks barbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

16. Anda berusaha meningkatkan kebiasaan membaca teks berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

17. Dengan membaca anda merasa bertambah ilmu pengetahuan.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju

    ᵡ Biasa saja

18. Untuk menambah ilmu pengetahuan bahasa inggris, anda sering membaca buku berbahasa inggris.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    ᵡ Biasa saja

19. Anda senang jika guru memberi tugas untuk membaca teks berbahasa inggris.
    a. Selalu   d. Jarang
    ᵡ Sering   e. Tidak pernah
    c. Kadang-kadang

20. Anda berusaha keras mencari tahu jika tidak memahami sebuah bacaan berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    ᵡ Kadang-kadang

08 / XI IPA 2

52

THE QUESTIONNAIRE OF READING HABIT
(TEST)

Pilihlah jawaban yang sesuai dengan menyilang (X) pilihan jawaban a, b, c, d, atau e pada pertanyaan-pertanyaan berikut!

1. Mata pelajaran bahasa inggris itu menyenangkan.
   - a. Sangat Setuju
   - b. Setuju
   - c. Biasa saja ✗
   - d. Tidak setuju
   - e. Sangat tidak setuju

2. Membaca buku berbahasa Inggris itu menyenangkan.
   - a. Sangat Setuju
   - b. Setuju
   - c. Biasa saja ✗
   - d. Tidak setuju
   - e. Sangat tidak setuju

3. Anda membaca setiap bacaan berbahasa inggris.
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang ✗
   - d. Jarang
   - e. Tidak pernah

4. Meluangkan waktu untuk membaca bacaan berbahasa inggris itu penting.
   - a. Sangat Setuju ✗
   - b. Setuju
   - c. Biasa saja
   - d. Tidak setuju
   - e. Sangat tidak setuju

5. Membaca buku penunjang bahasa inggris lain jika mengalami kesulitan dalam mengerjakan tugas dari guru itu penting.
   - a. Selalu
   - b. Sering ✗
   - c. Kadang-kadang
   - d. Jarang
   - e. Tidak pernah

6. Anda membaca buku berbahasa Inggris setiap hari.
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang ✗
   - d. Jarang
   - e. Tidak pernah

7. Anda mengunjungi perpustakaan sekolah untuk membaca buku berbahasa inggris setiap hari.
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang
   - d. Jarang ✗
   - e. Tidak pernah

8. Anda selalu mengulang bacaan buku pelajaran bahasa inggris.
   - a. Selalu
   - b. Sering
   - d. Jarang
   - e. Tidak pernah

    ✗ Kadang-kadang

9.   Anda menyediakan waktu perhari untuk membaca buku berbahasa Inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

10. Anda tertarik membaca setiap bacaan berbahasa Inggris yang anda temui.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    ✗ Biasa saja

11. Menyempatkan waktu membaca bacaan bahasa inggris untuk menambah wawasan itu penting.
    a. Sangat Setuju   ✗ Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

12. Jika anda merasa kesulitan dalam memahami bacaan dalam bahasa inggris, anda segera mencari artinya.
    a. Selalu   d. Jarang
    b. Sering   ✗ Tidak pernah
    c. Kadang-kadang

13. Kemampuan anda menerjemahkan membantu anda dalam bacaan berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    ✗ Kadang-kadang

14. Kebiaaan membaca buku berbahasa inggris membantu anda meningkatkan prestasi sekolah anda.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   ✗ Sangat tidak setuju
    c. Biasa saja

15. Anda memperhatikan guru anda ketika menerangkan isi teks barbahasa inggris.
    a. Selalu   d. Jarang
    ✗ Sering   e. Tidak pernah
    c. Kadang-kadang

16. Anda berusaha meningkatkan kebiasaan membaca teks berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   ✗ Tidak pernah
    c. Kadang-kadang

17. Dengan membaca anda merasa bertambah ilmu pengetahuan.
    a. Sangat Setuju   ✗ Tidak setuju
    b. Setuju   e. Sangat tidak setuju

c. Biasa saja

18. Untuk menambah ilmu pengetahuan bahasa inggris, anda sering membaca buku berbahasa inggris.
   a. Sangat Setuju   d. Tidak setuju
   b. Setuju   e. Sangat tidak setuju
   c. Biasa saja

19. Anda senang jika guru memberi tugas untuk membaca teks berbahasa inggris.
   a. Selalu   d. Jarang
   b. Sering   e. Tidak pernah
   c. Kadang-kadang

20. Anda berusaha keras mencari tahu jika tidak memahami sebuah bacaan berbahasa inggris.
   a. Selalu   d. Jarang
   b. Sering   e. Tidak pernah
   c. Kadang-kadang

Zulkifli H

9 / XI IPA 2

63

THE QUESTIONNAIRE OF READING HABIT
(TEST)

Pilihlah jawaban yang sesuai dengan menyilang (X) pilihan jawaban a, b, c, d, atau e pada pertanyaan-pertanyaan berikut!

1. Mata pelajaran bahasa inggris itu menyenangkan.
   - a. Sangat Setuju
   - d. Tidak setuju
   - b. Setuju
   - e. Sangat tidak setuju
   - c. Biasa saja
2. Membaca buku berbahasa Inggris itu menyenangkan.
   - a. Sangat Setuju
   - d. Tidak setuju
   - b. Setuju
   - e. Sangat tidak setuju
   - c. Biasa saja
3. Anda membaca setiap bacaan berbahasa inggris.
   - a. Selalu
   - d. Jarang
   - b. Sering
   - e. Tidak pernah
   - c. Kadang-kadang
4. Meluangkan waktu untuk membaca bacaan berbahasa inggris itu penting.
   - a. Sangat Setuju
   - d. Tidak setuju
   - b. Setuju
   - e. Sangat tidak setuju
   - c. Biasa saja
5. Membaca buku penunjang bahasa inggris lain jika mengalami kesulitan dalam mengerjakan tugas dari guru itu penting.
   - a. Selalu
   - d. Jarang
   - b. Sering
   - e. Tidak pernah
   - c. Kadang-kadang
6. Anda membaca buku berbahasa Inggris setiap hari.
   - a. Selalu
   - d. Jarang
   - b. Sering
   - e. Tidak pernah
   - c. Kadang-kadang
7. Anda mengunjungi perpustakaan sekolah untuk membaca buku berbahasa inggris setiap hari.
   - a. Selalu
   - d. Jarang
   - b. Sering
   - e. Tidak pernah
   - c. Kadang-kadang
8. Anda selalu mengulang bacaan buku pelajaran bahasa inggris.
   - a. Selalu
   - d. Jarang
   - b. Sering
   - e. Tidak pernah

    c. Kadang-kadang

9. Anda menyediakan waktu perhari untuk membaca buku berbahasa Inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

10. Anda tertarik membaca setiap bacaan berbahasa Inggris yang anda temui.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

11. Menyempatkan waktu membaca bacaan bahasa inggris untuk menambah wawasan itu penting.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

12. Jika anda merasa kesulitan dalam memahami bacaan dalam bahasa inggris, anda segera mencari artinya.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

13. Kemampuan anda menerjemahkan membantu anda dalam bacaan berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

14. Kebiaaan membaca buku berbahasa inggris membantu anda meningkatkan prestasi sekolah anda.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju
    c. Biasa saja

15. Anda memperhatikan guru anda ketika menerangkan isi teks barbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

16. Anda berusaha meningkatkan kebiasaan membaca teks berbahasa inggris.
    a. Selalu   d. Jarang
    b. Sering   e. Tidak pernah
    c. Kadang-kadang

17. Dengan membaca anda merasa bertambah ilmu pengetahuan.
    a. Sangat Setuju   d. Tidak setuju
    b. Setuju   e. Sangat tidak setuju

c. Biasa saja

18. Untuk menambah ilmu pengetahuan bahasa inggris, anda sering membaca buku berbahasa inggris.

    a. Sangat Setuju   d. Tidak setuju

    b. Setuju   e. Sangat tidak setuju

    c. Biasa saja

19. Anda senang jika guru memberi tugas untuk membaca teks berbahasa inggris.

    a. Selalu   d. Jarang

    b. Sering   e. Tidak pernah

    c. Kadang-kadang

20. Anda berusaha keras mencari tahu jika tidak memahami sebuah bacaan berbahasa inggris.

    a. Selalu   d. Jarang

    b. Sering   e. Tidak pernah

    c. Kadang-kadang

APPENDIX 17
INSTRUMENTS OF WRITING SKILL TEST

No.
Nama: Fajri Liyadina Putri
Date
Kelas: XI IPA 1

90

My Idol Avril lavigne

I like singer and my favorite singer is Avril lavigne. She is my idol because I like her song and my most favorite is Avril lavigne. Avril Ramona lavigne was born 27 September 1984. She is a Canadian singer-song writer and acress. She was born in Belleville, Ontario and spend most of her youth in the town of Greater napanee. Avril lavigne has made so many album, I collect all of her album, my favorite album is Lets go, It is the first album from avril lavigne.

Nama: Lutfiah Fatmawati
Kelas: XI IPA ii

No.
Date:

Taylor Swift

My idol is Taylor Swift. She is a singer.
I like her because she is very beatiful
and inspiring. She has a very good voice.
Taylor swift was born on December 13, 1989
in USA. I love Taylor swift. She is
my inspiration and role model. One of
my dreams is to meet her. I love how
she changes in some ways but never forgets
who she is. She never forget her the essence
of her sparkle like her quotes says "never
forget the essence of your sparkle.

Name: Mei Handayani
Kelas: XI IPA ii

my living room   70

There are many living room in our house. One of them
is living room. living room is one of them most important
room in our house. In living room there are many chair and
table. My father put a picture on the wall. My father also
put some plants in the room. There are so many books below
the table.

APPENDIX 18
SILABUS

Mata Pelajaran   : BAHASA INGGRIS-WAJIB

Kelas   : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung	**Teks ilmiah faktual (***factual report***) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam**, *Fungsi sosial* - Mengamati alam	**Mengamati** • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda,	- Menulis paparan ilmiah mengenai benda,binatang dan gejal/ peristiwa alam *Struktur* - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with .... - Penggambaran mengenai bagian, sifat dan tingkah lakunya *Unsur kebahasaan* - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam	**Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. **Mengeksplorasi** Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok	• Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar		- www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	- Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	**Komunikasi** • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	• Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan	Teks eksposisi analitis *Fungsi Sosial* Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab *Struktur teks* a. Menyebutkan pokok	**Mengamati** • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://american english.state.g

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
komunikasi fungsional 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	permasalahan terhadap sesuatu yang hangat dibicarakan b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut *Unsur Kebahasaan*: - Kalimat Simple Present - Conditional Clauses - Modals	antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio**		ov/files/ae/res ource_files - http://learnengl ish.britishcoun cil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal'	• Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	**Teks biografi pendek dan sederhana tentang tokoh terkenal** *Fungsi Sosial* Meneladani, membanggakan,	**Mengamati** • Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya. 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal	bertindak teratur, teliti dan disiplin, melaporkan *Struktur* a. Menyebutkan tindakan/ peristiwa/kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur Kebahasaan* - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.	• Siswa mengamati keteladanan dari teks biografi yang dipelajari. • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut	• Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Sasaran penilaian adalah: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar		- www.dailyengli sh.com - http://american english.state.g ov/files/ae/res ource_files - http://learnengl ish.britishcoun cil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	- Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs	• Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal'	• Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		

APPENDIX 19
THE STUDENT'S PICTURE