Correlation between Students' Reading Interest on Short Story and Students' Translation Ability

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Abstract

This research aimed to determine the correlation between students' reading interest on short story and students' translation ability. This is quantitative research using the correlation method. Data were collected from online questionnaires and test. This research uses bivariate correlation analysis as a research design. Respondents in this research were 8th grade students of SMPIT Al-Ibrah of the 2020/2021 academic year in Gresik, East Java, Indonesia. This study found that students' reading interest on short story had a positive and significant correlation to students' translation ability with a rxy value of 0.969> 0.349 (rtable value) at the level of significance 0.05.

Keywords: reading interest; short story; translation ability

1.Introduction

At this present time, reading is a skill where people regarded this skill as an important skill for language learners. The way to success both in school and in life is reading. Sienta (2014) argues that reading as a meaningful interpretation of verbal symbols is printed or written. By reading, it can improve language skills and can increase students' insights about global expertise. In addition, by reading students will get a lot of world information without having to go anywhere (Simaibang, et al 2017). Arianti & Tiarina (2014) also said that reading is the main way for someone to get information on human life in the world. Students will get new ideas, get the information needed, and get many things if they often read a lot of books, newspapers, etc. So, it can be concluded that reading is the main key to increasing students' knowledge and understanding about many things in this world.

Reading is a process in which automatic translation is carried out continuously (Schulte, 2014). Because when students catch the words being read, they will begin to translate and fill their minds with information that is obtained to increase knowledge or to add entertainment (Ridhwan, 2014). Therefore, reading cannot be parted away from translation. Students who have a good reading interest will be useful in improving skills, increasing vocabulary, developing ideas or thoughts, and increasing their achievement (Santoso, 2014) and increasing their knowledge and experience (Ayu, 2018). Where this is very important for translation because by having an interest in reading students will have a lot of vocabulary, and the more vocabulary students get, logically students will not have difficulty translating sentences or texts. Chasanah et al (2020) also stated that students who have limited vocabulary will have difficulty translating sentences and texts because it will affect students in understanding the meaning and content of the text being read. Strengthened by the theory from Dian (2017) which states that the higher student interest in reading can affect their mastery of vocabulary. The more vocabulary mastered will make students easier to translate a reading. While the higher the ability of translation, the easier it is to understand what students are reading. For this reason, students' reading interest greatly affects students' ability to translate.

Reading literature is one way that students are interested in reading. Reading literature encourages students' creativeness with their imagination, develops their vital thinking and will increase their emotional awareness (Lazar, 1993).

From the very beginning, short stories appeared in the 19th century as a literary form in magazines and attracted people to read more. Throughout the twentieth century, short stories became one of the most frequently read items because of the large number of popular magazines (Arjmandi & Aladini, 2020). Bynum (1930) who examined that seventy-five percent of junior high school students like to read short stories. Nasir (2017) also stated that most junior high school students feel entertained and get a beautiful and pleasant impression when reading short stories, so that it can foster students' interest in reading. In addition, Pury (2019) shows that through short stories students will become interested in reading. Most junior high school students like short stories with a fairy tales or fable theme (Moestofa, 2018). Short stories can attract students' interest in reading because the contents of short stories can entertain readers and does not make students become bored quickly to read. In addition, Thiyagarajan (2014) states that reading short stories not only motivates students to develop their reading skills but can also motivate students to develop their imaginative thinking skills. From the discussion above it can be concluded that students are more interested in reading short stories, which with them having an interest in reading short stories, they will often read them, and they will have a lot of vocabulary, which will affect their translation skills, and the researchers assume that there will be a positive relationship between students reading interest on short story and translation ability.

So far there has been no research that discusses the relationship between reading interest on short story and translation ability. Most of the previous studies only focused on the relationship between reading interest and vocabulary mastery and reading achievement (Simaibang et al, 2017); in addition, the relationship between reading interest of English short stories, vocabulary mastery and their reading comprehension (Istiqamah, 2018); and the relationship between reading interest and vocabulary mastery in analytical exposure text (Muzammil, 2019). Therefore, researcher is fascinated in investigating whether there is a relationship between students 'reading interest on short story and students' translation ability. Researcher chose reading interest in short stories because short stories are reading that students are interested in (Pury, 2019). In addition, more specifically to prove whether the theory from Dian (2017) regarding students 'high reading interest will affect students' translation ability. Which means that students reading interest on short story are likely to be correlated with translation ability.

2. Method

Design of the study is quantitative design. Research method in this study is correlation. Correlation study is to determine the relationship and the level of relationship between two or more variables without any effort to influence these variables. There are two variables in this study, namely reading interest on short story and translation ability.

The target population of this study is eighth grade students at SMPIT Al-Ibrah. There are 5 classes consisting of 105 students. Before the researcher took the research sample, the researcher distributed an open-questionnaire to all 8th grade students of SMPIT Al-Ibrah to find out who had an interest in reading short stories. The results of open questionnaire found 56 students who had an interest in reading short stories.

In this study, researcher used a probability sample that is simple random sampling. Regarding the number of students, there are several arguments from several experts including Creswell (2012) arguing that there are at least 30 participants in a correlational method for building relationships. Frankeal et al (2012) also argue that the minimum number of participants that can be accepted in a correlational study is 30 participants. So, based on the two arguments of the experts above, researchers choose 30 students randomly from the population as a sample of this study. The following is a research sample:

Table 1. Sample of 8th Grade Students SMPIT Al – Ibrah

Class	Number of Students
A	5
B	4
C	11
D	5
E	5
Total	30

Data collection in this study was collected using questionnaires and tests. (1) Students' Reading Interest on Short Story Questionnaire and (2) Multiple Choice Items (MCITs) Translation Test.

Students' Reading Interest on Short Story Questionnaire was adaptation from Chrysos (2017) to collect data on students' reading interest on short story. This questionnaire employing a Likert scale containing five different answers, particularly. "strongly agree (sangat setuju), agree (setuju), neutral (netral), disagree (tidak setuju), strongly disagree (sangat

tidak setuju).

There are 20 items in the questionnaire, divided into four factors namely enjoyment/involvement, perceived competence, perceived autonomy, and perceived relatedness. The first factor refers to the empirical manifestation of the intrinsic motivation to read literature, while the other three factors correspond to the innate needs of the individual as a reader. According to self-determination theory (Ryan & Deci, 2000), this satisfaction of needs serves as a predictor in the self-regulated reading behavior of individual readers.

Multiple Choice Items (MCITs) translation test was modified from Jahangard, Moieenzadeh, & Tavakoli (2010) according to research needs. The researcher replaced the   short stories in the test with the stories that are favored by students, namely The Hare and The Tortoise with a percentage (97%) of students liked this story, Mouse Deer and Crocodile with a percentage (90%) of students liked this story, and Snow White with a percentage (83%) of students liked this story.

The researcher distributes Multiple Choice Items (MCITs) translation tests to students from English short stories into Indonesian. And the researcher added 2 item questions, which previously had 23 questions to 25 questions in the translation test to anticipate if many items were invalid after being tested. Multiple Choice Items (MCITs) translation test is distributed to students via google form which consists of a, b, c, or d answer.

Instrument development is pursued in several ways, namely, (1) translating instruments by linguists; (2) instrument testing; and (3) testing the validity and reliability of the instrument.

The instruments were translated by a linguist and distributed to 15 students that is equivalent to the study population to check its validity and reliability. The instruments were distributed in online via Google Form. Then, the instruments were tested using Pearson Product Moment and Cronbach Alpha. If the instruments are valid and reliable, it can be used for this research.

The researcher used bivariate correlation analysis as a research design because this study aims to find the relationship between two variables. Researchers also used descriptive statistics to describe the data obtained into clearer and more detailed information. Then, Pre-requirement test will be analyzed with a normality test using One-Sample Kolmogorov- Smirnov Test. And to test the hypothesis, the researcher used a simple linear regression analysis to find the contribution of the significance of reading interest on short stories to the translation ability and Pearson's product moment correlation is used to analyze the relationship between two variables, namely; students' on short stories (X) and students' translation ability (Y). To make it easier to calculate data, researchers used statistical software, the IBM SPSS17 Statistics program, which is used to solve business and research problems.

3. Findings and Discussion (Capitalized 1st letter, New Romans, Bold, 12pt)

The researcher will present and describe the results of the field researcher 'findings that have been carried out on 8th grade students of SMPIT Al-Ibrah in the academic year 2020/2021, including:

Students' Reading Interest on Short Story

Based on the data found by distributing questionnaire and descriptive analysis as tool to calculated data by used SPSS and Microsoft Excel. The data are represented into the table:

Table 2. Mean of Reading Interest on Short Story Categories
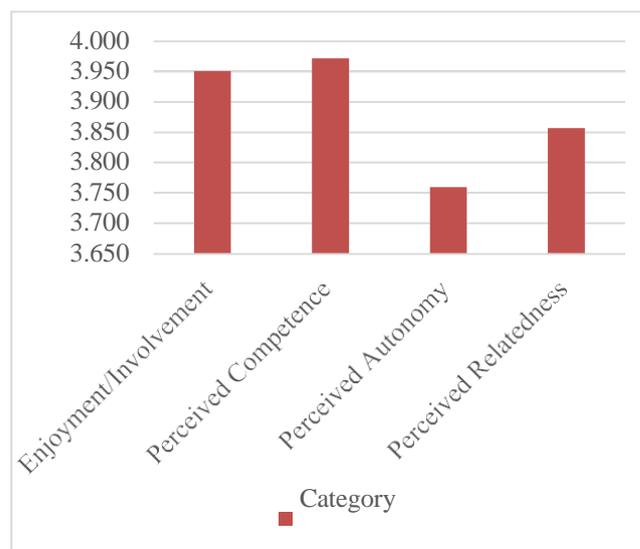
Based on the data above, the results of the fourth categories of reading interest on short story are:

Enjoyment/Involvement (M = 3.951), Perceived Competence (M = 3.972), Perceived Autonomy (M = 3.760) and Perceived Relatedness (M = 3.857). From the fourth categories, it can be seen that the categories of Enjoyment/Involvement   and Perceived Competence have not too many differences, but the most influential category in reading interest on short story is Perceived Competence (M = 3,972), while the category that is less influential in reading interest on the short story is Perceived Autonomy (M = 3,760).

Table 3. Students' Reading Interest on Short Story Statistics

N	Valid	30
	Missing	0
Mean		78.00
Median		78.00
Mode		78ᵃ
Minimum		56
Maximum		97

a. Multiple modes exist. The smallest value is shown

Based on the result of questionnaire acquired that the average of students' reading interest on short story of 8th grade SMPIT AlIbrah is good. Students received an average reading interest on short story score of 78. This happens because students answer the questions given on the questionnaire well, and also with the habit of students who often spend hours completing short stories that are read.

Students' Ability in Translating English Short Story into Indonesian

The data of the students' translation ability results can be seen below:

Table 4. Students' Translation Ability Statistics

N	Valid	30
	Missing	0
Mean		77.4667
Median		74.0000
Mode		72.00
Minimum		52.00
Maximum		100.00

The result of the test acquired that the average of students' translation ability of 8th grade SMPIT Al-Ibrah is good. The average students score is 77.5. This happens because students feel that by reading short stories, they get many benefits, students feel that they enjoy reading short stories, and often spend hours just completing short stories, so that it affects their translation skills. This supported by Kyoko Kuze's research quoted in Ishihara & Ono (2015) explores the potential use of literature in English teaching which focuses on students' interest in reading short stories. Kuze reports that it is practical about how such literature- based activities benefit students to write creatively in foreign languages, read texts actively and enjoy translating their own texts rather than just accepting interpretations from others. And also, Ishihara & Ono (2015) reported that the results of the introduction of literary works that focus on short stories in addition to increasing interest in reading short stories can also attract students' attention to carry out translation tasks.

Correlation between Students' Reading Interest on Short Story and Students' Translation Ability

The next step is measuring the correlation between students' reading interest on short story (X) and students' translation ability (Y). The data taken to calculate the correlation between students 'reading interest on short story (X) and students' translation ability (Y) were obtained from the score results of reading interest on short story questionnaire and translation ability. The following are the steps:

a. Normality Test

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

• Ho: data is normally distributed
• Ha: data is not normally distributed

Table 5. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,,b]	Mean	.0000000
	Std. Deviation	3.92433243
Most Extreme Differences	Absolute	.085
	Positive	.085
	Negative	-.073
Kolmogorov-Smirnov Z		.463
Asymp. Sig. (2-tailed)		.983

a. Test distribution is Normal.

b. Calculated from data.

The table above shows the results of the normality test using the Kolmogorov-Smirnov test. Based on the results of the normality test above, it is known that the significance value is 0.983> 0.05, it can be concluded that the data is normally distributed, or Ho is accepted.

b. Hypothesis Testing

The next step the researcher takes after conducting pre-requirement testing is hypothesis testing. The hypotheses in this study are:

Ho: $\rho = 0$ There is no correlation between students 'reading interest on short story and students' translation ability.

H1: $\rho \neq 0$ There is a positive and significant correlation between students' reading interest on short story and students' translation ability.

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

1) Simple Linear Regression

In this study, the results of simple linear regression analysis can be seen below:

Table 6. ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6928.856	1	6928.856	434.400	.000[a]
	Residual	446.611	28	15.950		
	Total	7375.467	29			

a. Predictors: (Constant), Reading Interest on Short Story

b. Dependent Variable: Translation Ability

From the table above shows that the value of F count = 434.400 with a significance level of 0.000 <0.05, it means that there is an effect of the reading interest on short story (X) variable on the translation ability (Y) variable.

2) Correlation Coefficients Analysis

Pearson's product moment correlation is serves to analyze the relationship between two variables. If (p value < 0.05) there is significance correlation. The relationship may be positive or negative. The researcher used Pearson's product moment correlation in this study because the data is parametric statistics. Where the two variables consist of interval scales taken from normally distributed populations. Furthermore, Pearson's r correlation in this study can be seen as follows:

Table 7. Correlations

		Reading Interest on Short Story	Translation Ability
Reading Interest on Short Story	Pearson Correlation	1	.969**
	Sig. (2-tailed)		.000
	N	30	30
Translation Ability	Pearson Correlation	.969**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

From the table above, it can be seen that the sig value shows 0.000 <0.05, which means that there is a significant correlation between reading interest on short story and translation ability.

Interpreting the Results with Reference to Rough Standards

The final step is interpreting the hypothesis from the Pearson's product moment coefficient whether there is a positive and significant correlation or not based on the standard 'r' category.

Based on the result of statistic calculation (see table 7), it indicates that rxy is 0.969. In the table significance of 5% the value for N = 30 is 0.349. After comparing the value of rxy = 0.969 and rt = 0.349, the researcher eventually made the assumption of the hypothesis that rxy is bigger than rt or 0.969 > 0.349.

The test of hypothesis as follows:
- If rxy > rt : there is a significant correlation, H1 accepted and H0 rejected
- If rxy < rt : there is no significant correlation H0 accepted and H1 rejected

The result of the hypothesis is rxy is bigger than rt. So, the working hypothesis (H1) is accepted, and the null hypothesis (Ho) is rejected. Based on standard categories of "r" pearson product moment value, the value of rxy = 0.969 indicates there is very strong correlation between students' reading interest on short story and students' translation ability at 8th grade students of SMPIT Al-Ibrah.

4. Conclusion

Based on the result of the study, it can be drawn conclusion that students reading interest on short story has good potential for increasing their translation ability. There is a positive correlation between students' reading interest on short story and students' translation ability. Thus, reading interest on short story support students' translation ability.

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