

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Reading

###### a. Definition of Reading

Reading activities are becoming increasingly important, along with the development of an increasingly advanced era. Especially in the world of education, reading can help students learn new things, broaden their horizons, and think broadly. Reading is one of the most important academic skills that students need to be a source of knowledge. There are many professional definitions of the act of reading, given its rather complex nature. Experts have defined what reading is; some statements will be presented below. Cline et al., define reading as the process of extracting meaning from written material. For those who need assistance with decoding, there are adaptations like braille or auditorization. Readers' tactics and knowledge, the text's nature, the context, and their reading goals all influence how well they understand a text.<sup>1</sup>

Additionally, according to Fitriani and Nurjamaludin, reading is an activity that seeks to extract different information from written works. Reading is an activity that involves comprehending and interpreting significant symbols or written signs to understand the message being sent by the author. Reading is not just looking at a collection of letters that have formed words, phrases, paragraphs, and discourse.<sup>2</sup> According to Rosli & Fadhilah et al.,

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<sup>1</sup> Frederick Cline, Christopher Johnstone, and Teresa King, "Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP Goal 1).," *National Accessible Reading Assessment Projects*, 2006, <https://eric.ed.gov/?id=ED506575>.

<sup>2</sup> Liswina Fitriani and Muhammad Nurjamaludin, "Efektivitas Model Cooperative Integrated Reading And Composition (CIRC) Untuk Meningkatkan Kemampuan Membaca Pemahaman Cerita Fiksi," *Bale Aksara: Jurnal Pendidikan Sekolah Dasar* 1, no. 1 (2020),

reading is seen as a process, a way of thinking, and a type of genuine experience that requires a variety of sophisticated skills, including the capacity to comprehend written words, scan for information, and then possibly read extensively.<sup>3</sup>

Based on the above opinion, can be concluded that reading is a process to obtain information contained in a reading, by understanding the contents of the reading carefully so that the reader can obtain the message intended by the author.

## **b. Types of Reading**

### **1) Types of Reading Based on the Method**

There are several types of reading that a person can do. In terms of whether or not the reader's voice is audible, the reading process is divided into reading aloud and reading silently. Tarigan states that reading aloud is an activity that is a tool for teachers, students, or readers together with other people or listeners to capture and understand the author's information, thoughts, and feelings. Reading aloud is reading silently. Furthermore, it says that reading silently can be divided into two, namely (a) extensive reading and (b) intensive reading.<sup>4</sup> Both types of reading have their parts. These divisions are as follows:

- a) Extensive reading is reading as much text as possible in the shortest possible time. The purpose of extensive reading is to understand important content quickly and efficiently. Extensive reading includes (1)

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<https://scholar.archive.org/work/rmjyjf5djvcjvldxgput3nekam/access/wayback/https://journal.institutpendidikan.ac.id/index.php/baleaksara/article/download/737/570>.

<sup>3</sup> Nur Azmin Rosli et al., "The Determination of Reading Habits among Students: A Concept," *International Journal of Academic Research in Business and Social Sciences* 7, no. 12 (2017): 791–98.

<sup>4</sup> Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: CV. Angkasa, 2008).

survey reading, (2) skimming, and (3) superficial reading.

- b) Intensive reading includes content analysis and language analysis. Reading content analysis is divided based on the following (1) careful reading, (2) reading comprehension, (3) critical reading, and (4) reading idea. Reading language analysis includes reading language and reading literature.

## 2) Types of Reading Based on Purpose

According to Aizid the types of reading based on their purpose are as follows:<sup>5</sup>

- a) Intensive Reading

Intensive reading is a careful reading to understand the entire content of the text (book) in depth and detail. Thus, this type of intensive reading is very suitable for those whose purpose of reading is to obtain very detailed and comprehensive information or knowledge from a book.

- b) Critical Reading

Critical reading is reading that looks at the author's motives and assessing them. So, the reader does not just read but also thinks about the issues discussed by the writers in the book. Critical reading applies to nonfiction texts in the form of forward writing or statements. Reading criticism is quite a strenuous type of reading and involves more effort than just understanding something the writer has said. Critical reading also requires questioning, evaluating the author's statements, and forming your opinions about them. The purpose of critical reading

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<sup>5</sup> Rizem Aizid, *Bisa Baca Secepat Kilat (Super Quick Reading)* (Jogjakata: Buku Biru, 2011).

is to find the facts contained in the reading text, and then provide an assessment of it. In critical reading, what you need to remember is the main idea.

c) **Speed Reading**

Speed reading is a reading activity that focuses on the speed of understanding the content of reading quickly and precisely in a relatively short time. Speed reading can be when you take the main idea and outline only. In this case, time must be considered and utilized as well as possible.

d) **Technical Reading**

Technical reading is a reading activity using sound. In short, technical reading is reading aloud. This type of reading is often used by teachers when teaching their students in class.

It is clear that reading techniques are divided into two based on how to use them, and then there are four techniques based on the purpose of reading. Thus, we can read according to our needs; for example, intensive reading to understand the entire text being read, with the types of reading, we can read according to our needs.

**c. Purpose of Reading**

According to Tarigan there are 7 purposes of reading. The seven purposes are as follows:<sup>6</sup>

**1) Obtaining details or facts**

Acquiring details or facts in reading refers to the ability to find and understand details or factual information contained in the text we read. By mastering the ability to read for details or facts, readers can become more effective and gain a deeper understanding of the topic they are reading about.

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<sup>6</sup> Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*.

**2) Obtaining main ideas**

Acquiring main ideas in reading refers to the ability to identify and understand the main concepts or ideas conveyed in the text we read. Understanding the main ideas is very important as it helps to acquire a more comprehensive understanding of a text. Knowing the main ideas allows us to make better connect information, identify relationships between concepts, and form an overall picture of the topic under discussion.

**3) Knowing the sequence or order, the organization of the story**

Knowing the order or structure of story organization in reading refers to the ability to identify and understand how a story or text is structured chronologically or logically. Recognizing the order or organization of a story is very important as it helps in understanding the context and following the narrative progression. Knowing how the story is organized allows you to see cause-and-effect relationships between events, identify the culmination or climax of the story, and understand the author's message or purpose. Mastering the ability to read for story order or structure allows the reader to better understand the plot and enjoy the reading experience.

**4) Reading aims to infer the content contained in the reading**

Reading for inference refers to the ability to draw conclusions or summarize the information contained in the text. When one reads to infer the content of the reading, one tries to understand and summarize the most important ideas or information in the text. By summarizing the content of the reading, one can identify the principal thoughts or messages that the author wants to convey.

**5) Classify or classify types of reading**

Classifying or classifying types of reading (reading to classify) is the ability to identify and divide literature into categories or groups based on particular characteristics. Classifying types of reading is relevant because it can help in understanding and organizing information better and classifying types of reading help in selecting reading that suits one's interests or needs. In addition, it also helps in developing a better understanding of different genres and types of reading.

**6) Assess or evaluate the content of discourse or reading**

Assessing or evaluating the content of discourse or reading is the ability to criticize, analyze, and provide an assessment of the information contained in a text. It helps us to develop a more critical and in-depth understanding of a reading.

**7) Comparing or contrasting the content of reading with real-life**

Comparing or contrasting reading content with real life is the ability to find similarities and differences between information in a text and situations or experiences we encounter in everyday life. Comparing or contrasting the content of reading with real life, can help us link theory with practice and see the relevance of what we learn in everyday life.

**2. Reading Comprehension****a. Definition of Reading Comprehension**

According to Pardo, reading comprehension is how the reader interacts with the text to construct meaning by using a mixture of information from the text, past knowledge and experience, and the reader's



perspective on the text.<sup>7</sup> Woolley defines comprehension reading as the process of determining the meaning of a text. Therefore, the goal is to understand what is described in the text as a whole rather than trying to infer its meaning from a few isolated words or sentences.<sup>8</sup>

Furthermore, Broek & Espin say that reading comprehension is a sophisticated combination of impulsive and deliberate cognitive processes that enables the reader to create a mental picture of the text.<sup>9</sup>

On the other hand, Meliani et al. defines reading comprehension as an activity that reconstructs the reader's knowledge, directing the reader to critically interpret and analyze every part of the text to understand the actual reading content.<sup>10</sup>

Based on the theory described above, reading comprehension is the ability of readers to understand a text as a whole by interpreting the information intended by the author and building meaning from what they have read.

## **b. Component of Reading Comprehension**

The reading comprehension skill has some components. Each of the components has a distinct quality. Olviyanti et al. said five components could

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<sup>7</sup> Laura S. Pardo, "What Every Teacher Needs to Know About Comprehension," *The Reading Teacher* 58, no. 3 (November 2004): 272–80, <https://doi.org/10.1598/RT.58.3.5>.

<sup>8</sup> Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011), 15–16.

<sup>9</sup> Paul Van Den Broek and Christine A. Espin, "Connecting Cognitive Theory and Assessment: Measuring Individual Differences in Reading Comprehension," ed. Matthew K. Burns, *School Psychology Review* 41, no. 3 (September 1, 2012): 315–25, <https://doi.org/10.1080/02796015.2012.12087512>.

<sup>10</sup> Meilani Harfika Sari et al., "Understanding the Level of Students' Reading Comprehension Ability," preprint (Open Science Framework, May 2, 2020), <https://doi.org/10.31219/osf.io/mr62t>.

help students read carefully.<sup>11</sup> The following are the five components of reading comprehension:

1) Finding the Main Idea

The main idea is the part that must be stated in a text or paragraph because it is the most essential part. Finding the main idea will make it easier for readers to understand the text, not only understanding but also helping readers remember the content of the reading.

2) Finding Factual Information

Factual information is the process of reading selectively so that the reader can find specific details in the text. Factual information questions are prepared for the reader with 5W-1H questions.

3) Finding the Meaning of Vocabulary in Context

Readers must determine the meaning of vocabulary words and phrases from the text. One will come up with some words or phrases while reading literature. Naturally, each term or word has significance when used in isolation; nevertheless, readers should avoid defining every word or phrase they encounter in reading comprehension because particular words or phrases may have a different meaning when combined with other words. As a result, understanding its meaning is crucial to understanding the author's original message.

4) Identifying References

A reference term is a word or phrase used again after already being used. In most cases, readers can refer to it rather than repeat it. Referent words are typically relatively brief pronouns used frequently, such as she, he, it, and they. Understanding the use of referent

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<sup>11</sup> Ika Olviyanti, Rismaya Marbun, and Zainal Arifin, "An Analysis on the Ability Comprehending a Reading Text by the Sixth Year Students," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 4, no. 1 (2015), <http://dx.doi.org/10.26418/jppk.v4i1.8523>.



terms and being aware of their function in the reading text can aid students in understanding the text's entire content. Additionally, it helps to prevent misinterpretation or misunderstanding of the reading's subject matter.

5) Making Inference from Reading Text

Inference is the final element of reading comprehension. A thought notion that is implied or not explicitly stated in the text is known as an inference. It allows readers to make conclusions from the text's content.

**c. Strategies of Reading Comprehension**

According to McNamara (as mentioned in the journal Maharani and Budiasih), strategies for reading comprehension are cognitive acts or behaviors that try to enhance several features of reading comprehension in specific situations.<sup>12</sup> Maharani and Budiasih also explain some strategies for reading comprehension.

1) Identify the reading's goal.

Clarify your reading goal before you begin compelling reading. Readers must understand and be prepared to pinpoint the aim they are task in this section. This method is crucial because it enables students to quickly locate the information they seek in the text and eliminate any information that might distract from the search.

2) Analyze the text's significant points by skimming.

The reader quickly scans the text to get the main ideas of the reading text. Readers who skim texts can better anticipate the main topic's purpose, the reading's message, and perhaps

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<sup>12</sup> Maharani Dyah Ayu Setiawati and Budiasih Budiasih, "STRATEGIES ON TEACHING READING COMPREHENSION FOR THE JUNIOR HIGH SCHOOL STUDENTS DURING THE COVID-19 PANDEMIC," *International Journal of Research on English Teaching and Applied Linguistics* 2, no. 2 (February 13, 2022): 15–25, <https://doi.org/10.30863/ijretal.v2i2.2451>.

even a few ideas that expand upon or support the text.

3) Implement semantic mapping or clustering.

Readers can arrange their thoughts or minimize reading clutter using semantic mapping techniques or meaningful clustering. Though students can create semantic maps independently, productive collaboration strategies motivate them to work harder.

4) Guess when you are not certain.

The teacher can help students develop correct comprehension by making guessing games. Students' reading comprehension skills are excellent when they can comprehend the guesses in the reading.

5) Disconnect actual meaning from suggested meaning.

Top-down talents must be applied in this situation. Literals and syntax cannot always translate into a tongue. The indicated meaning should typically result from pragmatic information processing that is pragmatic. Many pupils struggle to distinguish between literal and inferred concepts because of their limited vocabulary, pragmatic knowledge, and syntactic proficiency. This tactic can assist students in developing their comprehension of both language analysis and literal senses.

6) Focused on discourse creators to process connection

Several discussion makers in English point to the connection between concepts presented through phrases, clauses, and sentences in the reading text. Understanding that is so apparent can boost reading efficiency for readers. Such thorough knowledge can increase reading efficiency for readers.

## B. Translation Ability

### 1. Definition Of Translation

Munday said that translation is a phenomenon that has a major effect on everyday life.<sup>13</sup> According to Lawrence, translation is the method of replacing the chain of signifiers that compose the text in the original tongue with a chain of signifiers in the target language that the translator provides based on interpretation.<sup>14</sup> Furthermore, Newmark defines translation as a skill that aims to convey a text's meaning, idea, or message from one language into a different language.<sup>15</sup> Following this procedure, many considerations focus on the correctness, transparency, and purity of the translation's meaning, ideas, or messages. It means that it is essential to review whether the readers of the target text will receive the same information as those who will read the source text.

Furthermore, Bassnett says that rendering a text from a source language (SL) into a target language (TL) is generally understood as translation. This ensures that (1) the two languages' surface meanings are roughly similar and (2) the SL's grammatical structures are retained as closely as possible without seriously distorting the TL's grammatical structures.<sup>16</sup> Similarly, Hatim and Munday interpreted translation as the technique of having a written text translated from one language (SL) to another (TL) in a particular sociocultural setting.<sup>17</sup>

Translating entails recreating the message from the source language into the target language by finding a meaning similar to the target language as possible. Therefore, the translation should not alter the source language's meaning.

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<sup>13</sup> B. Hatim and Jeremy Munday, *Translation: An Advanced Resource Book*, Routledge Applied Linguistics (London ; New York: Routledge, 2004), 3–4.

<sup>14</sup> Lawrence Venuti, *The Translator's Invisibility: A History of Translation*, 2nd ed (London: Routledge, 2008), 50–51.

<sup>15</sup> Peter Newmark, *Approaches to Translation*, 1st ed, Language Teaching Methodology Series (Oxford ; New York: Pergamon Press, 1981), 21–24.

<sup>16</sup> Susan Bassnett, *Translation Studies*, 3rd ed (London: Routledge, 2002), 24–25.

<sup>17</sup> Hatim and Munday, *Translation*, 5–7.

## 2. Process Of Translation

The translator must understand the process of translating a text from one tongue into another. Nida and Taber described the translation process as having three parts.<sup>18</sup>

### a. Analysis

Firstly, in the analytical process, the translator can analyze the meaning of the text structurally as given in the source language, has knowledge of the linguistic structure of the source language, and the target language must be understood and mastered by the translator. The translator must also be able to analyze the meaning of the relationship between words and word combinations. In this analytical process, the translator must also know the meaning of complex vocabulary, strange words, clauses, connotative meanings, idioms, etc.

### b. Transfer

Second is the transfer stage. In this stage, the material or message that has been analyzed and understood meaning is processed by the translator in his mind and transferred from the source language into the target language. In transferring messages from one language to another, the translator tries to replace some meanings from the source language with the target language without changing the meaning. The translator must be careful in this process because assembling and rearranging sentences from the original to the target language is difficult. There will always be some "loss" of semantic content during translation, but this should be kept to a minimum. The following areas see the most content transfer issues: (1) Idioms, (2) symbolic meanings, and (3) changes to the meaning's core concepts are the first three. (4) Generic and specific meanings. (5) Pleonastic expressions, (6) Special Formulas, (7) Redistribution of Semantic

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<sup>18</sup> Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation* (Leiden ; Boston, MA: Brill, 2003), 32–164.

Components, and (8) Contextual Conditioning Provision.

c. Restructuring

Third, the restructuring process. In this process, the translator tries to find the right words, expressions, and sentence structures in the target language so that the source text's content, meaning, and message can be fully conveyed in the target language.

### 3. Translation Evaluation

According to Nababan, a quality translation must fulfill several aspects, such as accuracy and acceptability, to minimize ambiguity in the translation.<sup>19</sup> In addition, Nababan proposes evaluation standards to measure translation quality.

a. Accuracy

The first aspect of translation evaluation is accuracy. Accuracy is an important part of the translation assessment process. Nababan said that the accuracy process is a concept used in translation evaluation to determine the equivalence between the source text and the target language text at the level of meaning. The translation will be said to be accurate if the meaning or message in the target text is balanced with the source text, without any addition or subtraction of information from the source language (ST) into the target language (TT). Moreover, vice versa the translation will be said to be less accurate if it accidentally reduces or adds information that is not available in the source text.

b. Acceptability

The second aspect of a quality translation is acceptability. Acceptability is a target audience approach where the translation follows the norms of the target language (TL) and culture. According to Fadhiluddin, acceptability is a translator's approach

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<sup>19</sup> Mangatur Nababan and Ardiana Nuraeni, "PENGEMBANGAN MODEL PENILAIAN KUALITAS TERJEMAHAN," *Kajian Linguistik dan Sastra* 24, no. 1 (n.d.).

that focuses on target readers who follow the language and cultural norms of the target language,<sup>20</sup> reinforced by Nababan, who said that the concept of acceptability refers to whether the meaning of the translation has been expressed following the rules, norms, and culture of the target language. Acceptability is very important because even if the translation is accurate in content and meaning, the target reader will still reject the translation if the wording or sentences are contrary to the target language's rules, norms, and culture.

## C. Correlation

### 1. Definition of Correlation

According to Marrison, correlation involves collecting two sets of data, one of which will be retrospective, with a view to determining the relationship between the two.<sup>21</sup> Johnson says the correlational coefficient is a numerical indicator indicating the degree and direction of a relationship between two variables.<sup>22</sup> Furthermore, Lodico et al. said that correlation is quantitative research to show the relationship between two or more variables.<sup>23</sup> Please be aware that correlation research is non-experimental research, where researchers do not modify or control like experimental research. Therefore, correlation research requires data collection to determine whether two or more variables are related.<sup>24</sup>

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<sup>20</sup> Muhammad Fadhiluddin, "Acceptability of the Translation Results of the Funktionsverbgefüge Translated by Students of the Department of German Literature, Universitas Negeri Malang," *Journal DaFIna-Journal Deutsch Als Fremdsprache in Indonesien* 4, no. 1 (2020): 21–30.

<sup>21</sup> Louis Cohen, Lawrence Manion, dan Keith Morrison, *Research methods in education*, 6th ed (London ; New York: Routledge, 2007), 265–66.

<sup>22</sup> Burke Johnson, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, Fifth edition (Thousand Oaks, Calif: Sage Publications, 2014).

<sup>23</sup> Marguerite G. Lodico, Dean T. Spaulding, dan Katherine H. Voegtle, *Methods in educational research: from theory to practice*, 1st ed (San Francisco, CA: Jossey-Bass, 2006), 214–27.

<sup>24</sup> Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*, Revisi (Jakarta: Bumi Aksara, 2018).



It can be concluded that correlation is research used to determine the relationship between two or more variables, whether or not they are related. Correlation reduces the range of uncertainty. It means that correlation can provide a clear idea of the uncertainty between two or more variables.

**2. Types of Correlational Design**

The proper application of the correlation coefficient type relies on the types of variables being researched. Two primary forms of correlation coefficients are Pearson's product-moment correlation coefficient and Spearman's rank correlation coefficient.<sup>25</sup>

a. Pearson's product-moment correlation coefficient

Pearson's product-moment correlation coefficient is denoted as  $\rho$  for a population parameter and as  $r$  for a sample statistic. It is used when both variables being studied are normally distributed. This coefficient is affected by extreme values, which may exaggerate or dampen the strength of the relationship, and is therefore inappropriate when either or both variables are not normally distributed. For a correlation between variables  $x$  and  $y$ , the formula for calculating the sample Pearson's correlation coefficient is given by

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

Where  $x_i$  and  $y_i$  are the values of  $x$  and  $y$  for the  $i$ th individual.

b. Spearman's rank correlation coefficient

Spearman's rank correlation coefficient is denoted as  $\rho_s$  for a population parameter and as  $r_s$  for a sample statistic. It is appropriate when one or both variables are ordinal or skewed, and it is reliable when there are extreme values. The

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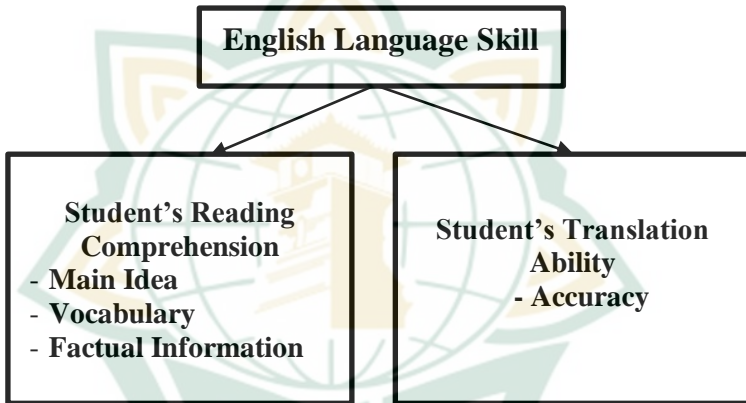
<sup>25</sup> Mavuto M. Mukaka, "A guide to appropriate use of correlation coefficient in medical research," *Malawi medical journal* 24, no. 3 (2012): 69–71.

formula for computing the sample Spearman's correlation coefficient for a correlation between variables x and y is provided by

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where (*d<sub>i</sub>*) is the difference in ranks for x and y.

**D. Theoretical Framework**



The conceptual framework above illustrates the research process that the researcher will conduct. The researcher conducted a correlational study explaining students' translation ability and reading comprehension. As described above, students' ability to translate English into Indonesian is based on accuracy, while students' comprehension is focused on the main idea, vocabulary, and factual information.

This study used quantitative methods to determine the correlation between translation skills and students' reading comprehension. Meanwhile, to measure students' abilities, researchers used translation tests and reading tests.

**E. Review of Previous Study**

**Table 2.1 Review of Previous Study**

No	Researchers	Title	The Result	Similarities	Differences
1	Dermawan Budiyanto <sup>26</sup>	The Correlation Between Translation Ability and Reading Habit Toward Writing Ability	There are three results in this study, the first hypothesis shows that the correlation coefficient between the ability of translation (X1) and the writing ability (Y) of students is higher than 0 ( $0.9083 > 0$ ), and the linear regression shows that t count is higher as t (table) $10.415 > 2.069$ . The second hypothesis indicates that the correlation coefficient between students' reading habits (X2) and skills (Y) is higher than 0 ( $0.6939 > 0$ ), and the linear regression shows that t count is higher than t table ( $4.621 > 2.069$ ). Furthermore,	It has the same goal of finding whether there is a significant relationship between reading comprehension and translation ability.	There are differences between this research and previous research conducted by Dermawan, namely in the research variables the previous research had two X variables and one Y variable, while this study only has one X and Y variable.

<sup>26</sup> Dermawan Budiyanto, "THE CORRELATION BETWEEN TRANSLATION ABILITY AND READING HABIT TOWARD WRITING ABILITY," *Jurnal Didasciein Bahasa* 4, no. 2 (2019).

No	Researchers	Title	The Result	Similarities	Differences
			<p>the third hypothesis indicates that the correlation coefficient (<math>r_{yx1x2}</math>) between students' translation skills (X1), reading skills (X2) writing skills (Y) is higher than 0 (<math>0.8304 &gt; 0</math>), and the linear regression shows that t count is higher than t table (<math>24.443 &gt; 3.44</math>). Translation and reading habits are good indicators of students' writing skills.</p>		
2	Elsa Fadica Rahemi dan Havid Ardi <sup>27</sup>	The Correlational between Reading Comprehension and Translation Ability: A Correlational Study on Fourth Year Students at English Department of UNP	The results of this study showed that $r$ count ( $0.677 > r$ table ( $0.355$ )). The hypothesis was tested using the t-test formula and found that t-observed ( $4.952 > t$ -table ( $1.699$ ))	There is a similarity of research with the observation that Rahemi and Ardi performed, namely having two variables that investigate whether there is a significant relationship between	The research that Rahemi and Ardi did was carried out at the university, but the researchers did it in high school. That means the population

<sup>27</sup> Elsa Fadica Rahemi dan Havid Ardi, "The Correlational between Reading Comprehension and Translation Ability: A Correlational Study on Fourth Year Students at English Department of UNP.," *Online Submission* 1, no. 2 (2013): 178–86.

No	Researchers	Title	The Result	Similarities	Differences
			with $df=n-2$ (29) at a significance level of 0.05. In summary, the research hypothesis that a significant relationship exists between students' reading comprehension and translation is accepted	reading comprehension and translation ability.	in the study is different.
3	Urai Salam dan Iwan Supardi <sup>28</sup>	A Correlational Study Of Reading Comprehension With Translation Ability	A positive correlation was found between reading comprehension and translation ability because the data analysis showed that the calculated $r$ (0.897) was higher than the $r$ value in the table (0.462). The hypothesis was tested using the $t$ -test formula, and the observed $t$ -value of 10.61 was higher than the $t$ -value in the table, which is 2.46, with $df=n-2$ at the significance	It has similarities in gathering data, i.e., using both read-understanding tests and translation skills.	There is a difference in the division of tests if the research carried out by Urai and Supardi is shared online and the researchers share the questions offline.

<sup>28</sup> Riesma Dwi Mardhiati, Urai Salam, dan Iwan Supardi, "A correlational study of reading comprehension with translation ability," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)* 5, no. 5 (2016).

No	Researchers	Title	The Result	Similarities	Differences
			level of 0.01. The research hypothesis stating that there is a positive correlation between students' reading comprehension and their translation skills is accepted		

**F. Hypothesis**

A hypothesis is a brief statement about the relationship between two or more variables under study. Based on the research question, the researcher has two hypotheses. They were:

1. Alternative Hypothesis (H1)

A significant correlation exists between reading comprehension and translation ability in eleventh-grade students at MA NU Ibtidaul Falah Dawe, Kudus

2. Null Hypothesis (H0)

There is no significant correlation between reading comprehension and translation ability in eleventh-grade students at MA NU Ibtidaul Falah Dawe, Kudus