THE CORRELATIVE STUDY BETWEEN READING ACHIEVEMENT TOWARD TRANSLATION MASTERY FOR THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF TEACHER TRAINING AND EDUCATION FACULTY IN THE ACADEMIC YEAR OF 2014/2015

GRADUATING PAPER
Submitted to the Board of Examiners as a partial fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam(S.Pd.I) English Education Department of Teacher Training and Educational Faculty
State Institute for Islamic Studies (IAIN) of Salatiga

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DECLARATION

Hereby the writer declares that this graduating paper is made by the writer herself, and it is not containing materials written and has been published by other people and other people’s ideas except the information from the references.

The writer is capable to be responsible for his graduating paper if in the future, it can be proved of containing others’ idea or in fact, the writer imitates the others’ graduating paper.

Thus, the declaration is made by the writer and she hopes that this declaration can be understood well.

Salatiga, March 14th 2016
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ATTENTIVE COUNSELOR’S NOTE
Case: Umi Arifah’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr. wb.

After reading and correcting Umi Arifah’s graduating paper entitled “THE CORRELATIVE STUDY BETWEEN READING HABIT TOWARD TRANSLATION MASTERY FOR THE FOURTH SEMESTER OF ENGLISH EDUCATIONAL FACULTY OF STATE ISLAMIC STUDIES INSTITUTE SALATIGA IN THE ACADEMIC YEAR OF 2014/2015”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

Counselor,

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GRADUATING PAPER


WRITTEN BY:
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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute of Islamic Studies (IAIN) Salatiga on Thursday, March 31st 2016, and hereby considered to complete the requirements for the degree of Sarjana pendidikan Islam (S.Pd.I) in English and Education.

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Salatiga,
Dean of Teacher Training and Education Faculty

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NIIP. 19670121 199093 1 002

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MOTTO

“I am thankful to all those who said NO to me, it’s because of them I did it myself”

-Einstein-
DEDICATION

This graduating paper is whole-heartedly dedicated to:

- Allah SWT, My Lord My God Almighty thanks for guiding me to face everything in this extraordinary world.
- My beloved father Rohmad and mother Ngatiyem. Thanks for love, patience and motivation you have given to me.
- My beloved family, my sibling (Jazuli, Sugiyarti, and Arif Rahman) Thanks for your support, kindness, togetherness
- My beloved family of PP Edi Mancoro and PP Al-Huda
- All of my friends, in English Department 2011, especially TBI C thanks for togetherness.
- My dearest friend Ahmad Arba Author, thanks for everything you have given to me.

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Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this paper would not be finished without those supports, advices, guidance, helps and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

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Salatiga, March 14th 2016

The Writer

Umi Arifah

113 11 075
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ABSTRACT

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Counselor: Sari Famularsih, S.Pd.I, M.A.

The objectives of this research are, to know about the students’ reading habit, students’ mastery in translation, and to find out the correlation between reading habit toward translation for the fourth semester students of English Education Department. The type of the research is quantitative research. It is focuses on the analysis with numerical data that is commonly proceed by statistical formula. The writer uses questionnaire to know the students reading habit and use text to be translated by the students to measure the students’ mastery in translation. After doing the research, the writer finds the result. The result shows the score of correlation is 0.735. Where $r_{\text{calculation}} = 0.735 \geq r_{\text{table}} = 0.361$. It means that the correlation between students’ reading habit toward translation mastery by significance correlation 0.05 or 5% was significant.

**Key Words:** Reading Habit, Translation Mastery, Correlative Study
CHAPTER I
INTRODUCTION

A. Background of the Study

Beedham (20015: 16) revealed language is the most all human attributes. It means that all human in the universe use language. Language is used to transfer information, ideas, and feelings from one person to another (receiver). Basically, there are two types of language, spoken and written language. The writer wants to pick up the topic and concern at the written language in her research, namely reading, exactly reading habit.

Reading is one of four English language skills. Gaith (2002: 2) as quoted by Rosada (2014: 1) “One of purposes in teaching English itself is to develop communicative ability in English language that consist of listening, speaking, reading, and writing”. Thus skills are studied in Indonesia as a compulsory item in English. Recently English is taught from elementary up to the university. This research focuses on the university students who have habit in reading.

Noor (2001) claims that in any higher learning environment, reading is valued as the most important academic language skill for second and foreign language learners, retrieved from (Akarsu and Dariyemez: 2014: 2). This statement proofs that language learners are important to love reading. Love reading will influence their reading habit. Gleed adds that beside of love, the students whose parents encouraged them to read
whilst growing up read more as adult (2013: 3). It means that parents’
encouragement influences the students’ habit in reading too.

Having reading habit influence our mind and increase our knowledge
because reading always involves asking questions of a text (the
purposeful, selective aspects reading to which I have referred) and
comprehension ensues to the extent that such question answered,
reading is foundational to learning and the information acquisition
upon which people make decision (Smith, 1982: 17).

From the statement above, the base of knowledge is reading.
Reading becomes foundation. If foundations are good, the building of
human life will be strong too. It means that if people reading a lot, they
will have deep knowledge as the tool to face problem of life. Regarding
with this statement Gleed (2013: 5) stated that people who read books are
significantly more likely being happy and content with their life.

Reading is active skill (Harmer, 2004: 70), because reading always
involves a combination of visual and nonvisual information, it is an
interaction between reader and text. There are many advantages of
reading. So we have to realize that reading is need, not forcefulness. With
the need principle mentioned, the reader gets the point of information from
they have read. In the other hand, if the reader read cause of the
forcefulness then the information that is not maximal to delivered
(Tampubolon, 1987: 228).

In this research the writer tries to correlate reading habit with
translation mastery, one unforgettable thing to be studied too after four
main language skills. It is studied to understand and comprehend English
text. Translation is not only transferring words from source language to
target language but also transferring the structure of the source to obtain an appropriate message. According to Douglas, translation is seen from the external knowledge perspective is a text, but from the internal knowledge perspective is an activity the aim is to create a text (Robinson, 2015: 2).

Translation helps people to exchange ideas and equipment that cannot be dispensed with in our daily life (Qassim: 11). It means that translation is absolutely needed in human life. Translation mastery gained through reading a lot. The writer assumes that reading a lot will ease people to get knowledge because reading enlightens the reader mind. Moreover in this research the writer intends to measure the students’ mastery in translation correlated with the students’ reading habit. The writer wants to know about the students reading interest and their translation mastery. This research is pointed for the fourth semester students of English Educational Department of IAIN Salatiga in the academic year of 2014/2015.

The writer finds the topic that quiet interesting to do a research paper based on the description above. The writer will conduct in to the English Educational Faculty of IAIN Salatiga entitle “THE CORRELATIVE STUDY BETWEEN READING HABIT TOWARD TRANSLATION MASTERY FOR THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF TEACHER TRAINING AND EDUCATION FACULTY IN THE ACADEMIC YEAR OF 2014/2015.
B. Statement of The Problem

Based on the explanation in the background of the study, the writer formulates the following problems:

1. How is the fourth semester students’ reading habit in English Education Department of State Islamic Studies Institute Salatigain the academic year of 2014/2015?

2. How is the fourth semester students’ translation mastery in English Education Department of State Islamic Studies Institute Salatigain the academic year of 2014/2015?

3. Is there any correlation between reading habit toward students’ translation mastery of the fourth semester of English Education Department of State Islamic Studies Institute Salatigain the academic year of 2014/2015?

C. Objective of the Study

Based on the statement of the problem above, the objective of the study are as follows:

1. To know about the students’ reading habit of the fourth semester of English Education Department of State Islamic Studies Institute Salatigain the academic year of 2014/2015.

2. To know the students’ mastery in translation of the fourth semester of State Islamic Studies Institute Salatigain the academic year of 2014/2015.
3. To know the correlation of reading habit toward translation mastery of the fourth semester students of State Islamic Studies Institute Salatiga in the academic year of 2014/2015.

D. Benefit of the Study

The writer expects from the result of the research gives many benefits to the other as a theoretically, practically and methodologically, they are going to be explained as follows:

1. Theoretically
   a. For the Students
      The result of the research expects to give clear explanation about the correlation of reading habit toward translation mastery, make them more love to read.
   b. For the English Teacher
      The finding of the research can be used as the proof to convince their students about the significances of reading and develop the English teachers’ insight.
   c. Practically
      1) For the Writer
         To apply some theoretical knowledge that is gained by the writer during studying in the college.
      2) For the Institution (IAIN Salatiga)
The result of the research will improve the quality of the institution education, especially in the teaching learning process.

d. Methodologically

For the Other Researcher

The finding of the research can be used as one of the references in conducting a research on English language teaching especially in reading habit and translation mastery.

E. Limitation of the Research

The writer would like to limit the scope of the study to the problems. They are, the research wants to know how far the fourth semester students love in reading, focuses on how far the influence of reading habit toward students’ mastery in translation. The last scope is the research is conducted for the fourth semester students of English Education Department of Teacher Training and Education Faculty in the academic year of 2014/2015.
F. Definition of Key Term

1. Reading Habit

   Habit is thing that you do often and almost without thinking

   Reading is foundational to learning and the information
   acquisition upon which people make decisions (Miller, 2012: 2). The
   other meaning of reading finds from some experts such as

   Reading is one of the important skills which have to be
   learned by the students in order to master English well.
   Reading is also included into receptive skill besides
   listening. Receptive skill is the way in which people extract
   meaning from the discourse they see or hear (Harmer,

   The statement above is supported by Smith’s statement as follow:

   Reading also mentioned as the process of decoding and
   understanding of a writing system into the spoken words
   they represent at the same time analyze the meaning or the
   messages of the text by paying attention to the intonation,
   stressing and pronunciation (Smith, 1982: 14).

   As quoted by Blogspot.com Kaur and Thiyagarajah (2013) state
   that Reading habititself refers to regular tendencies in reading
   behavior.

2. Translation Mastery

   Mastery means great skill of knowledge (Oxford Learner’s
   (2003:1181), mastery is thorough understanding or great skill.

   Based on Catford (196: 20), translation is the replacement of
   textual material in another language (TL). The other statement says
that translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language (Newmark: 17). It means that translation is written communication in target language. The other source mentions that translation is the communication of the meaning of source-language text by means of an equivalent target-language text (https://en.wikipedia.org/wiki/Translation).

G. Theoretical Framework

Being a good translator moreover having mastery in translation can’t be separated by having much of knowledge. Knowledge itself not automatically gains by the people. There are many method of getting much information. As we know, many kind of information tools that easily to find and it makes us easier watching what was happen in the world. One of the methods is by Reading. Reading is a way in which is understood (Oxford Dictionary). Based on the statement before, we can conclude that by reading we can understand everything. As states by Smith (1982: 8) reading is a perceptual process, an interpretative process, a conceptual and thinking process.

Reading typically is the bringing of meaning to rather than the gaining of meaning from the printed page (Smith and Dechant 1961: p. 22) on Smith (1982: 9).Moreover as states by Spencer (1946) on Smith (1982:4) reading also a process of interpreting sense stimuli…reading is performed whenever one experiences sensory stimulation. Based on the
statements before explain that by reading the readers getting much of information by getting stimuli from what they read. Reading a lot of books the reader will sharpen their thinking and main, because reading always involves asking question moreover the information can be acquired visually (Smith, 1982: 15). Books become a part of reader life when the reader has a habit to read. Moreover the next discussion is how the reading habit influences the translation mastery. Translation cannot be separated by reading, read many of books. Reading is one way of communication as states by Smith (1982: 53) reading is communication, and language involves though. In Translation, a translator in translating can translate some texts already know without translate word by word. More than it, translation will be easy if the human being have a habit to read anything.

H. Hypothesis

Hypothesis is a temporal answer to the research problem (Arikunto, 1192: 115). From Oxford Learner’s Pocket Dictionary is explained that Hypothesis is idea that is suggested as a possible explanation of facts (Oxford: 218)

The writer mention hypothesis as follow:

1. There is a correlation between students’ reading habit toward their translation mastery of English Education Faculty of State Islamic Studies Institute Salatiga academic year of 2014/2015.
2. There is improvement of students’ translation mastery of English Education Faculty of State Islamic Studies Institute Salatiga academic year of 2014/2015.

I. The Outline Research

The paper consists of five chapters. Each chapter explains different matters in line with the topic that is discussed.

The first chapter tells about introduction which consists of background of the study, statement of the problem, objective of the study, significance of the study, limitation of the research, definition of key term, theoretical framework, hypothesis and the outlines of the research.

The second chapter describes about review of related information about reading habit and translation mastery. The researcher takes some theory from many books or the other sources like internet especially finding the theory of reading habit and translation mastery.

The next chapter presents research methodology, which consists of place and time of the research, research design, population and samples, technique of data collecting and technique of data analysis.

The fourth chapter is findings and discussion. It is the analysis to answer the problems of the study.

The last chapter is conclusion; it is the conclusion of the research and suggestion from the result of the research.
A. Reading Habit

1. The Definition of the Term

There are many definitions of reading by experts. The first definition is quoted from Detchan (1982: 8), he revealed that reading is the development or creative construction of meaning in response to external stimuli, usually written words. Likewise Simanjuntak (1988: 4) that explains that reading is the meaningful interpretation or printed or written verbal symbols that represent language and the reader’s language skills and knowledge of the word.

According to Fauziati (2005: 138-139) briefly it states that comprehending a text is an interactive process between the reader’s background knowledge and the text. Efficient comprehension, thus, requires the ability to relate the textual material to one’s own knowledge. It can be inferred that reading is an interactive and interpretative process. The reader process his background knowledge and the printed text using specific skills and strategies to form expectations or predictions about the text, selecting and using the most productive cues to confirm or reject those predictions. This process takes place until the reader is satisfied with the information he gets from the printed message, and then, reacts to it.
The other definition is from Lado (1971), he states that reading is usually ought to students who are already literate in source of language. Moreover reading is the complex activity that just not gives great amount of action. Whereas the definition of habit is disposition on involuntary tendency to act constantly in certain manner, use acquired by frequent repetition; an addiction or usage; as a habit of smoking, habit of fault finding; an customary condition, constitution, or characteristic tradition, a characteristic of form of animal or plant, customer, indicating rank, membership in a religious order, or a special activity as a reading habit or a nun’s habit.

2. The Purposes of Reading

Dorman (2001: 183) stated that there are three point of reading purposes. The first purpose is Reading for Pleasure. The second purpose is Reading for intellectual profit, the object of this reading purpose is subject books. The last purpose is Reading for work, as an example is a mechanic need to read instruction book or a mother read booklet food recipe.

Moreover the other expert, Mahmoud (1992: 102-103) stated that there are five reading purposes as follow:

a. Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. It is reading at an elementary level through the recognition of simple symbols, words
and sentences. Reading for this purpose involves looking for specific information and finding it quickly.

b. Reading for Application

Reading for application is used to accomplish a special task, this type of reading may consist of reading a cake recipe or following instructions to make or fix meaning.

c. Reading for Pleasure and Entertainment

Individual read for many pleasurable reasons. This includes a popular magazine, newspapers, novels, and other similar materials. It is a slower form for reading, which allows the reader to envision the scenery contemplate the background and characters with enjoyment and appreciation. This form of reading calls for the total involvement of the reader.

d. Reading for Ideas

The type of reading that requires paying special attention to main ideas and concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for specific ideas is enhanced through familiarity with the overall knowledge of the subject.

e. Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall
knowledge of the subject. Then it requires understanding relationship of topics to sentences, paragraphs, and the main ideas. The reader must observe the associations between facts, data, and other details.

3. The Benefit of Reading

Based on the Krashen’s book, he stated there are four benefits of reading (2004: 28-37), those are:

a. The Pleasure of Reading

In Krashen (1994), I proposed the pleasure hypothesis: Pedagogical activities that promote language acquisition are enjoyable. Of course, just because an activity is enjoyable does not mean it is good for language acquisition; some activities may be very enjoyable but may not help at all. Enjoyment is no guarantee of effectiveness. It is, however, interesting that there is strong evidence that free voluntary reading is very enjoyable.

b. Reading and Cognitive Development

Those who read more know more. There is little doubt that reading influences cognitive development, but it is surprisingly difficult to find direct evidence.

c. Good Thinkers Read More

Schafer and Anastasi (1968) reported that high school students considered to be creative read more than average students, with more creative students reporting that they read over 50 books per year.
d. Reading and Writing Apprehension

Lee and Krashen (1997) proposed that those who read more have less “writing apprehension” because of their superior command of the written language. They reported a modest but negative correlation between the amount of reading done and scores on a writing apprehension questionnaire for Taiwanese.

4. Method of Reading

Based on Research and Writing book, Mahmoud (1992: 104-105) stated that there are six methods of fulfilling the reading purposes, at least:

a. Previewing

Previewing is an advance evaluation and brief examination of the material. To preview a book, one may look at the preface, table of contents, and chapter headings. This is done to get a general idea of the information included and how much effort is required to read the chapter. One may read a few pages of a novel or a book to decide whether or not to read it. If necessary, the reader can return to the selection and read it in the greater detail. The knowledge gained from previewing helps to determine whether the document is a worthwhile source to read. In general terms, previewing is like warming up in sports: it prepares one to read productively.

b. Skimming and Scanning
Skimming and scanning, also called survey reading are appropriate when the reader is too pressed for time to read and entire selection. In skimming it is helpful to become familiar with the words used by the author or those frequently used in a chosen discipline. This is accomplished by glancing over material quickly, or reading bits and pieces of material. The concept of looking quickly at a selection and picking out key words, ideas, phrases, and sentences helps one save time. In essence, skim reading is looking quickly for main ideas and overall content that support them.

In scanning, unlikely skimming, one knows what one is looking for in advance. Some examples of scanning are when one scans catalogs or a telephone book to locate an item or a number that is listed. Scanning is involved when one looks for specific facts, names, dates, words, or any other exact information.

c. Reading for Study

Study reading is undertaken carefully at a rate allowing the individual to assimilate the information. This form of reading requires a good deal of concentration. Study reading is necessary during schooling, training for specific job, or preparing for examinations. A well-known formula for study reading involves the memory-enhancing characters “SQ3R” (survey, question, read, recite, and review). Remembering and using these five steps will greatly benefit one’s comprehension and retention during study.
d. Critical Reading

Critical reading requires the ability to comprehend accurately what is written by the author. Critical reading requires reasoning between facts, opinions, and references, and their presentation. The reader must critically judge the author’s information, biases, facts, and conclusions against all available evidence. This type of reading requires adequate preparation and familiarity with the subject matter.

Critical reading is not merely comprehending the meaning of something written or printed, but a methodical endeavor to understand the significance, intent, and relationship of written concepts. Other aspects of reading are useful as well. These include reading for critical evaluation, the importance of vocabulary, and some other helpful hints. It is important to observe all methods of reading in order to find what works best for oneself.

e. Reading for Critical Evaluation

Reading for critical purposes can be undertaken in two stages. These two stages consist of the introductory stage and the intensive stage. The Introductory stage includes previewing articles, books, and other material in order to gain necessary background information on a subject. The second stage is intensive reading, analysis, and note-taking. According to prepared plan, the reader looks for specific
information that will be used in research and writing. The focus of reading should be on newly discovered information and subject specialization. If it is a personal book, take note in the margins, and/or mark important information by underlining.

f. Speed Reading

The increasing need to read a great deal of material faster in our everyday life requires one to read quickly. Speed reading is the ability to read at high rate of speed while comprehending the material being read. Skill in speed reading is beneficial to those who must continually read a great deal of material in a short time. It is useless to read faster without retention or understanding. A skilled speed reader is able to understand the meanings of sentences at a glance, much as one recognize a word. The average reader reads 250 to 350 words per minute.

5. The Levels of Reading

According to Adler and Van Doren (1972), there are four levels of reading that can be explained as follows:

a. Elementary Reading

Other names of this level might be rudimentary reading, basic reading or initial reading; any one of these terms serves to suggest that as one masters this level one passes from non literacy to at least beginning literacy. In mastering this level, receives basic training in reading, and acquires initial reading skill. We prefer the name
elementary reading, however because this level of reading is ordinarily learned in elementary school.

b. Inspectional Reading

It is characterized by its special emphasis on time. When reading at this level, the student is allowed a set time to complete an assigned amount of reading. He might be allowed fifteen minutes to read this book, for instance—or even a book twice as long.

c. Analytical Reading

It is both a more complex and a more systematic activity than either of the two levels of reading discussed so far. Depending on the difficulty of the text to be read, it makes more or less heavy demands on the reader.

d. Syntopical Reading

It is the most complex and systematic type of reading of all. It makes very heavy demands on the reader, even if the materials he is reading are themselves relatively easy and unsophisticated.

6. Forming the Habit of Reading

As stated by Adler and Van Doren (1972: 39), any art or skill is possessed by those who have formed the habit of operating according to its rules. This is the way the artist or craftsman in any field differs from those who lack his skill.

Adler and Doren stated that now there is no other way of forming a habit of operation than by operating. That is what it means to say one
learns to do by doing. The differences between your activity before and after you have formed a habit is a difference in facility and readiness. After practice, you can do the same thing much better than when you started. That is what means to say practice makes perfect. What you do very imperfectly at first, you gradually come to do with the kind of almost automatic perfection that an instinctive performance has. You do something as if you were born to it, as if the activity were as natural to you as walking or eating. That is what it means to say that habit is second nature.

B. Translation

1. The Definition of Translation

Studying translation is an important thing to the most of students especially for the university students. At the early stages of learning translation, some learners wrongly think that translation is a matter of word-for-word process; hence, translation to them is no more than a mechanical way. Budhianto and Fardhani (2010: 1) state that different expert in translation propose the different definitions. Qassim (10) revealed that translation is a human activity, therefore, the text that is translated into the target language should be written in a rhetorical style that is intended to impress or influence readers and must have the same language effect that the source language does. But this cannot be produced without using imagination or skills which characterize human
mind. Consequently, it is unreasonable to think that computers can be used as an aid to translation.

According to Qassim (4) translation is a field of knowledge that is wide open and has not been exhausted yet. Based on the Qassim’s statement can be conclude that in translation helps people to exchange ideas and equipments that can’t be dispensed in their daily life. Moreover the translators who will translate masterpieces of art in such a manner that the translated text should be a true copy of the original one and have the same effect without any deformity. Newmark (1988: 5) stated that translation is the rendering the meaning of the text into another language in the way that the writer intended the text.

Based on the other experts, translation is consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in term of style (Nida and Taber, 1982: 12). Because of that the translators must prioritize the meaning and equivalence rather than identity the source language or source text. Moreover, translation has shifted from the form of the message to the receptor understanding. In the other hand Ghazala (1995: 1) stated that translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language. Ghazala’s definition focuses on the notion of meaning as essential element in translation. That is, when translating, understanding the meaning of the source text is importance.
According to Catford (1965: 20) translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). This definition shows that translation is a process in the sense that is an activity performed by people through time, when expressions are translated into simpler ones in the same language.

2. The Importance of Translation Mastery

According to Bariki (5-6) the importance of translation, it helps in interaction among people of different languages. It is an activity you carry out very regularly. Perhaps, you are not very conscious of the fact that you may have been involved in translation in a practical way. At one time or the other you must have translated from your language into English or vice versa. Very often, communication is grounded to a halt or at least hindered when people from different linguistic communities have to interact. For successful communication, a translator or interpreter may be needed when there is no mutual linguistic intelligibility in the languages used.

Translation is a very important course. Translation also offers an excellent opportunity for the study of foreign languages. When you use translation to study a language, you call it pedagogical translation. In the other handthrough translation that we know details of developments in science, technology, medicine and other fields of knowledge. Without translation, most of the link with ancient civilizations such as Greece, Egypt and China would have been lost.
Translation is an age-long tool for communication and teaching of foreign languages. In the contemporary world, translators and interpreters are in high demand. They are useful at international meetings and conferences. Given the diversity of languages, translators and interpreters are indispensable in diplomatic circles.

3. **Kind of Translation**

There are three types of translation based on Newmark (1988: 45) as follow:

a. Word-for-word Translation

   It is often called Interlinear Translation, with the TL immediately below the SL words. Source Language word-order is preserved and words translated singly by their commonest meaning. This type is applicable when both source and target languages have the same structure, otherwise sometime, the result will be awkward. For the example:
   - I will go to beach tomorrow. (Sayawakan pergi ke pantai besok)
   - I like fishing. (Sayasukamemancing)

b. Literal Translation

   The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of the context. As a pre translation, this indicates the problem to be solved. For the example:
   - To play truant. (membolos)
• To kick something around. (membahas)

• Killing two birds with one stone. (menyelamsambilminumair)

c. Free Translation

Free Translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original and not translation at all. Free translation is very frequently used in translating idiomatic expression and proverbs. For the example:

<table>
<thead>
<tr>
<th>English sentence</th>
<th>Word-for-word Translation</th>
<th>Literal Translation</th>
<th>Free Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>His heart is in the right place</td>
<td>Kepunyaanyahatiadalahdalamitubenar</td>
<td>Hatinyaberada ditempat yang benar</td>
<td>Diabaikhati</td>
</tr>
</tbody>
</table>

4. Procedure of Translation

While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language. We shall now discuss the other procedures, as stated by Newmark (1988: 81-90), based on him the procedures of translation are:
a. Transference

It is the process of transferring an SL word to a TL text. It includes transliteration.

b. Naturalization

This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word-forms) of the TL, e.g. Edimbourgh, humeur, redingote, thatcherisme. Note, for German, Performanz, aitrakiiv, Exhalation.

c. Cultural Equivalent

This is an approximate translation where a SL cultural word is translated by a TL cultural word

d. Functional Equivalence

This common procedure, applied to cultural words, requires the use of a culture-free word, sometimes with a new specific term; it therefore neutralises or generalises the SL word; and sometimes adds a particular thus: baccalauriat - Trench secondary school leaving exam'; Sejm - 'Polish parliament1; 'Roget' - dictionnaire ideologique anglais.

e. Description Equivalence

In translation, description sometimes has to be weighed against function. Thus for machete, the description is a 'Latin American broad, heavy instrument, the function is 'cutting or aggression;
description and function are combined in 'knife. *Samurai* is described as 'the Japanese aristocracy from the eleventh to the nineteenth century; its function was to provide officers and administrators', Description and function are essential elements in explanation and therefore in translation. In translation discussion, function used to be neglected; now it tends to be overplayed.

f. Synonymy

I use the word 'synonym' in the sense of a near TL equivalent to an SL word in a context, where a precise equivalent may or may not exist. This procedure is used for a SL word where there is no clear one-to-one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality (which in principle are 'outside' the grammar and less important than other components of a sentence).

g. Through Translation

It is the literal translation of common collocations, names of organizations and components of compounds. It can also be called calque or loan translation.

h. Shifts

It involves a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of
an SL verb to a TL word, change of an SL noun group to a TL noun and so forth.

i. Modulation

It occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective.

j. Recognized Translation

It occurs when the translator “normally uses the official or the generally accepted translation of any institutional term”.

k. Compensation

It occurs when loss of meaning in one part of a sentence is compensated in another part.

l. Paraphrase

In this procedure the meaning of the CBT is explained. Here the explanation is much more detailed than that of descriptive equivalent.

m. Couplets

It occurs when the translator combines two different procedures.

The other explanation was from Vinay and Darbelnet (in Venuti2012:84) mention seven procedures in translation, as follows:

a. Direct or Literal Translation Procedures
Direct or literal translation procedures are used when structural and conceptual elements of the source language can be transposed into the target language. According to them, there are three procedures of direct or literal translation: borrowing, calque, and literal translation.

1) Borrowing

Borrowing procedure is the simplest of all translation methods. It would not even merit discussion in this context if translators did not occasionally need to use it in order to create a stylistic effect. For instance, in order to introduce the flavor of the source language (SL) culture into a translation.

Translators are particularly interested in the newer borrowings, even personal ones. It must be remembered that many borrowings enter a language through translation, just like semantics borrowing or faux amis, whose pitfalls translator must carefully be avoided. The decision to borrow a SL word or expression for introducing an element of local colour is a matter of style and consequently of the message.

2) Calque

This is a special kind of borrowing whereby a language borrows an expression form of another, but then translators literally each of its elements. There are two types of calque, the first is a Lexical Calque, it is a calque which respects the
syntactic structure of the TL, whilst introducing a new mode of expression, and the second type is a Structure Calque which introduces a new construction into the language.

3) Literal Translation

This procedure is a word for word translation, replacement of source language syntactic structures, normally on the clause or sentence scale, by syntactic which are isomorphic (or near isomorphic) concerning number and type of speech parts and synonymous in terms of content, where the resulting target language is grammatically correct and idiomatic.

In principal, literal translation is a unique solution which is reversible and complete in it. It is most common when translating between two languages of the same family, and even more so when they also share the same culture. After trying the first three procedures, translators regard a literal translation unacceptable; they must turn to the methods of oblique translation.

b. Indirect or Oblique Translation Procedures

Oblique translation procedures are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and
stylistics elements of the target language. According to Vinay and Darbelnet (2000), there are four procedures of oblique: transposition, modulation, equivalence, and adaptation.

1) Transposition

The transposition method involves replacing one word class with another without changing the meaning of the message. Besides being a special translation procedure, transposition can also be applied within a language.

From a stylistic point of view, the base and the transposed expression do not necessarily have the same value. Translators must, therefore, choose to carry out a transposition if the translation thus obtained fits better into the utterance, or allows a particular nuance of style to be retained. Indeed, the transposed form is generally more literally in character. A special and frequently used case of transposition is that of interchange.

2) Modulation

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation result in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL.
3) Equivalence

Equivalence refers to cases where language describes the same situation by different stylistic or structural means. The method of creating equivalent is also frequently applied to idioms and proverbs.

4) Adaptation

Adaptation is used where the type of situation being referred to by the SL message is unknown in TL culture. In such cases translators have to create a new situation that can be considered as being equivalent. Adaptation can, therefore, be described as a special kind of equivalence, a situational equivalence. The method of adaptation is well known among simultaneous interpreter.

5. Problem of Translation

During the translation process, translators may encounter many problems. According to Ghazala (1995, 20-21), these problems are due to either sound and lexis (word) or grammar and style. Thus problems are:

a. Phonological Problems

These problems are concerned with sounds. They occur when the translator ignores how to transmit a particular sound, keeping the same meaning, into an appropriate equivalent in the target language. They are strictly encountered in literature and advertising.
b. Lexical Problems

These problems are due to the misunderstanding or the total ignorance of the words meaning. Lexical problems which may be encountered when translating can be classified at least: literal meaning, synonyms, polysemy and monosemy, collocations, idioms, proverbs, metaphors, technical terms, proper names, titles, political establishments, geographical terms and acronyms.

c. Grammatical Problem

English and the other countries language have different etymological origins, as they belong to different families. This difference in origins causes a difference in grammar.

d. Stylistic Problems

These problems concerned with style, as it is a part of meaning, and its effect on words and grammar. The degree of formality and informality is a problem in translation: since it affects strongly the meaning.

6. Indicator of Translation Mastery

From http://www.cde.ca.gov/sp/el/er/documents/qualityindicators.pdf, There are seven indicators of translation mastery as follows;

1. Translator has knowledge of formal aspects of the target language at a native level, including grammar, spelling, punctuation, capitalization, and syntax.
2. Translator has native-language knowledge of the source language (the language from which he or she is translating). Generally, the translation should be into the language the translator is known at an educated level.

3. Translator has knowledge of the cultural aspects of both language groups.

4. Translator is native speaker or has native speaker knowledge of the language.

5. Translator conveys meaning rather than word-for-word translations.

6. Translator is skilled in proofreading or sources a proofreader for all work.

C. Theoretical Relation of Reading And Translation

According to Newmark (PDF: 1998), the work of translation is started by reading the original text in order to get understanding and ends with re-writing it in the target language. From the definition from Newmark, there is connection both of reading and translation.

In line, from the horizontal view, translation includes direct processes of recording from one linguistic code to another. Translator may engage in partial reformulation processes while reading the source text. Thus, they may establish semantic matches between the lexical and syntactic entries in the two languages involved while they are reading and comprehending the source text. Thus from this perspective, code-switch proceeds before SL comprehension has been completed, (Gerver, 1976).
As an addition, as stated by Washbourne (2012), Barnstone (PDF: 1993) states that reading to be the interpretive link to translating, creating a mutual identification: …reading is a form of translation, and conversely translation is obviously a form of intense reading. […] Hence reading is translation and translation is reading. […] Translation tends to be a certain kind of reading, an “intensive reading” of the original text which as the result becomes an “interpretive reading”.
CHAPTER III
RESEARCH METHOD

A. Type of the Research

The type of this research is Quantitative research. Based on the some experts’ definition, quantitative research is mentioned as a research focuses on the analysis with numerical data (numeral) that is commonly the data proceed by statistic formula (Arikunto, 1998: 251). In line with Arikunto, Creswell (2008) stated that Quantitative Research as a type of educational research in which the researcher decides what to study, asks specific, narrow questions collects quantifiable data from participants; analyzes these numbers using statistic and conducts the inquiry in an unbiased, objective manner.

Method of the research is Correlation. It is a quantitative method designed to show the relationship between two or more variables (Voegtle, 2006: 14). Creswell stated that a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.
From the definitions above, a Correlation Research concluded as a research study that involves collecting data in order to determine whether and what degree a relationship exists between two or more quantifiable variable, as stated by Gay (1928: 430) in Sukardi(2008: 166).

B. Setting of the Research Subject

1. Research Setting

This research is conducted in State Institute for Islamic Studies (IAIN Salatiga), which is located in Jl. Lingkar Selatan Salatiga, Pulutan District, Sidorejo Subdistrict, Salatiga, Central Java, Indonesia. IAIN Salatiga is the biggest Islamic University in Salatiga. There are three different locations of IAIN Salatiga, first location (Kampus 1) located in Jl. Tentara Pelajar No.2 Salatiga, the second campus (Kampus 2) in Jl. Nakula Sadewa V no.9 Salatiga, and the third campus is as mentioned before. The students come from different schools. There are also foreign lecturers coming from United States to teach the students of IAIN Salatiga.

2. Profile of Institution

IAIN Salatiga is an Islamic state institutes which is located in Salatiga city, Central Java. This institute was established to carry out the science transformation through educational framework. By upholding Islamic values, IAIN Salatiga proves that religion is a dimension that should be preserved and will be beneficial for the professional
development. Furthermore, IAIN Salatiga shows that learning religion does not even give a bad effect for the science development at all. In fact, religion is the powerful motivator for the development of the way of thinking and acting.

a. Vision

Become the reference of Indonesian Islamic studies for realizing the dignified peacefully society in 2030.

b. Mission

1. Establishing education in various Islamic disciplines based on the Indonesian values.

2. Conducting research in various Islamic disciplines for strengthening Indonesian values.

3. Conducting community service based on research strengthening Indonesian values.

4. Developing a campus culture that reflects Islamic Indonesian values.

5. Organizing the management of high education in professional accountable.

Source: www.iainsalatiga.ac.id

C. Subject of the Research

1. Population
Based on Azwar (1998: 77) Population is all individuals from whom the data is collected. They are the subject of the research that has their own characteristics and are limited by certain condition that is different from another. In line Darmawan (2013: 137) says that population is a source of research data in particular which has large quantities and wide. The population of this research is all of the fourth semester students of English Education Department of IAIN Salatiga in the academic year 2015/2016 that joined the translation 1 subject.

2. Sample and Sampling

Sample is a part of population from which the researcher takes the research as a data (Azwar: 2010: 79). Lodico, Spaulding and Voegtle (2006: 143) explain sample as a smaller group selected from a larger population that is representative of the larger population. Based on Arikunto (1998: 155), if the participants of the study are more than one hundred, the researcher could take sample 10%-15% of them, and in case the population is a big account so the researcher takes sampling for this research.

Sampling is the way or procedure which is done to sample from the population (Arikunto, 1997: 111). Technique of sampling is divided into two types: probability and non-probability. The former sampling is sampling technique which gives the same chance for the whole participants to become sample. It consists of simple random sampling, stratified random sampling, cluster random sampling, and systematic
random sampling (Darmawan, 2013: 145-150). Non-probability sampling
is sampling technique which gives the different chance to whole
participants to become sample. It consists of convenience sampling,
purposive sampling, judgment sampling, quota sampling, and snowball
sampling (Darmawan, 2013: 151-153).

The kind of sampling technique used in this research to collect the
data is random sampling. The fourth semester students of English
department of IAIN Salatiga have five classes. The writer takes 30
students randomly, focuses on the fourth semester students who have
studied translation 2. The detail data are as follow:

TABLE 3.1 List of Subject of the Research

<table>
<thead>
<tr>
<th>NO</th>
<th>NIM</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>113-14-005</td>
<td>SintaDewiPermatasari</td>
</tr>
<tr>
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<td>113-14-008</td>
<td>SantiRachmawati</td>
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</tr>
<tr>
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<td>113-14-075</td>
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</tr>
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<td>113-14-190</td>
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<td>113-14-191</td>
<td>NurKhamidah</td>
</tr>
<tr>
<td>30</td>
<td>113-14-200</td>
<td>LailatulMaghfiroh</td>
</tr>
</tbody>
</table>

**D. Data Resources**

The data source of this research is the fourth semester of the English department students at IAIN Salatiga. The underlying reason of choosing the fourth semester students because of the translation subject have studied by the students before.

**E. Technique of Collecting Data**
In order to gain the sufficient data to be analyzed, the researcher uses:

1. Questionnaire

Kartono (1990: 217) states, Questionnaire is a survey about such kind of problems, which involves public needs in the way spread of form consists of some written questions to some respondents for collecting some data. Questionnaire of this research used to know the students’ reading habit.

2. Test

Test is an instrument or a tool to measure the behavior or performance (performance) of a person. Responses or answers are given by the subjects of the questions that rated the number that reflects the characteristics of the subject (Hadjar, 1999: 173). According to Madsen (1983: 3) test not only can help to create the positive attitudes toward the class but also help the students in mastering language.

The test which is used to collect the data was conducted in IAIN Salatiga by involving 30 students of English department as the respondents. The test was conducted on March, 2nd 2016 at Kampus III. The form of the tests, in this research is translating two English texts. The first text entitles Ana and the Frog and the second one is an analytical exposition entitles Why Sea Water is Salty? Both of them must be translated by the respondents to know their translation mastery.
F. Data Analysis Technique

1. Scoring

The questionnaire consists of 10 questions. Each question has different point. The highest point is 4. The scale is one up to four. This scale will be easier to determine the students’ reading habit.

After knowing the questionnaire result, the researcher goes to the next step that is finding out the percentage of the first variable above. The formula that is used as bellow:

\[ P = \frac{F}{N} \times 100\% \]

Explanation:

P = the percentage

F = the frequency

N = the number of subject

Continued to score the translation mastery, the researcher uses assessment form based on Nugroho(2013) as follow:

<table>
<thead>
<tr>
<th>Name</th>
<th>Assessment Aspects</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accuracy</td>
<td>Naturalness</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
2. **Data Analysis**

The researcher tabulates the data from the students in order to draw conclusion from the data. To show the validity of deviation, the writer uses SPSS V.17 and product moment process formula as below:

\[
rx_y = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{n}}{\sqrt{\left\{\left(\Sigma x^2\right) - \frac{(\Sigma x)^2}{n}\right\}\left\{\left(\Sigma y^2\right) - \frac{(\Sigma y)^2}{n}\right\}}}
\]

\(r_{xy}\) = coefficient correlation between variable X and Y  
\(XY\) = multiplication of variable x and y  
X = variable x (the students’ reading habit)
Y = variable y (the students’ translation mastery)

N = Numbers of respondents

CHAPTER IV

DATA ANALYSIS

This chapter is the presentation of the data analysis of the study in detail. According to Brown (1988: 143) correlation studies are designed to investigate the nature and strength of functional relationship among the variables of interest.
to the researcher. In line, this research is to investigate the correlation between students’ reading habit toward translation mastery of the fourth semester students of English educational department.

There are two variables in this research, independent and dependent variable. Hartono (2004: 68) independent variable is a variable that’s gives influence, and dependent variable is the one that is affected by independent variable. The independent variable which is symbolized by “x” is students’ reading habit, it was investigated by questionnaire. There were 10 questions; it is measured by using rating scale (rarely, sometimes, often, always) with range of score 1, 2, 3, 4, for each. The dependent variable which is symbolized by “y” is students’ translation mastery. It is known by translating the text.

The analysis of data is the answer of the objectives of the study. As mentioned in first chapter, the objectives are:

1. To know about the students’ reading habit
2. To know the student mastery in translation
3. To know the correlation between reading habit toward translation mastery of the fourth semester students of English Education Department.

Therefore, to know the first and second objectives, the writer used percentage formula. For the third objectives, the writer used the statistical analysis.

A. The Analysis of Data

1. Students Reading Habit
The writer uses the questionnaire to know the students’ reading habit. The questionnaire consists of ten questions.

**Table 4.1**

<table>
<thead>
<tr>
<th>NO</th>
<th>NIM</th>
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</tr>
<tr>
<td>13.</td>
<td>113-14-071</td>
<td>29</td>
</tr>
<tr>
<td>14.</td>
<td>113-14-075</td>
<td>25</td>
</tr>
<tr>
<td>15.</td>
<td>113-14-085</td>
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<td>16.</td>
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<td>17.</td>
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<tr>
<td>19.</td>
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<td>28</td>
</tr>
<tr>
<td>20.</td>
<td>113-14-120</td>
<td>24</td>
</tr>
</tbody>
</table>
After knowing the result of questionnaire of reading habit, the writer goes to the next step that is finding the percentage of the questionnaire. The data of each answer as follow:

**Table 4.2**

Students’ reading habit answer

<table>
<thead>
<tr>
<th>No.</th>
<th>NIM</th>
<th>Question</th>
</tr>
</thead>
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<tr>
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<td>B</td>
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<tr>
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<td>----</td>
<td>----</td>
</tr>
<tr>
<td>7.</td>
<td>113-14-047</td>
<td>D</td>
</tr>
<tr>
<td>8.</td>
<td>113-14-058</td>
<td>A</td>
</tr>
<tr>
<td>9.</td>
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<td>C</td>
</tr>
<tr>
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<td>C</td>
</tr>
<tr>
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<td>D</td>
</tr>
<tr>
<td>12.</td>
<td>113-14-069</td>
<td>D</td>
</tr>
<tr>
<td>13.</td>
<td>113-14-071</td>
<td>B</td>
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<tr>
<td>14.</td>
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<tr>
<td>15.</td>
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<td>16.</td>
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</tr>
<tr>
<td>17.</td>
<td>113-14-095</td>
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<tr>
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<td>113-14-110</td>
<td>D</td>
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<tr>
<td>19.</td>
<td>113-14-111</td>
<td>D</td>
</tr>
<tr>
<td>20.</td>
<td>113-14-120</td>
<td>A</td>
</tr>
<tr>
<td>21.</td>
<td>113-14-156</td>
<td>D</td>
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<tr>
<td>22.</td>
<td>113-14-157</td>
<td>C</td>
</tr>
<tr>
<td>23.</td>
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<tr>
<td>24.</td>
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<td>B</td>
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<tr>
<td>25.</td>
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<td>D</td>
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<tr>
<td>27.</td>
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<td>D</td>
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<tr>
<td>28.</td>
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<td>29.</td>
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<td>C</td>
</tr>
<tr>
<td>30.</td>
<td>113-14-200</td>
<td>C</td>
</tr>
</tbody>
</table>
From the students answer above, the researcher calculate the percentage of each question as follow:

**Table 4.3**

**The Questionnaire Recapitulation of Respondents’ Answer on Students’ Reading Habit**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>P</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>6.67%</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>10%</td>
<td>11</td>
<td>36.67%</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>30%</td>
<td>13</td>
<td>43.33%</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0%</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>6.67%</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0%</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0%</td>
<td>6</td>
<td>20%</td>
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<tr>
<td>8</td>
<td>2</td>
<td>6.67%</td>
<td>16</td>
<td>53.33%</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0%</td>
<td>14</td>
<td>46.67%</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0%</td>
<td>16</td>
<td>53.33%</td>
</tr>
<tr>
<td>Σ</td>
<td>15</td>
<td>106</td>
<td>131</td>
<td>54</td>
</tr>
</tbody>
</table>

The score of Students’ reading habit can be seen in the following description:

Option A : \(15 \times 1 = 15\)
The recapitulation of the data above is:

\[ 15 + 106 + 131 + 54 = 306 = N \]

\[ 15 + 212 + 262 + 216 = 705 = F \]

So, the students’ reading habit is calculated as follows:

\[ P = \frac{F}{N} \times 100\% = \frac{705}{306} \times 25\% = 57.6\% \]

So, the students’ reading habit is 57.6 %, it means that students’ reading habit at the fourth semester students of English educational department more than 50%.

2. Students Translation Mastery

To get data of translation mastery, the writer uses test. Test of translation mastery by translating two texts that was given. Both of them are different.

The student list of translations’ mastery as follow:
### Table 4.4

**Score of students**

<table>
<thead>
<tr>
<th>NO</th>
<th>NIM</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>113-14-005</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>113-14-008</td>
<td>36</td>
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<tr>
<td>3</td>
<td>113-14-016</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>113-14-031</td>
<td>33</td>
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<tr>
<td>5</td>
<td>113-14-034</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>113-14-035</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>113-14-047</td>
<td>37</td>
</tr>
<tr>
<td>8</td>
<td>113-14-058</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>113-14-061</td>
<td>37</td>
</tr>
<tr>
<td>10</td>
<td>113-14-064</td>
<td>34</td>
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<td>11</td>
<td>113-14-065</td>
<td>34</td>
</tr>
<tr>
<td>12</td>
<td>113-14-069</td>
<td>36</td>
</tr>
<tr>
<td>13</td>
<td>113-14-071</td>
<td>34</td>
</tr>
<tr>
<td>14</td>
<td>113-14-075</td>
<td>33</td>
</tr>
<tr>
<td>15</td>
<td>113-14-085</td>
<td>35</td>
</tr>
<tr>
<td>16</td>
<td>113-14-094</td>
<td>37</td>
</tr>
<tr>
<td>17</td>
<td>113-14-095</td>
<td>29</td>
</tr>
<tr>
<td>18</td>
<td>113-14-110</td>
<td>37</td>
</tr>
<tr>
<td>19</td>
<td>113-14-111</td>
<td>36</td>
</tr>
<tr>
<td>20</td>
<td>113-14-120</td>
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<td>21</td>
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<td>37</td>
</tr>
<tr>
<td>22</td>
<td>113-14-157</td>
<td>36</td>
</tr>
</tbody>
</table>
After scoring the students’ translation test, the writer continued to the next step which is finding the percentage of the test. This step is used to measure the levels of students’ mastery. According to Haris (1969: 134) there are four levels of mastery:

80% - 100% = Excellent

60% - 79% = Good

50% - 59% = fair

0% - 49% = Poor

To get the percentage of the students’ translation text, the writer uses the formula as follows:

\[ P = \frac{F}{N} \times 100 \% \]
1. The percentage of the students’ translating test who have excellent qualification. There is 1 student and the percentage is:

\[ P = \frac{1}{30} \times 100\% = 3.3\% \]

2. The percentage of the students’ translating test who have good qualification. There are 28 students and the percentage is:

\[ P = \frac{28}{30} \times 100\% = 93.3\% \]

3. The percentage of the students’ translating test who have fair qualification. There is one student and the percentage is:

\[ P = \frac{1}{30} \times 100\% = 3.3\% \]

4. The percentage of the student’ translating test who have poor qualification. There 0 student and the percentage is:

\[ P = \frac{0}{30} \times 100\% = 0\% \]

Based on the result of translation test above, the highest percentage of translation test is 93.3% in good level. It means that the students have a good qualification in their translation.

3. Correlation between students’ reading habit toward translation mastery

The writer shows the validity of deviation, the writer uses the conventional calculation to compute the data that have been collected by using correlation product moment formula (Hartono, 2004: 91) below:
\[ r_{xy} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left\{ (\sum x^2) - \frac{(\sum x)^2}{N} \right\} \left\{ (\sum y^2) - \frac{(\sum y)^2}{N} \right\}} } \]

The calculation can be seen in the correlation calculation in the table below:

**Table 4.5 Correlation between students’ reading habit toward translation mastery**

<table>
<thead>
<tr>
<th>NIM</th>
<th>X</th>
<th>Y</th>
<th>X^2</th>
<th>Y^2</th>
<th>XY</th>
</tr>
</thead>
<tbody>
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<td>784</td>
<td>1444</td>
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</tr>
<tr>
<td>113-14-008</td>
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<td>36</td>
<td>676</td>
<td>1296</td>
<td>936</td>
</tr>
<tr>
<td>113-14-016</td>
<td>26</td>
<td>35</td>
<td>676</td>
<td>1225</td>
<td>910</td>
</tr>
<tr>
<td>113-14-031</td>
<td>26</td>
<td>33</td>
<td>676</td>
<td>1089</td>
<td>858</td>
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<tr>
<td>113-14-034</td>
<td>26</td>
<td>36</td>
<td>676</td>
<td>1296</td>
<td>936</td>
</tr>
<tr>
<td>113-14-035</td>
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<td>841</td>
<td>1444</td>
<td>1102</td>
</tr>
<tr>
<td>113-14-047</td>
<td>27</td>
<td>37</td>
<td>729</td>
<td>1369</td>
<td>999</td>
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<tr>
<td>113-14-058</td>
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<td>576</td>
<td>961</td>
<td>744</td>
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<td>113-14-061</td>
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<td>37</td>
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<td>1369</td>
<td>1073</td>
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<td>850</td>
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<tr>
<td>113-14-065</td>
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<td>34</td>
<td>676</td>
<td>1156</td>
<td>884</td>
</tr>
<tr>
<td>113-14-069</td>
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<td>36</td>
<td>729</td>
<td>1296</td>
<td>972</td>
</tr>
<tr>
<td>113-14-071</td>
<td>29</td>
<td>34</td>
<td>841</td>
<td>1156</td>
<td>986</td>
</tr>
<tr>
<td>113-14-075</td>
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<td>33</td>
<td>625</td>
<td>1089</td>
<td>825</td>
</tr>
<tr>
<td></td>
<td>113-14-085</td>
<td>113-14-094</td>
<td>113-14-095</td>
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<td>113-14-111</td>
</tr>
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<td>------------</td>
</tr>
<tr>
<td>Year</td>
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<td>30</td>
<td>32</td>
</tr>
<tr>
<td></td>
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<td>37</td>
<td>29</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>841</td>
<td>729</td>
<td>484</td>
<td>900</td>
<td>1024</td>
</tr>
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<td></td>
<td>1225</td>
<td>1369</td>
<td>841</td>
<td>1369</td>
<td>1296</td>
</tr>
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<td>1015</td>
<td>999</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the tabulation above, the writer inserts thus values into the correlative product moment formulation. The calculation is as follow:
The result of calculation above is 0.735. It is indicated that there is high correlation between reading habit toward translation mastery because the result is bigger than \( r_{xy} \) table, it is 0.361.

In line, the writer uses SPSS statistical program, it is used to examine the statistical data of the research. As stated by Cramer and Bryman (2003: 16):

The great advantage of using a package like SPSS is that it will enable you to score and to analyze quantitative data very quickly and in many different ways once you have learned how. In other words, it will help you to eliminate those long
hours spent working out scores, carrying out scores, carrying out involved calculations, and making those inevitable mistakes that so frequently occur while doing this. It will also provide you with the opportunity for using more complicated and often more appropriate statistical techniques which you would not have dreamt of attempting otherwise.

Based on the statement above, SPSS program is fast in various ways, the writer uses SPSS V.17 to analyze and examine the correlation between reading habit toward translation mastery. The result of the correlation using SPSS V.17 as follows:

**Table 4.6 Correlation Result of Reading Habit and Translation by SPSS V.17 Program**

<table>
<thead>
<tr>
<th>Correlations</th>
<th>x1</th>
<th>y1</th>
<th>x2</th>
<th>y2</th>
<th>xy</th>
</tr>
</thead>
<tbody>
<tr>
<td>x1 Pearson Correlation</td>
<td>1</td>
<td>.735**</td>
<td>.999**</td>
<td>.731**</td>
<td>.949**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>y1 Pearson Correlation</td>
<td>.735**</td>
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<td>.910**</td>
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**. Correlation is significant at the 0.01 level (2-tailed).
Notes:

Pearson Correlation = the score of coefficient correlation between variables.

Sig. (2-tailed) = the significance test of coefficient correlation

\[ N \] = the number of sample

The table above shows that the value of Sig. is .000. According to the agreed rule; that if the Sig. value is less than 0.05 then the correlation is accepted to be significant, while on the contrary, if the sig. value is more than 0.05 so the correlation is refused to be significant. Since the Sig. value is 0.000 (less than 0.05), it means that the correlation between reading habit and translation mastery is significant.

### Table 4.7 Interpretation of “r” value

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<thead>
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<th>The “r” value</th>
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<tr>
<td>0.00 – 0.199</td>
<td>There is very weak correlation between variable x and y so that to be neglected</td>
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<tr>
<td>0.20 – 0.399</td>
<td>There is weak correlation between variable x and y</td>
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<tr>
<td>0.40 – 0.599</td>
<td>There is an enough correlation between variable x and y</td>
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<td>0.60 – 0.799</td>
<td>There is a high correlation between variable x and y</td>
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<tr>
<td>0.80 – 1.000</td>
<td>There is a very high correlation between variable x and y</td>
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B. Discussion of the Finding

Reading is essential for a child’s success. It is multifaceted process that develops only with practice. Practice that is continually done will make a habit which enriches the reader about the knowledge. Whereas starting to love by increasing the habit in reading. The students are trying to translate when the activity of reading done. Reading more helps the students to increase the students’ mastery in translation.

The first discussion is about students’ reading habit. The writer uses questionnaire to know how far the students’ reading habit and giving text to be translated to know the level of students’ mastery in translation. The result shows as follow:

![Persentase](image)

From the chart above, the definitions of the reading habit result are; there are 40% like to read, 46.67% students often spending the time at least 30 minutes per day to read, 43.33% students sometimes read 5 books or more English text a week, 43.33% often read by
comprehending, 43.33% often know what to do when they don’t understand what they are reading, 53.33% enjoy visiting the library to look for English reference book or some English text, 40% always use English dictionary to check the meaning of new word after reading, 53.33% sometimes look at the example in the English dictionary to learn how to use a word, 46.67% sometimes sound out the words in the book when they read what they read, and 53.33% sometimes use what they have already known to help them to understand.

The second discussion is about translation mastery, the writer uses translating text. From the result of test, the percentage is 93.33%. It shows the level of students’ mastery in translation is good qualification.

The third discussion is about the correlation between students reading habit toward translation mastery. From the result on the correlation product moment and SPSS V.17 windows program the score correlation is 0.735. Where $r$-calculation = 0.735 ≥ $r$ table = 0.361. It means that there is high correlation between students’ reading habit toward translation mastery by significance correlation is 0.05 or 5%.

CHAPTER V
CLOSURE

This research involves two variables namely students’ reading habit and students’ reading mastery. In this chapter, the writer would like to present the
conclusion and suggestions which may help to understand about the three problem statements. It is concerning on students’ reading habit, students’ translation mastery and to analyze the correlation between students’ reading habit toward their translation mastery of the fourth semester students of English Education Department of Teacher Training and Education Faculty in the academic year of 2014/2015.

A. Conclusion

Based on the data analyses on the previous chapter, the writer concludes the result of those analyses. The three items of conclusion will be presented on the three problem statement of research.

1. The problem statement concern with the students’ reading habit, the conclusion of their reading habit based on the questionnaire given as follow:

   The highest score of the first question shows 40% for C option, it means most of the students like to read. The second one question, the highest score shows 46.67% of C option. It means most of the students often spending their time at least 30 minutes per day to read. The third question shows 43.33% students sometimes read 5 books or more than five English texts. The higher score of the fourth question shows 43.33% f the students often read a book or English text by comprehending. The fifth question shows 43.33% of students often know what to do when they don’t understand what they are reading. The next question shows the highest score is 53.33% of the student who enjoy visiting the library to look for
English reference book or some English text. The seventh question shows 40% of the students always use English dictionary to check the meaning of new word after reading. 53.33% of the students sometimes look at the examples in the English dictionary to learn how to use a word. The highest score of the ninth question shows 46.67%, it means that most of the students sometimes sound out the words in the book when they read. The last one show 53.33% of the students sometimes use what they have already known to help them to understand what they read.

2. The problem statement is concern on the students’ translation mastery. The conclusion based on the research is 3.3% of the students have an excellent qualification, 93.3% of the students have good qualification, and 3.3% of the students have fair qualification and 0% for the poor qualification.

3. The problem is concern to analyze the correlation between reading habit toward translation mastery. From the result on the correlation product moment and SPSS V.17 windows program, the result shows the score of correlation is 0.735. Where \( r_{\text{calc}} = 0.735 \geq r_{\text{table}} = 0.361. \) It means that the correlation between students’ reading habit toward translation mastery by significance correlation 0.05 or 5% was significant.

B. Suggestion

The writer hopes this research something worth while:

1. Lecturers
The writer suggests to the lecturers to be a good guider to the students. The lecturers should have given some motivations and good encouragement to the students.

2. Students

To be a good even the excellent students, the students have to enrich their knowledge in many ways, one of them is by reading. Reading helps the students wide the mind. The writer suggests the students to have a habit of reading. It helps the students to be better reader.

3. University

The writer suggests the university to supply much of references book to the students in the library. For English department should provide additional SKS of translation subject. So it can be balance with reading, and interconnected in the material development at translation process.

4. Reader

The writer hopes the readers are able to give some suggestions to the writer related with the research.

5. Researcher

The result of this graduating paper may be reference to the following research. The other researcher can observe the same title with different objectives and methodology.
BIBLIOGRAPHY


Oxford Learner’s Pocket Dictionary.

Qassim, Hassan. *Translation, Grammatically, Viewed:* University of Baghdad.


http://www.cde.ca.gov/sp/el/er/documents/qualityindicators.pdf retrieved on Saturday, march 2nd at 9 am.
APPENDIXES
KEMENTERIAN AGAMA
EKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax323433 Salatiga 5072
Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Kementerian Agama

12 November 2014

Furqon Hidayat, S.Pd.I., M.A.

Wassalam wr.wb.

To:

Nama Penulis Skripsi: Umi Arifah

Universitas: STAIN Salatiga

Program Stu

Skripsi: E CORRELATIVE STUDY BETWEEN READING HABIT TOWARD ANSLATION ACQUSION

Ungang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Wassalam wr.wb.

a.n. Ketua

Wakil Ketua

Bidang Akademik dan Pengembangan Lembaga

Drs. Agus Wahyu, M.Ag.

NIP. 197502111900031001

Getua STAIN Salatiga (sebagai laporan)
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**LAMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa: Umi Arifah
Nim: 113.11.075
Dosen Pembimbing: Sari Fauziyati, S.Pd.I., M.A.
Judul: The Correlative Study Between Reading Habit Toward Translation Mastery for the Fourth Semester Students of English Educational Faculty of State Islamic Studies Malaka Salatiga.
Questionnaire of Reading Habit

Name : 
Semester/ Class : 
NIM : 

Instructions:

a) The goal of this questionnaire is to know the degree of the respondents’ reading habit
b) All of the questions must be answered
c) Read one by one those questions carefully, then answer as honest as your conditions related with reading activities

1. Do you like reading?
   a. Rarely
   b. Sometimes
   c. Often
   d. Always

2. Spending the time, at least 30 minutes per day to read book/ English text.
   a. Rarely
   b. Sometimes
   c. Often
   d. Always

3. I read more than 5 title books/ English texts a week.
   a. Rarely
   b. Sometimes
   c. Often
   d. Always

4. I read a book/ English text by comprehending
   a. Rarely
   b. Sometimes
   c. Often
   d. Always
5. I know what to do when I don’t understand what I’m reading.
   a. Rarely
   b. Sometimes
   c. Often
   d. Always

6. I enjoy visiting the library to look for English reference books or read English text?
   a. Rarely
   b. Sometimes
   c. Often
   d. Always

7. I use the English dictionary to check the meaning of new words after reading.
   a. Rarely
   b. Sometimes
   c. Often
   d. Always

8. I look at the examples in the English dictionary to learn how to use a word.
   a. Rarely
   b. Sometimes
   c. Often
   d. Always

9. I sound out the words in the books when I read.
   a. Rarely
   b. Sometimes
   c. Often
   d. Always

10. I use what I have already known to help me to understand what I read.
    a. Rarely
    b. Sometimes
    c. Often
    d. Always
Test of Translating

Name : 
Semester/class : 
NIM : 

Instructions:

a. The goal of this test is to know the respondents’ translation mastery based on the questionnaire which they’ve done.
b. The texts consist of three different reading
c. All of the text must be done as much as the time that was given
d. The respondents aren’t permitted to open the dictionary

1. Ana and The Frog

ANA AND THE FROG

Ana loved playing in the fields. Her parent had a rice field near their house, which they usually went to everyday.

There, Ana could play near a small stream, where she could wet his feet. Ana liked hunting small animals. He liked to hunt for crickets, frogs, and fireflies. One day, she caught a frog and then put it in a jar. When she was about to pick up the frog, the frog looked at him and said: “I will become a Prince if you kiss me” Finally, Ana kissed the frog and she became a prince. Then they became a good friend.
2. **Why Seawater is Salty?**

WHY SEAWATER IS SALTY?

Most of our planet’s surface is covered in water – salt water. The oceans that support so much of Earth’s life are around 3.5% sodium chloride – 50 million billion tones of salt.

But where does it come from? While some of it comes from volcanic vents or rocks on the seabed, most of it is actually from the land around us. Every time it rains, tiny amounts of mineral salts are washed into rivers, which eventually flow into the sea.

The salt in rivers is less than 1/200th the amount usually found in seawater. It becomes more concentrated in the ocean, as the Sun’s heat causes water from the surface to evaporate, leaving the salt behind. Extra salt added every year from rivers is balanced by salt which returns to the sea floor.

But salinity isn’t the same everywhere. Towards the poles, water is not as salty because it’s diluted by melting ice, while the extra heat in the tropics makes water there saltier – and denser.
DOCUMENTATION

Research Activities
Nama : Umi Arifah
NIM : 113-11-075
Dosen P. A : Haryo Aji Nugroho, S. Sos.

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<td>13 April 2012</td>
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Salatiga, 01 Maret 2016

Mengetahui,

[Signature]

Nama: A. Maimun, M.Ag.

NIP: 197005101998031063